

Pupil Premium Strategy Statement Downton Primary School 2020 – 2021



Pupil Premium Funding is allocated to schools from central Government to support disadvantaged children from low-income families who are currently known to be eligible for free school meals and children who have been looked after for more than six months. This year's expenditure is £1,345 per Pupil Premium Pupil the school has received £25,795.

At Downton Primary School, this funding is used to help our most vulnerable children to close the gap with their peers focusing on both their academic and emotional needs. We want our disadvantaged learners to have good communication skills, be resilient, appreciate diversity and be aspirational for their future.

What are our priorities?

- 1) Quality First Teaching – to target Pupil Premium Children's progress to ensure that they make at least good progress throughout the school, closing the attainment gap so their outcomes are at least in line with their cohort. We want to prepare these children for the next stage in their educational journey.
- 2) Support children with emotional needs, so that they are ready to learn in school as well as at home. We want to provide emotional support, build their resilience through reflecting on their learning and to have high aspirations. We provide, ELSA, Relaxed kids, therapeutic interventions and counselling services.
- 3) Ensure that all interventions are timely, robust and informed by gaps in knowledge and skills.
- 4) Ensure that all disadvantaged children have equitable access to extra-curricular activities and ensure that we provide activities to extend their social capital.
- 5) The school also delegates part of our budget to cater for pupils who are not receiving Pupil Premium Funding but who are at risk of underachieving as it is our intention that all pupils should progress and reach their full potential.

1. Summary information					
School	Downton CE Primary School				
Academic Year	2020 - 21	Total PP budget	£25795	Date of most recent PP Review	<i>October 2020</i>
Total number of pupils	262	Number of pupils eligible for PP	11 FSM/Ever 6 2 service 2 Post LAC	Date for next internal review of this strategy	<i>Feb 2021 July 2021</i>

2. Current attainment					
• Does not include progress scores for one pupil working at ARE	<i>Pupils eligible for PPG July 2018</i>	<i>Pupils eligible for PP July 2018</i>	<i>Pupils eligible for PP July 2019</i>	<i>Pupils eligible for PP July 2020</i>	<i>All pupils 2020 July 2020</i>
% achieving Expected Standard in Reading, Writing and Maths	25%	40%	50%	0	80%
% achieving Expected Standard in Reading	50%	80%	91%	100%	93%
% achieving Expected Standard in Writing	75%	40%	78%	0%	90%
% achieving Expected Standard in Maths	25%	60%	64%	0%	80%
Average Progress Score - Reading	-1.92	+1.28	+1.12	-	-
Average Progress Score - Writing	0.78	-3.3	-0.6	-	-
Average Progress Score - Maths	-6.13	+ 1.12	-1.91	-	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor recall of number facts and spelling rules which result in low rates of progress in writing and maths, especially for PPG pupils with SEND needs.
B.	Limited understanding and application of a wider vocabulary due to limited parental support for phonics/reading out of school
C.	Close the gap between % of PP pupils who achieve GLOD at the end of FS2 and those who achieve the expected standard in Reading at the end of KS1
D.	Low self-belief in academic ability and a lack of resilience for learning
E.	Limited engagement for PPG pupils with home/remote learning leading to gaps
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Persistent low attendance of a small number of disadvantaged pupils
G.	Lack of financial resources for families which prevent them accessing school uniform, clubs, trips and visits.
H.	Lack of engagement in remote learning during COVID-19 lockdown and possibility of this during future periods of school closure / self-isolation.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To continue to increase the % of PP pupils who meet the expected standard in reading, writing and maths to exceed starting points by providing high quality teaching that is good or better and consistently applied across the school.</p> <p>Ensure that children with SEND and PPG make accelerated progress as their access to learning that meets their needs is in place</p> <p>Evidenced through planning scrutiny, work scrutiny, subject leader reviews and lesson observations Measured by pupil progress reviews (bi termly and data reviews)</p>	<p>To increase rates of progress for disadvantaged pupils in maths Maths progress score for PP pupils meets the 'secure' standard. Progress scores in both key stages show an upward trend. All non-SEN PP pupils achieve the expected standard in maths</p> <p>Targeted interventions are developed at an appropriate level to ensure accelerated progress</p>
B.	<p>To diminish the difference between the attainment of PP pupils and non-PP pupils in writing at the end of KS1 and KS2</p> <p>This will be measured through, data, planning, pupil progress reviews and lesson observations</p>	<p>Attainment of PP pupils is in line with national average for ALL pupils Attainment of non-SEN PP pupils in in line with national average for Non-PP pupils</p>
C.	<p>Provision of high-quality targeted interventions (directed by class teachers and PPG lead and delivered by trained staff) so that pupils make accelerated progress to achieve at least expected in core subjects.</p> <p>Measured by Pupil progress meetings and data drops (termly review SL lead)</p>	<p>Pupils are able to demonstrate progress in targeted outcomes. Evidence in schoolwork, group records, formal assessments and language.</p> <p>All staff delivering interventions are able to talk confidently about the attainment and progress of their groups.</p> <p>All PPG pupils will make accelerated progress in at subjects where they are participating in an intervention.</p>
D.	<p>Improve the mental health and well-being for PP pupils leading to more resilient learners and increased and equitable access to extra-curricular activities</p> <p>Ensure pupils feel emotionally supported and have opportunities to engage with ELSA, relaxed kids enabling children to talk openly about their feelings.</p> <p>Pupils readily sign up for a wider range of extra-curricular activities</p> <p>Evidenced by pupil voice</p>	<p>Pupil perceptions of themselves as learners is positive and resilient. They are able to reflect on learning articulating how they need to improve – staff feedback at pupil progress meetings is that of increased resilience amongst pupils Increased PP participation in extra-curricular activities</p>
E.	<p>Attendance rates for PPG pupils will increase, as engagement with parents is further improved.</p> <p>Measured by attendance and engagement data (in lockdown) Attendance certificates and minutes of SAM's and LLAM's.</p>	<p>Pupil's % for attendance is below current levels - Evidence in learning and termly attendance data. Significant reduction in % of PP pupils who are persistently absent</p>
F.	<p>Engagement with remote learning will increase as access and parental support is further enhanced</p> <p>Evidenced by online registers and engagement with seesaw – monitored weekly during a lockdown</p>	<p>To increase the % of PP pupils who meet the expected standard in RWM at the end of KS1 % of pupils achieving RWM combined at the end of KS2 shows an upward trend despite remote learning.</p>

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 implementation?
<p>Outcome A To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2 in maths and writing</p> <p>Increase rates of progress for disadvantaged pupils in both key stages</p>	<p>KS1 and KS2 leaders to lead progress meetings to analyse attainment and progress of PP children and plan necessary interventions.</p> <p>Time allocated for teachers to create provision maps, Personalised learning Plans, profiles and pupil portfolios to target support provided to PP pupils</p> <p><i>Staff meeting time</i></p>	<p>Data shows a difference between the attainment of disadvantaged pupils compared to those in other groups, especially at the end of KS2. Raising awareness of these pupils will allow for better provision to be planned implemented and monitored</p> <p>Gaps: Y6 reading 0.8, maths 1.2 Y5 reading 2.9, writing 2.0 Y4 writing 0.4 Y2 maths 0.3</p> <p>Raising awareness of these pupils allows for better provision to be planned, implemented and monitored</p>	<p>Pupil Progress meetings led by Head, PP lead and SENCO to monitor effectiveness.</p> <p>Regular review meetings with PP teachers and class teachers to discuss impact of provision on identified pupils</p> <p>Ensure deployment of a highly skilled practitioner to deliver the tuition. Regular data analysis to monitor progress</p>	<p>DHT/SENCO</p>	<p>End of term 4</p> <p>Term 1 PP lead shared provision maps Targets and gaps informed by NFER assessment. Teachers tailor plans as needed for pupils.</p> <p>Term 2 Pupil progress meetings and T2 autumn data collated. PP teachers to teach targeted interventions</p> <p>Term 3 PP lead pupil progress reviews – with pupils grouped. Y2, 5 and Y6 groups reviewed and targets shared</p> <p>Term 4 PP lead review Y1, 3 and 4 data. Y2, Y5 and Y6 further data benchmarking</p> <p>Term 5 PP lead to review Y2, Y5 and Y6 via progress reviews</p>

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?
<p>Outcome A & C To continue to increase the % of PP pupils who meet the expected standard in writing and maths</p>	<p>High quality CPD for teachers and teaching assistants to further improve quality of teaching and learning.</p> <p>2 teachers to complete the Maths mastery for KS1 and KS2</p> <p>Full access to additional training opportunities provided by the Teaching Schools hub, particularly focusing in maths teaching and learning</p>	<p>There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PP pupils.</p> <p>This approach is also recognised as an effective way of enabling the PP grant to impact positively on all pupils.</p> <p>EEF / Sutton Trust research indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress. Approach was highly effective in raising attainment of non-SEN PP pupils at KS1 and KS2</p>	<p>Staff encouraged and given time to share training with colleagues.</p> <p>Impact evaluations to be completed a few weeks after training is completed.</p> <p>Teaching and learning community reviews with a focus on vulnerable learners</p>	<p>PP Lead Maths lead</p>	<p>Term 1 – staff attend training and feedback Term 2 – link QFT to walkthrus Term 3 – QFT review identify additional training needs Term 4 – pupil progress reviews and lesson obs Term 5 – QFT review – pupil voice</p> <p><i>PP Lead release £6,000</i></p>
<p>Outcome B To continue to increase the % of PP pupils who meet the expected standard in Literacy with a focus on oracy and writing</p>	<p>High quality CPD for teachers and teaching assistants to further improve quality of teaching and learning via Walkthrus for teachers and use of Read Write Inc Spelling – resources Reading age assessments used to deploy reading support to ensure a reduction in the number of children whose fluency is below their chronological age</p> <p>Verbal articulation a priority for the school – word of the day introduced with PP given the responsibility for recording for the class each new word</p> <p>Word of the day implemented</p>	<p>There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PP pupils.</p> <p>Successful approach 2020 – build on this approach for writing</p> <p>Use of standardisation and moderation across the school to identify gaps in learning and validate teacher spelling/writing assessments</p> <p>Recommendations from professional review EP service Successful approach 2020</p> <p>Word of the day implemented across the school.</p>	<p>Staff encouraged and given time to share training with colleagues.</p> <p>Impact evaluations to be completed a few weeks after training is completed.</p> <p>Monitoring termly via reading age and NFER test analysis</p> <p>Moderation within the Salisbury cluster</p> <p>Monitoring termly via reading age and NFER test analysis</p>	<p>PP Lead English lead</p>	<p>End of term 1 training attended by English lead – trial strategies term 1 End of term 2 – Staff meeting sharing effective approaches – link to word of the day Term 3 – opportunities for discussion and opinion interwoven into lessons by SL End of term 4 – staff trials continue with pupil voice analysis informing pitch Moderation beyond the school End of term 6 – review data v benchmark/cost benefit analysis</p> <p><i>Oracy Pilot £300</i></p> <p><i>Release for core subject lead £600</i></p>

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?
<p>Outcome C</p> <p>Close the gap between % of PP pupils who achieve GLOD at the end of FS2 and those who achieve the expected standard in Reading at the end of KS1</p>	<p>Development of specific reading skills led by an English lead.</p> <p>Buy additional reading books for EYFS, and Y1 to ensure that chn are working at their exact phonetic ability (Ofsted 2020)</p> <p>School pilot of LA oracy project focus on PPG pupils</p> <p>Purchase online books</p>	<p>Pre-teaching sessions implemented with a core group of low achieving PP chn2/3 sessions per week led by the Class Teacher- numerous studies (Minkel 2015, p4) have highlighted that for sessions to be impactful they must be led by the CT.</p>	<p>Training for staff who are Supporting PPG learners with Specific difficulties through implementation of rigorous CPD.</p> <p>Chn to be targeted as part of whole school intervention offer – spotlight focus at Pupil progress reviews</p>	<p>English lead PP Lead</p>	<p>Termly reading</p> <p><i>Resources:</i> <i>Cracking writing £400</i></p> <p><i>Online KS1 phonetically plausible books £700</i></p>
<p>Outcome D</p> <p>Increased number of children ready to learn and responding positively to feedback by improving the mental health and well-being for PP pupils leading to more resilient learners and increased and equitable access to extra-curricular activities</p>	<p>Increase access to ELSA access by training an additional member of staff – doubling the spaces available from 5 to 10.</p> <p>Train all teachers and TA on relaxed kids' philosophy – ensuring vocabulary is consistent across the school</p> <p>Staff and pupil well-being top up training mental health awareness week Feb 21</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>Implement Relaxed kids so that pupils develop self-help and resilience skills ensuring that pupils feel emotionally supported with time limited interventions which span school and home</p>	<p>Training led by accredited providers with ELSA supervision in place for practitioners.</p> <p>Regular training updates to ensure that</p>	<p>PHSE lead Relaxed kids' practitioner PP Lead</p>	<p>Term one teacher training in relaxed kids with implementation for most anxious Book ELSA for additional staff member (ks 1 focused)</p> <p>Term 2 – TA training on relaxed kids – impact review</p> <p>Term 3 – Pupil, staff well-being. Meeting for mental health awareness week to 'top up' training and identify learning</p> <p>Term 4 whole class topic lessons led by relaxed kid's practitioner</p>
Total budgeted cost					<p><i>£300 Oracy Training</i> <i>£600 release</i> <i>£1100 materials</i> <i>£6,000 PP Lead</i> <i>Total: £8,000</i></p>

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?
<p>Outcome A To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2</p>	<p>1 to 1 tuition for identified pupils focusing on basic skills acquisition in maths spelling</p>	<p>EEF research suggests indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress. Approach has been highly effective in raising attainment of PP pupils in other contexts and within school in both key stages from January 2019 and 2020.</p>	<p>Ensure the appointment of a highly skilled practitioner to deliver the tuition. Regular data analysis to monitor progress and teach from gap analysis Good communication with parents to ensure that learning is enforced home</p>	<p>PP Lead English Lead Class teacher</p>	<p>End of term 1 – gaps identified - training class interventions End of term 2 implementation interventions End of term 3– progress reviews and catch- up End of term 4 – precision teaching KS1 and KS2 End of term 5 – progress reviews and gap review End of term 6 – next steps identified for term 1 <i>TA precision teaching £500</i></p>
<p>Outcome A To continue to increase the % of PP pupils who meet the expected standard in maths</p>	<p>Weekly small group sessions in maths for high attaining as well as low attaining pupils with an experienced teacher <i>Third space Maths £3,000 (6 pupils)</i></p>	<p>We want to provide extra support to maintain high attainment as well as improve low attainment. Small group interventions with highly qualified staff have been shown to be effective, in reliable evidence sources such as the EEF toolkit. Use of Third Space learning in 2019 was effective in engaging and motivate pupils Outcomes in maths for this group show progress at +1.12 this is above the cohort whose progress score was -1.91 for this subject</p>	<p>Extra teaching time and preparation funded from PP budget not encouraged as additional and extra. Impact overseen by maths subject leader Engage with parents and pupils before intervention begins to address any concerns/questions about additional sessions</p>	<p>PP Lead Maths Lead</p>	<p>End of term 2 Gaps identified with liaison between intervention teacher and class teacher End of term 3 pupil progress review and impact analysis next steps identified End of term 5 pupil progress review and impact analysis next steps identified <i>Qualified teacher support £2,000</i></p>

<p>Outcome B To increase the % of PP pupils who meet the expected standard in reading and writing</p>	<p>Small group sessions focusing on personalised spelling and handwriting support</p> <p>Improve oracy skills by extending vocabulary (oracy pilot)</p> <p>Improve technical vocabulary – implement knowledge organisers leveling pupil background knowledge and increasing confidence in cross curricular writing</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, in reliable evidence sources such as the EEF toolkit.</p> <p>Teacher community research focuses on improvement of core knowledge and technical vocabulary to provide pupil Using foundations in memory and recall research by Atkinson and. Shiffrin and Baddeley</p>	<p>Organise timetable to ensure staff have preparation time and delivery time in a quiet area.</p> <p>Ensure gaps in knowledge are identified and liaison with class teacher is regular and pupils apply learning in class work</p>	<p>PP Lead English Lead</p>	<p>End of term 2 -work scrutiny and planning review End of term 3 -work scrutiny and planning review End of term 5 -work scrutiny and planning review <i>Group teaching £3,000</i></p>
<p>Outcome C Provision of high-quality targeted interventions (directed by class teachers and PPG lead and delivered by trained staff) so that pupils make accelerated progress to achieve at least expected in core subjects. (particularly in KS1 reading)</p>	<p>Gaps in learning with reading are closed through targeted provision of a wide range of reading materials. Vocabulary and prior knowledge are no longer limiting progress</p> <p>Daily reading for all pupils whose reading age is below CA</p> <p>Key texts are sent home with children to pre-read. Pupil premium library boxes given to identified children</p> <p>Gaps in reading and vocabulary are targeted through provision of a wide range of reading materials.</p>	<p>Study by Sikora reviewed benefits of a book rich environment. Researchers suggested that homes with access to ample reading materials can arm children with skills that persist into adulthood</p>	<p>Vocabulary and prior knowledge will no longer limiting progress</p> <p>RA and CA for reading will be aligned and improving – goal +6 months CA</p>	<p>Monthly review by PPG lead</p>	<p>Review Pupil Progress meetings November, February and April</p> <p><i>TA precision teaching £500</i></p>
<p>Total budgeted cost</p>					<p><i>Tuition £ 6,200 Third Space £3,000 TA precision teaching £1,000 Total: £10,200</i></p>

iii. 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?
<p>Outcome D Increased number of children ready to learn and responding positively to feedback by improving the mental health and well-being for PP pupils leading to more resilient learners and increased and equitable access to extra-curricular activities</p>	<p>Increase access to ELSA access by training an additional member of staff – doubling the spaces available from 5 to 10.</p> <p>Implement Relaxed kids ensuring that pupils feel emotionally supported with time limited interventions which span school and home</p>	<p>Pupil resilience is commonly raised as a barrier to learning in progress reviews. Pupil views of themselves as learners and ability to react positive to mistakes is low. Pupils tell us that they don't like improving work</p> <p>Research Public Health England (2014) identified a strong link between positive mental health and pupil attainment at primary school Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>Training bought in to be delivered with all staff</p> <p>Parent information sessions and support for families at home</p> <p>Peer review via colleagues to ensure that a consistent and effective pedagogical approach is adopted – common language used by all – approach modelled in whole class setting by practitioner</p>	<p>PHSE lead Relaxed kids' practitioner PP Lead</p> <p>HT</p>	<p>Term 1 – training feedback Term 2 – parental feedback Term 3 – pupil voice Term 4 pupil attitudes and progress review Term 5 lesson observations Term 6 next steps</p> <p>Funded by SP <i>Additional ELSA</i> <i>£3,000</i></p>
	<p>Provision of additional ELSA and Time to talk</p> <p>Employment of additional part-time ELSA to provided targeted support to vulnerable pupils, giving them the best chance of being ready to learn</p>	<p>EEF research 2020 suggests that Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates</p> <p>'Promoting physical and mental health in schools creates a virtuous circle. Poor mental health in the primary school setting has a strong association with lower attainment in secondary providing reactive support for high levels of emotional need'.</p> <p>ELSA sessions have a proven track record of increasing levels of self-esteem, leading to improved attitudes and attendance. Increasing the number of ELSA hours available will enable us to support more pupils in all year groups.</p>	<p>Regular meetings with relaxed kids' practitioner, SENCO and PP lead to measure impact</p> <p>Regular meetings with ELSA to assess impact</p>	<p>PP Lead</p>	<p>Monthly review</p> <p><i>ELSA Cost: £2799.30</i></p> <p><i>Play/music Therapy</i> <i>£1,500</i></p>

		Mental health and wellbeing of pupils is a school priority. We have noticed a significant rise in the number of pupils facing very challenging circumstances outside of school. Increasing numbers of pupils, many with significant academic potential, are not in a place where they are ready to engage fully in learning.			
Outcome E Persistent absenteeism of a number of children eligible for PP is impacting on their attainment and progress	Attendance led to follow up on attendance analysis Liaison with Downton 4 Families to improve out of school support Absence is challenged pupils encouraged to come to school for school to assess Attendance rewards incl celebration of a determination to be in school	We cannot improve attainment for children if they are not actually attending school. Persistent absenteeism is a current DfE key priority and a measure by which Ofsted will be judging overall school effectiveness. This was very effective in supporting vulnerable families in 2020 We believe that by offering a wide range of extra-curricular opportunities will lead to increased engagement, improved self-esteem and ultimately improved attendance Proven effective in other schools	Regular monitoring of attendance of targeted pupils Reasons for absence recorded on Sims Frequent communication with parents to discuss funding opportunities Monitoring of attendance at clubs and enrichment activities Weekly attendance review	SENCO/Headteacher Attendance lead/Headteacher/	Termly
Total budgeted cost					<i>ELSA £7,799.30</i> <i>Additional ELSA 3,000</i> <i>Play/music Therapy £1,000</i> <i>Total: £11,799.30</i>
iv. Wider 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?
Outcome D Ensure pupils feel emotionally supported and readily sign up for a wider range of extra-curricular activities – with an academic focus	Free access for PP pupils to residential visits, breakfast club Access to free music/sport tuition/story circle	Children will have access to opportunities which cannot always be provided at home including additional trips, swimming and experiences raising aspirations and improving social capital.	Regular review of impact – pupil feedback, Increased number of PP pupils volunteering to be appointed as pupil ambassadors	PP Lead	Termly <i>Enrichment £2,000</i>

	<p>Free places at paid clubs offered as an incentive for increased attendance</p> <p>Bespoke uniform provided to ensure full inclusion</p> <p>£500 allocated</p>	<p>Children learn most successfully when their emotional and social needs are met. Research by EEF suggest that effective approaches to raising aspirations almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective.</p>			
<p>Outcome F Engagement with remote learning will increase as access and parental support is further enhanced</p>	<p>Access to devices out of school</p> <p>Live teaching for pupils not in school</p> <p>Support with home learning invitation into school during a lockdown</p> <p>Engagement with Seesaw and online class meets rewarded to encourage pupil engagement</p>	<p>NFER research 2020 suggests that Schools delivering learning content to pupils through online conversations (as part of a range of measures), have higher general pupil engagement levels (five percentage points) and an increased probability of having highly engaged disadvantaged pupils (8%).</p>	<p>Evidenced by online registers and remote engagement with Seesaw</p> <p>Regular review of impact – pupil feedback,</p> <p>Increased number of PP pupils volunteering to be appointed as pupil ambassadors</p>	<p>PP Lead</p> <p>Class teacher</p>	<p>Monitored weekly as homework and daily during a lockdown</p> <p><i>Family support £500</i></p>
Total budgeted cost					<p><i>Enrichment £2,000</i></p> <p><i>Family support £500</i></p> <p><i>Total: £2000</i></p>

6. Review of expenditure																
Previous Academic Year		2019 - 20														
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 £28,920 c/f £965												
Diminish the difference between PP and non-PP pupils at the end of ks2	<p>One to one support by Teachers</p> <p>PP Lead and SENCo led progress meetings to analyse attainment and progress of PP children and plan necessary interventions.</p> <p>Time allocated for teachers to create provision maps, Personalised Learning Plans and One Page Profiles to target support provided to PP pupils</p>	<p>Impact of of provision by teaching assistants are less effective than a qualified teacher</p> <p><i>Analysis of pupil data from Sept 19 to March 20 shows a significant improvement</i></p> <table border="1"> <thead> <tr> <th></th> <th>Sept 19</th> <th>May 20</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>Borderline exp</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>Attainment gap has reduced significantly Progress of PP pupil in reading than non-PP pupils</p> <p>Wiltshire tracker spring data shows the majority of PP children in KS2 have made expected and or accelerated progress</p>		Sept 19	May 20	Reading	0%	100%	Writing	0%	Borderline exp	Maths	0%	0%	<p>Use of qualified teachers for PP interventions – review has shown that use of a supply teacher was less effective than a member of staff who knew the children already and so had relationships – sessions were more regular and liaison and accountability more robust</p> <p><i>Progress from starting points was limited due to lockdown particularly for Disadvantaged children with Special Educational Needs. Ensure staff training is widened to promote high aspirations</i></p> <p><i>Writing data remains low and is impacted by pupil attendance as well as spelling and handwriting issues.</i></p> <p><i>Growth mindset culture staff raising aspirations for all learners</i></p> <p>Third space learning was less effective use of PPG as pupil attendance was not consistent – this approach is effective for PP pupils with positive attendance.</p> <p>This will continue next year.</p>	£5643.67
	Sept 19	May 20														
Reading	0%	100%														
Writing	0%	Borderline exp														
Maths	0%	0%														

Increase the % of PP pupils who meet the expected standard in maths, reading and writing	Times table strategy TTRS Reading age assessment – to ensure fluency – targeted interventions in maths and reading to focus interventions	EEF / Sutton Trust research indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress. Approach was highly effective in raising attainment of non-SEN PP pupils at KS1 and KS2 Wiltshire tracker spring data shows the majority of PP children in KS2 have made expected and or accelerated progress	Middle leaders programme influenced internal research – targeted leadership has improved leadership capacity in maths – parental monitoring of TTRS still an issue - Use of volunteers resulted in inconsistency in assessment of tables recall – training for volunteers factored in for 2019/20 – in house provision only Create opportunities for PPG pupils to aspire to being readers and writers through enrichment e.g., author visits – limited by lockdown – art resources and quality reading books delivered to homes during lockdown – improved engagement PPG pupils enjoyed breakfast maths – however this ceased due to lockdown, so impact was unable to be measured	Third Space learning maths £2,421.18
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
Persistent absenteeism of PPG	External family support	Family supported through trauma. Effective at reinforcing school message	External family support was crucial to keep parents on track Although this approach had no impact on attendance in the short term for some families - Spring 2020 Positive engagement with other families more effective in encouraging engagement with school throughout lockdown although this was not always consistent	£1756.05
	Attendance reviews	LLAM and SAM meetings effective in reducing some persistent attendance CAF reviews	CAF / health reviews effective in engaging parents LLAM and SAM meetings. Less effective to March 20 – suspended until Sept 21	
	Increased access to trips, residential, music lessons	PPG attendance at clubs increased Spring 2020 –	% gains for individuals showed increased engagement with extra-curricular activities – lockdown March 20 limited learning from this approach	£851.22
iii. Other approaches				
	Emotional learning support tools	ELSA, time to talk provided to pupils for short term support	Important in improving pupil-self esteem – needs regular impact review to be effective External ELSA In-house Play therapist	£932.67 £1668.38 £3,070

	Enrichment	Lockdown resources – art resources, latest reading book, topic books, author visit for school, library corner for homework, access to trips	Positive engagement from families during lockdown with pupils able to access art and DT tasks set. Reading was not impacted on absence from school. Author visit included PP lunch with author – raising aspirations. All pupils given a book. PPG reading accelerated due to reading for pleasure approach. Contemporary books for library to ensure equitable access for PP pupils.	£2600
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7. Additional detail

N/A