Pupil Premium Strategy Statement

Nine Mile Ride School

1. Summary information

School	Nine Mile Ride Primary School				
Academic Year	2020/21	**Total PP budget**	£41,480	**Date of most recent PP Review**	September 2020
Total number of pupils	359	**Number of pupils eligible for PP**	24	**Date for next internal review of this strategy**	July 2021

2. Current attainment for end of Key Stage 2-July 2019

	Nine Mile Ride Primary		*National*	
*5 pupils were eligible for PPG funding, 3 of which were also identified as having Special Educational Needs.	**Whole cohort** **(50)**	**PPG** **(5)***	**Whole cohort**	**PPG**
% reaching the expected **in Reading**	**80**	**40**	*73*	*62*
% reaching the expected **in Grammar, Punctuation & Spelling**	**86**	**40**	78	
% reaching the expected **in Writing**	**80**	**40**	78	68
% reaching the expected **in Maths**	**84**	**40**	79	67
% reaching the expected **in Reading/Writing/Maths**	**72**	**40**	65	51

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A	Some pupils may not have the basic skills in Maths and English to meet age related expectations.
B	Some pupils may have limited speech and language skills which can impact learning.
C	Social and emotional issues of targeted children (mostly eligible for PP) are having a detrimental effect on their academic progress
D	In some cases, learning skills may need developing, e.g. organisation, commitment, resilience, attendance and lateness

	External barriers
E.	In some cases, access to resources, such as books, libraries and life experiences.
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having the correct equipment in school.
G	In some cases, limited future aspirations.

4.	**Desired outcomes**	**Success criteria**
A.	To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age	• NMR's curriculum intent drives planning and delivery of learning • A common language for teaching and learning is embedded across the school
B.	To develop opportunities for oracy across the school. To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books' Pupils read regularly and have access to high quality texts within whole class reading. Pupils will engage in Talk 4 Writing methodology.	• Pupils experience high quality teaching on a daily basis so that pupils make at least expected progress. Personalised interventions are planned as a result of identification of learning barriers • Implement Picture News to initiate rich discussion • Curriculum implementation focuses on enrichment opportunities that drive the direction of learning (hooks/showcase). This includes a school activities passport. • Science curriculum is driven by a key investigative question which enables opportunity for high quality discussion • Knowledge organisers clearly identify appropriate vocabulary that will be taught explicitly through whole class teaching • PiXL Vocabulary app and oracy resources to develop language acquisition in Years 1-6 • Lexile Score to be used to highlight rich, high quality texts in every year group • Whole class reading pedagogy embedded across school • PiXL character development focuses on teaching communication skills across the school • Talk4Writing allows children to develop their language skills through
C.	Social and emotional issues of targeted children (mostly eligible for PP) are having a detrimental effect on their academic progress. Pupils will have deeper learning and access to an enriched curriculum.	• The school curriculum is driven by 4 competencies; including character education, culture which includes planning enrichment opportunities for all children • Pupils can access social and emotional support with staff who are trained to recognise and support pupils who are vulnerable (Thrive approach) • Implement PiXL Edge to promote key life skills, including character development (LORIC)

D.	All disadvantaged pupils will meet national expectations for attendance and punctuality.	- All our disadvantaged pupils will match national averages for non-disadvantaged pupils - All our disadvantaged pupils will be organised and ready to learn at the start of the school day - All our disadvantaged pupils will show resilience and be in school, on time daily - The school promotes growth mindset for all disadvantaged pupils and their peers - A colour coded system for attendance will inform parents on end of term reports - Attendance Officer will address attendance and punctuality using school protocol, this will include contacting parents proactively
E.	School will deliver an engaging, broad and varied curriculum to include resources, trips and clubs.	- School has a clear intent with four identified competencies that include: core; curriculum; character and culture which will give pupils enrichment opportunities - The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results. - All children will follow the 9 points on the curriculum compass which always includes an enrichment opportunity - Age appropriate subject skills will be taught within a thematic approach. - Pupils will be exposed to a wide range of social, cultural, enrichment, PE and musical specialist events and experiences within (and outside) the school day. - School will cover the cost of extra-curricular activities and trips to ensure maximum participation
F.	Pupils will have opportunities in school to read, consolidate x tables and complete homework (as necessary).	- Homework Clubs will take place within year groups - All disadvantaged children have access to a well-stocked library and can take home fiction/non-fiction books every week - All disadvantaged children have access to in-school opportunities to complete Mathletics, reading and spelling - Disadvantaged pupils will read at least four times per week - Individual 1:1 reading will take place in school

		• Disadvantaged children will have access to a therapy dog for reading. • Disadvantaged children will move up the reading wall in class each week
G	In some cases, limited future aspirations	• Access to a range of career options • Children have self-belief • Children will meet their academic expectations • Parents are supportive of future ambitions

5. Planned expenditure	
Academic year	**2020-2021**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementatio
To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.

To ensure pupils consolidate basic skills

To respond rapidly with targeted teaching for pupils at risk of underachievement.

Staff are equipped to identify potential barriers to learning | PiXL methodology of diagnosis, therapy, testing being used across Years 1-6 | PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools

Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers

Pupils need a sound understanding of number to successfully apply more complicated maths operations.

Daniel Willingham (Psychologist at the University of Virginia) states automatic retrieval of maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them) | The school monitoring cycle will continuously evaluate provision
Staff to attend leadership conferences termly
PiXL core team leader will engage with PiXL associate to review progress
Review impact every term with designated teachers
Monitoring evidence used to change learning offer
Question Level Analysis (QLAs) and Implications for Teaching Reports used to plan interventions
Completed personalised learning checklists tracked to show improvement over the year
Mathletics and times table cards | DHT | End of every term |

Progress is well above national average in reading, writing and maths	Talk for Writing Guided Reading Mastery Teaching of Maths Growth Mindset	T4W enables children to imitate the language they need for a topic orally before reading, analysing it and then writing their own version. GR-EEF validated research shows guided out loud reading has beneficial impact on fluency and comprehension skills NCETM is a national research-based community that enhances and strengthens maths teaching July 2017-DfE Standards for Teachers professional development state that 'Professional Development must be prioritised by school leadership.' Growth Mindset-Research in neuroscience by Carol Dweck https://www.mindsetworks.com/science/ has shown that the brain is more malleable than first thought and has shown how connectivity between neurons can change with experience. Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger.	Whole school approach Part of School Development Plan and School Evaluation Supporting Statement Team leaders drive across the team Regular monitoring by senior leaders, including book scrutiny, lesson observations, learning walks, pupil conference, data analysis, progress meetings Regular CPD opportunities planned across the year that are research based. For example, EEF=metacognition/self-regulation/Walk-Thru'sTeach pedagogy techniques/ The Key	DHT Humanities & STEM faculty	Termly

Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants	CPD to include: -Pixl approach -Walk Thru pedagogy -Monitoring -Reading Uni Mentor scheme -Maths Hub Mastery TRG Employ FS/KS1 local authority moderator Opportunity for TA's to study NVQ2 & NVQ3/Access to teaching -Additional teacher to support teaching & learning in term 1 -Additional HLTA employed to run therapies and intervention	EEF's Making Best Use of Teaching Assistants guidance report presents the best available evidence regarding the deployment and development of teaching assistants. The report makes seven evidence-based recommendations to help schools maximise the impact of teaching assistants. EEF's School Partnership Programme (click here) Walk Thru-Evidence-based teaching techniques (click here)	CPD opportunities for teachers to observe each other Ensure moderating exercises ensure a deep understanding of what working at greater depth looks like Assessment programme is used to plan greater depth activities Structured intervention programmes are monitored by observation, feedback impact analysis Walk Thru techniques are used to support peer observations across the school	SLT	Termly
To develop opportunities for oracy across the school.	Talk for Writing Sharing assemblies Opportunities for oral performances Oracy assemblies using 'Picture News'	Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Riseley, 2003 reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1100 words It is important to develop and increase all pupils vocabularies. Voice 21 project-a campaign to raise the status of oracy in schools across the UK & get talking in class	Picture News will be used in all classes and whole school assemblies to promote talk and oracy skills. Level 3 Speech and Language TA to support the development of language skills from FS up. (EdApt) Communication Skills groups to be run by Inclusion team Attention and Listening groups to be run by Inclusion team	Humanities faculty Class teachers	Ongoing basis

To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books' Pupils read regularly and have access to high quality texts within whole class reading.	All pupils will read x5 per week Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well, read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum	Teachers deliver whole class reading sessions and will use the strategies below DERIC-Key Stage 2 Decode/Explain/Retrieve/Interpret/Choice SPIQ- Key Stage 1 Lexile Score to be used to highlight rich, high quality texts in every year group Class teachers take the responsibility to monitor the frequency of home reading which leads to pupils moving up the class reading shelf. Targeted pupils in each class will be	Humanities faculty Inclusion team Class teachers	Ongoing basis as part of the English monitoring basis
Pupils will engage in Talk 4 Writing methodology.	Talk 4 Writing	'Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing school can do for its pupils-and for society- is to teach them to read and write well' Sir Kevan Collins (Chief Executive EEF) Meta-analysis of research by John Hattie breaks down quality teaching into; pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them	Talk 4 Writing pedagogy allows for daily/weekly oracy opportunities and allows for modelling and language development Humanities faculty will oversee reading and writing expectations Moderation of English books will ensure consistency. This will be done a school/cluster/Trust level.	Humanities faculty Inclusion team Class teachers	

Social and emotional issues of targeted children (mostly eligible for PP) are having a detrimental effect on their academic progress.	Mental wellbeing Thrive	Schools that have adopted Thrive are achieving nearly double the UK average in performance improvement results (Fronting the Challenge Projects 2015)	Termly screening of whole class will take place and action plans drawn up using the Thrive approach Individual pupils will be identified and 1:1 or small group Thrive support will be in place PiXL Edge will be visible across the school (character development (LORIC))	SLT	Termly
Learning can be achieved through perseverance and effort	Growth Mindset	It is based on research (Carol Dweck-Theory of Motivation) that shows that pupils who have a growth mindset – the belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals.	Whole school approach Regular CPD opportunities planned that focus on Growth Mindset Support from external consultant to implement at class level/home level Teaching shows an expectation for pupils to be resilient to challenge Monitoring by senior leaders, including learning walks, pupil conference, lesson observations	Head Teacher Team Leaders Inclusion team Class teachers	Termly
Pupils will have deeper learning and access to an enriched curriculum, including access to trips and clubs.	4 Competencies Curriculum Compass Focus weeks Workshops Cultural visits Sports/Digital/School Council/Class Leaders	Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	The school will follow the 4 competencies; one being core, curriculum, character and culture. Curriculum compass ensure enrichment activities form part of all planning processes	Head Teacher Team Leaders Inclusion team Class	Ongoing basis as part of school monitoring cycle
			Total budgeted cost	£23,500	

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium pupils make at least expected progress based on prior attainment	Use of PiXL methodology for laser sharp interventions, delivered by high quality teachers and teaching staff	National PiXL data has shown that the diagnosis, therapy, testing methodology has had positive impact across all PiXL primary schools	PiXL core teams in place who drive personalised interventions Weekly PiXL core team meetings take place to focus and discuss identified pupils PiXL associate visits challenge and offer support for greater impact	DHT	Termly
Increased confidence in speech and language skills	1:1 targeted work supported by SALT (Speech and Language Therapist)	'What Works': Interventions for children and young people with speech, language and communication needs-Research Report DFE RR247-BCRP10 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/556912/DFE-RR247-BCRP10.pdf	An afternoon per week for individual support sessions to take place by our SAL TA Termly meetings with SALT	CD NF	Half termly with Inclusion Manager Termly with SALT

To promote and develop self-regulated learners through the teaching of metacognition strategies	EEF Guidance Report: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/#closeSignup	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition - the mental process involved in knowing, understanding, and learning; metacognition - often defined as 'learning to learn'; and motivation - willingness to engage our metacognitive and cognitive skills	This will be implemented through CPD opportunities based upon metacognition and Walk Thru opportunities. WalkThrus PD resource pack has been designed to provide a central set of connected resources to build your institution's professional development based around metacognition. https://www.walkthrus.co.uk/general-6	DHT/Inclusion Manager/Team Leads	End of the academic year
Identify and address developmental and emotional gaps which are barriers to learning	Thrive Approach Targeted, measured, early intervention that supports social & emotional well-being in children Pupil Champions Lunchtime Nurture sessions	Schools that have adopted Thrive are achieving nearly double the UK average in performance improvement results (Fronting the Challenge Projects 2015)	Whole staff training Identified pupils will be assessed before and reassessed approximately 6 weeks later. Thrive books will contain session evidence. Staff reminded of Thrive books at	Inclusion Manager GS AM	Half termly with Thrive Assistants and termly meeting with SLT to review journey and impact so far

For PP children to achieve the same as non PP children in reading	A. Catch Up literacy programme- a structured one-to-one literacy intervention B. PiXL therapies Ensure PP children are changing their reading books	1:1 intervention with qualified member of staff (Education Endowment Fund Toolkit) Small group interventions with trained staff have been shown to be effective (EEF Toolkit) Improving Literacy in Key Stage One can be found here and Improving Literacy in Key Stage Two here. Metacognition strategies taught and shared.	Identified pupils to have timetabled sessions per week. Space allocated to ensure sessions take place in a quiet area	Inclusion Manager LM JN GS PiXL core team	Reading assessment will be used to show progress Sept/Jan/June Observation of sessions by Inclusion Manager and link governor Half termly monitoring of Catch Up booklets Termly monitoring by Local Advisors
For PP children to achieve the same as non PP children in phonics and spelling	A. Additional small group phonics B. Spelling HFW Intervention Y5 C. PiXL therapies F. No Nonsense spelling	Small group interventions with trained staff have been shown to be effective (EEF Toolkit) Phonics EEF toolkit can be accessed here.	Regular meetings planned to talk through progress Advice from Learning Support Service Rigorous and consistent phonics/spelling intervention programmes Implement whole school spelling approach through No Nonsense spelling	SLT lead KS1 staff Inclusion Manager LM JN	Phonic assessments will be used to plan interventions and track progress Spelling assessments are used to show progress Half termly review meetings
For PP to have confidence and make progress in Maths	PiXL therapies base on Diagnosis, therapy, testing	The EEF Improving Mathematics in KS2 Guidance Report 2017. Suggests pupils develop Metacognition-the ability to independently plan, monitor and evaluate their thinking and learning	Weekly report with individual pupil progress PiXL core group meeting focus on pupils not making appropriate progress in maths	Y3,4,5,6 class teachers LM Inclusion Manager	Class teachers weekly input Maths termly assessments Review half termly Feedback to SLT termly
Total budgeted cost					£8,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All disadvantaged pupils will meet national expectations for attendance and punctuality	Colour coded system for attendance on end of term reports Attendance Officer in place Monitoring of parent evening attendance	Parental involvement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggest that increasing parental involvement in primary schools has on average 2-3 months positive impact (EEF Toolkit). Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issue.	Attendance Officer will monitor attendance of pupils and lateness of pupils Parents will be contacted by AO Letters home to parents if they do not attend parents meetings	SLT Attendance Officer (AO)	Attendance and lateness reports Parent evening attendance SEN review attendance Parental workshop attendance
Children to be ready for learning	Breakfast Club Extra-curricular activities including educational visits	Evidence from EEF shows that primary schools that offer a free and nutritious meal before school, can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. Adventure learning interventions consistently show positive benefits on academic learning	Attendance of Breakfast Club will be monitored Extra-curricular activities and educational visits	Headteacher SBM	Reviewed half termly
				Total budgeted cost	£2,000

6. Review of expenditure				

Previous Academic Year	2018-2019 *(no data for 2019/2020 due to COVID-19)*			

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium pupils make at least expected progress based on prior attainment by the end of Key Stage 2.	PiXL methodology of diagnosis, therapy, testing being used across Year 2 and 6	**Expected standard or above in Writing (%)** | KS1-1 pupil	NMR	Nat
PP pupils	100	tbc
All pupils	80	| | KS2-5 pupils	NMR	Nat
PP pupils	40	
All pupils	87			• The methodology had 100% success rate in Key Stage 1 and 2 pupils in Key Stage 2. Although 3 pupils did not achieve expected at the end of Key Stage 2, the PiXl approach and therapies meant that pupils were WTS and not PKS. • This methodology will continue next year in Years 1-6 to ensure that gaps for PP pupils are addressed across the school and not just Y2 and 6.	£3400.00
Progress is well above national average in reading, writing and maths at the end of Key Stage 2	Talk for Writing Guided Reading Mastery Teaching of Maths Growth Mindset	**Progress in reading, writing and maths** **Reading** Number of pupils = 50; Pupils with adjusted scores = 0; **Average 0.04**; Confidence interval -1.7 to 1.7 **Writing** Number of pupils = 50; Pupils with adjusted scores = 1; **Average -0.89**; Confidence interval -2.5 to 0.7 **Maths** Number of pupils = 50; Pupils with adjusted scores = 0; **Average -0.79**; Confidence interval -2.3 to 0.7	• Progress is average in all core subject areas; however, this is largely due to 2 low attainers not converting and achieving –10.18 progress in reading, -14.71 in writing and –18.62 in maths. This negatively affected the average as three of those identified as PPG also had special educational needs • The chosen approach will continue next academic year as both children had significant barriers to learning	£1200.00

Learning can be achieved through perseverance and effort	Growth Mindset	Growth mindset has developed a common language across the school and with parents. Training sessions for both staff and parents have taken place as well as assemblies, displays and lessons. There is strong belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals	Growth Mindset is now embedded throughout the school with reinforcement seen on displays, via assemblies, from staff and echoed by pupils to each other. Positive feedback received from parents about how Growth Mindset has had a beneficial impact on their children.	£1773.00
Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants	CPD to include: -Pixl approach -Walk Thru pedagogy Rosenshine's Principles of Instruction -Monitoring -Reading Uni Mentor scheme -Maths Hub Mastery TRG Employ FS/KS1 local authority moderator Opportunity for TA's to study NVQ2 & NVQ3/Access to teaching -Additional HLTA employed to run therapies and intervention for disadvantaged via Catch-Up monies	Source: Sutton Trust/EEF's Teaching and Learning Toolkit "School leaders must rigorously define the role of TAs and consider their contribution in relation to the drive for whole school improvement". Sharples, Webster & Blatchford (2015) Guiding Principles: Keep pupils at the heart • TAs supplement, not replace, teachers • Not a cover for reviewing/reforming SEND provision • Focus on what works for 90% of the school, 90% of the time • Keep it containable and achievable. Don't over-reach • Lens for judgement is SLTs' and teachers' decision-making • Be sensitive Use EEF Guide to Support School Planning in light of COVID. https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/	CPD opportunities identified through appraisal or monitoring and training tailored to meet with needs of staff Teaching Assistants deployed to work to their strengths with the children. Meetings took place half termly for teaching assistants, training sessions were led by Deputy Head and Inclusion Manager. Pixl teaching assistants are involved in planning, implementation and feedback with Class Teachers on a regular basis. In years 2 and 6 on a weekly basis. Core group PiXL meeting took place weekly and therapy groups planned as a result	£3000.00
Total £9,373				
ii. Targeted support				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium pupils make at least expected progress based on prior attainment	Use of PiXL methodology for laser sharp interventions, delivered by high quality teachers and teaching staff	<table><tr><td>National</td><td>**NMR**</td></tr><tr><td>KS1</td><td></td></tr><tr><td>tbc</td><td>100%</td></tr><tr><td>**KS2**</td><td>**NMR**</td></tr><tr><td>tbc</td><td>40%</td></tr></table>	The PiXL methodology of Diagnose, Therapy, Test, Retest worked very well as it allowed gaps in learning to be plugged and addressed. The reason for 3 out of the 5 PPG pupils not achieving expected was that they were double disadvantaged and had specific learning needs.	£6320
Identify and address developmental and emotional gaps which are barriers to learning	Thrive approach Growth Mindset Lunch time Nurture Post box system Social and communication skills groups Circle time Healthy Schools Week A Mind to be Kind	Thrive assistants carried out individual sessions with pupils, following set action plans. Pupils were discharged and new pupils taken on.

Whole class Thrive screening took place and were reviewed each term.

Lunch time Nurture system proved beneficial | There is an increasing need to support pupil wellbeing.

Staff need to remain aware of potential gaps in pupils emotional development. Staff need to give children the time to talk.

There is an increasing need for pastoral support so this strategy will continue next academic year | £3500 |
| For PP children to achieve the same as non PP children in phonics and spelling | A. Additional small group phonics B. Spelling HFW Intervention Y5 C. Sound Foundations- Apples & Pears D. Spelling intervention Y3 E. PiXL therapies F. No Nonsense spelling | Pupils to make progress in spelling.

Spelling gaps to be closed and children to be confident in their phonics.

Pupils able to transfer learnt spelling to their class written work. | Sound Foundations materials are great, but are an expensive resource as they are delivered on a 1:1 basis

There need to be an ongoing focus on spelling throughout the school and a review of the No Nonsense Spelling approach in order to see impact.

Stand alone spelling interventions have not had the expected impact as a result spelling focus has gone back to year groups, which will use the Pixl approach in 2019/2020 | £7039 |

For PP to have confidence and make progress in Maths	Catch Up Numeracy Programme - a structured one-to- one numeracy intervention PiXL therapies base on Diagnosis, therapy, testing	Gaps in pupils maths ability would be identified, addressed and mastered Gap closing Confidence in maths improved.	Catch Up Numeracy is thorough in its ability to identify pupils gaps however the planning and delivery of the sessions takes too long. It is an expensive resource as they are delivered on a 1:1 basis	£4017 **Total** £20,876

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased parental engagement with school regarding pupil's learning, completion of homework, lateness and attendance completion of homework	Monitoring of parent meeting attendance Parental workshops	Lateness monitored by school office Pupil attendance monitored by school letters sent/ phone calls made Homework club run by individual class teachers so that all children can access homework.	Whole school change to homework to focus on basics. The decision was made in light of EEF research. Class teachers to offer time in school for pupils to complete homework activities Lateness and attendance to be monitored by school office. Class teachers to monitor and note Parents Evening attendance. Offer other appointment to non-attenders or phone consultation.	£236
For targeted children to develop resilience, co-operation and self confidence	Talking Lego Selected children to participate in weekly Lego therapy sessions	Pupils interacted well in these sessions, developing language and social interaction skills	Talking Lego will continue with groups of 3 pupils at a time.	£533
Children to feel more confident in social situations	Lunchtime Nurture sessions and post-box system Playground Friends Pupil Champions	Children were able to have their social and emotional well-being met during nurture sessions.	Lunchtime Nurture drop in, the Post Box system and Playground Friends will continue.	£3736

Children to be ready for learning	In year homework support	Some PP children attended Breakfast Club will be ready for learning and in school on time.	Homework Club changed to be run in year groups.	£174

7. **Additional detail 2019-2020-**(Prior to lockdown)
In this section you can annex or refer to **additional** information which you have used to support the sections above. **Supporting emotional wellbeing of pupils** Course and training for staff onmental wellbeing of pupils –Online Learning training (Free) **Tracking of pupil progress** Pupil progress and tracking meetings, Booster sessions, PPG Network, PiXL conferences and core group meetings at Key Stage 1 and 2 =£3400 **Other** Extracurricular clubs/ Trips/Golf/music lessons/resources=£3000 Administration and class teacher/TA preparation time = £1000