

Alderman Jacobs School: Pupil Premium spending review 2019/20

Pupil Premium budget plan 2020/21



SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils 2019/20:	633	Total pupil premium budget 2019/20 (KS1 and KS2):	£158,400
Number of pupils eligible for pupil premium 2019/20:	165 (26%)	Total pupil premium budget 2019/20 (EYFS):	£2,871.01
Amount of pupil premium received per child:	Ever 6 - £1320; LAC - £2,300; Forces - £300		
Pupil Premium Budget 2020/21:	£188,907		



IMPORTANT INFORMATION RELATING TO THIS DOCUMENT

Due to school closure related to Covid-19, there is no statutory data for 2019/20 for EYFS, phonics, KS1 SATs, year 4 MTC or KS2 SATs. Spring 2 teacher assessments have been used to give an indication of attainment of groups.

Pupil Premium support during school closure was maintained where possible, with mentoring, teaching and other forms of support taking place virtually for children not in school and in person or those who attended school, either as part of key worker school or on school's partial return from June 1st. Resource was allocated to supporting children working in 'bubbles', making phone calls to vulnerable/disadvantaged pupils and sending resources to help children learn from home. Additional spaces in school 'bubbles' were offered to as many PP children as possible from 1st June, although uptake of this was inconsistent across year groups.

Priorities for the year 2020/21 have been drawn from internal school data (teacher assessments) from Spring 2 (March 2020). Pupils have had varying experiences during school closure, both educationally and pastorally, and resources will be allocated through the year as needs are further identified.

At Alderman Jacobs School, we are ambitious for all pupils.

We have identified the following as the academic areas of focus for PP children this year:

- Progress and attainment through KS1 in reading, writing and maths, with the following focus areas:
 - Focused reading, writing and maths support for PP children working towards the expected standard
 - Focused reading and writing support for PP children working towards greater depth
- Progress and attainment through KS2 in reading, writing and maths, with the following focus areas:
 - Focused reading, writing and maths support for PP children working towards the expected standard in years 4 and 5
 - Focused reading and writing support for PP children working towards greater depth in year 4 and 5 and in maths for those in year 5
- Additional phonics intervention for pupils in Y1, 2 and 3 for catch-up due to school closure

PP funding is allocated in part to fund over-teach hours throughout all year groups in school. This had excellent success in previous academic years and will continue for the foreseeable future. This allows the following to take place:

- Time from general TA allocation is allocated for PP pupils to receive additional teaching of phonics in years 1 and 2.
- Two teachers work on a part time basis to work additional to the members of the teaching team who have classes in years EYFS and Year 6
- Two HLTAs work in morning sessions with PP children, one in each phase – Y1/2 and Y3/4
- 4 Assistant Head teachers who have a 40% teaching commitment each week to take small groups in morning sessions and/or intervention groups in afternoon sessions

PP funding is allocated to support children with emotional wellbeing, learning and behaviour. This enables children to be successful at school and allows them to be supported in the following ways:

- A Child protection officer to engage with agencies around additional support for PP children
- A learning mentor coaches individuals, runs breakfast and playtime zone
- A behaviour mentor coaches individuals to support positive behavior
- A teaching assistant with mental health training to support individuals
- A TA to run a lunchtime nurture group
- 3 TAs to run morning sensory circuits for a small group of children to get them ready for the day
- Extra-curricular clubs are funded for PP children, on request
- School visits are subsidised for PP children
- Lego Group
- A TA trained in First Class @ Number and First Class @ Arithmetic
- A TA trained for Talk for Number

- A TA trained in Lexonik Leap
- Trained TAs for reading inference intervention
- Elklan Speech and Language intervention for EYFS TAs

ADDITIONAL INFORMATION TO SUPPORT PP ACHIEVEMENT (INFORMING THIS DOCUMENT)

- The EEF guide to Pupil Premium, retrieved from: http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2019/Pupil_Premium_Guidance_iPDF_0.PDF
- EEF guide to making best use of Teaching Assistants, retrieved from: https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf
- NCTL/TSC Effective pupil premium reviews guidance retrieved from: <https://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/>
- EEF Toolkit, July 2018, retrieved from: <https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf>
- Education in England: Annual report 2020, Education Policy Institute. Retrieved from: [file:///ajs.education/staff\\$/ecrane/Downloads/EPI_2020_Annual_Report_.pdf](file:///ajs.education/staff$/ecrane/Downloads/EPI_2020_Annual_Report_.pdf)
- Children's Commissioner report: Briefing: Tackling the disadvantage gap during the Covid-19 crisis, April 2020. Retrieved from: <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>
- Divergent Pathways: the disadvantage gap, accountability and the pupil premium, EPI July 2016. Retrieved from: <https://epi.org.uk/wp-content/uploads/2018/01/disadvantage-report.pdf>
- Shona Macleod et al, Supporting the attainment of disadvantaged pupils: articulating success and good practice,(DfE) November 2015
- National Governance Association, Spotlight on Disadvantage: the role and impact of governing boards in spending, monitoring and evaluating the pupil premium (2018)
- T Grady, Cambridgeshire's Special Educational needs and Disability Framework: SEN support toolkit, June 2018
- Education Policy Institute, Education in England: Annual report 2019. Retrieved from: <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>
- Education Policy Institute, Preventing the disadvantage gap from increasing during and after the Covid-19 pandemic. Retrieved from: <https://epi.org.uk/publications-and-research/disadvantage-gap-covid-19/>

Assessment information

EYFS		
	Pupils eligible for pupil premium (PP)	All pupils
<p>The school took part in the national pilot for the new EYFS framework and therefore was exempt from submitting EYFS data.</p> <p>This data is obtained from Spring 2 Teacher Assessments.</p>	School Average	School Average
Good level of development (GLD)	33%	60%

YEAR 1		
	Pupils eligible for pupil premium (PP)	All pupils
<p>This data is the percentages on track to pass the phonics screening check, March 2020</p>	School Average	School Average
% on track to pass the screening check	60%	72%

KS1 2019/20 This data is the percentages according to teacher assessments , March 2020		
	Pupils eligible for PP	Pupils not eligible for PP
	School average	School average
% achieving expected standard or above in reading, writing and maths	70%	69%

KS1 2019/20 This data is the percentages according to teacher assessments , March 2020

% achieving expected standard or above in reading	85%	73%
% achieving expected standard or above in writing	85%	73%
% achieving expected standard or above in maths	75%	73%
% achieving above expected standard in reading, writing and maths	5%	8%
% achieving above expected standard in reading	20%	17%
% achieving above expected standard in writing	5%	8%
% achieving above expected standard in maths	15%	14%

KS2 2019/20 This data is the percentages according to teacher assessments , March 2020

	Pupils eligible for PP	Pupils not eligible for PP
	School average	School average
% achieving expected standard or above in reading, writing and maths	56%	61%
% making expected standard in reading	64	73
% making expected standard in writing	64	68
% making expected standard in maths	68	74
% achieving above expected standard in reading, writing and maths	8%	10%

KS2 2019/20 This data is the percentages according to teacher assessments , March 2020

% achieving above expected standard in reading	24%	28%
% achieving above expected standard in writing	8%	15%
% achieving above expected standard in maths	20%	19%

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2019/20

Total amount: £161,515.77

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Over teachers to support all year groups	Pupil Premium children receive same day support wherever possible to address misconceptions prior to the next lesson or complete pre-teaching so children have high success rates in class	This has proved very successful as illustrated by end of Key Stage data. This strategy has impact on all learners and has been instrumental in diminishing the difference: qualified teachers know immediately how to offer additional learning activities and are directly responsible for outcomes. The gap between disadvantaged and their peers has decreased in KS1 and 2, generally being smaller each year as the children move through school.	This approach will continue next year. Groups will become even more responsive to progress made by pupils so that those who need the support most benefit as soon as possible.	£63,697

Y6 improvement teacher	Pupil Premium children receive same day support wherever possible to address misconceptions prior to the next lesson or complete pre-teaching so children have high success rates in class. The Y6 improvement teacher also supports the Y6 team with up to date feedback about progress of these children.	This has proved very successful as illustrated by end of Key Stage data. This strategy has impact on all learners and has been instrumental in diminishing the difference: qualified teachers know immediately how to offer additional learning activities and are directly responsible for outcomes.	This approach will continue next year. Groups will become even more responsive to progress made by pupils so that those who need the support most benefit as soon as possible.	£17,940
Specialist PE teacher	This support enables PP children to access before and after school sporting clubs as well as the opportunity to take part in inter-school competitions.	This has been very successful: the school has a strong commitment to healthy lifestyles and opportunities to represent the school for all. The specialist PE teacher has also taken over leadership of lunchtime supervisor performance management and leads then in providing outside resources and training for games.	This will continue next year – the performance management system will be updated to increase ownership and development of lunchtime supervisors.	£8820
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
TA led interventions	The following interventions have run this year: RWInc 1:1; First class @ number; Numbers count style group; times tables interventions; Success@Number; Success@Arithmetic; reading fluency; reading inference skills.	Data shows that pupils in receipt of Pupil Premium funding are closing the attainment gap with their peers at this school and attain above in some areas.	These interventions will continue next year as they are proven and trusted interventions which support PP children and their peers.	£28,574

Brain stretchers and ICT club	Children are provided with the opportunity to make use of ICT and support to complete homework which supports them to make good progress in their learning.	This continues to be a popular resource especially for those without access to ICT for learning at home.	This will continue next year, once guidelines during Covis-19 allow it, but will expand to include funding available for PP pupils to attend all after-school clubs if this would otherwise prohibit them from attending.	£0
Behavioural Support HLTA	PP Pupils and those with SEMH needs are supported to be successful learners as well as at break and lunch times.	Over the last two years this role has supported children with complex behavioural needs and prevented children who would otherwise be at severe risk of permanent exclusion from school be successful, make progress and achieve their age related expectations.	This role will continue next year. This support is often 1:1 and can include communication with parents about supportive actions taking place in school.	£18,098
Mental Health trained TA	Children are supported to be successful in school and beyond.	Mental health is an increasing issue in primary schools. This funding results in children receiving immediate help when they are in times of need.	This role will continue next year.	£1530
Learning mentor	PP Pupils and those with SEMH needs are supported to be successful learners as well as at break and lunch times. When in crisis, pupils have a trusted adult with dedicated time to help them.	Children benefit from regular or timely meetings with the learning mentor who communicates very effectively with SENCo and CP adults on school to enable prompt response, particularly in times of crisis.	This role will continue next year.	£6370

1:1 TA support to enable pupils with SEMH to be successful in school	Pupils will be at school every day and will develop strategies and skills for accessing the curriculum.	Children sometimes need different provision to enable them to be successful and help them manage their behavior to access learning. These pupils do not always qualify for funding for their needs and this is met by the school.	This provision will need to continue next academic year. Exclusions of these pupils has decreased significantly as a result of the intervention.	£1500
Family and wellbeing support from safeguarding lead for families of PP children	Families are supported to support pupils and are linked with external agencies that can also help them.	Families need support for welfare and safeguarding concerns. Pupils are then supported to be successful at home and in school.	This provision is ongoing and growing and will need to be continued in the future.	£5305.55
Staffing Lunchtime zone	PP children and those with SEMH are supported to have successful lunch times. Supervised games and activities teach them how to take turns and play positive games.	Children benefit from being taught how to be successful in order that they can then spend time with a wider group of peers in time.	This resource will continue next year.	£2533
Staffing Breakfast zone	PP children and those with SEMH are given breakfast and accompanied by a learning mentor.	Children benefit from a good breakfast in a nurturing environment before school so they can be more successful through the school day.	This resource will continue next year.	£3570
Lexonik Leap and Lexonik	PP children in years 5 and 6 are given a reading and spelling intervention led by a trained TA.	Children who have found the phonics approach unsuccessful have alternate strategies in a fast-paced intervention where many find rapid success with reading.	This intervention will continue next year.	£1400

Speech and language CPD for all staff	All staff are aware of how to identify speech and language difficulties and have strategies to support this in class.	This has had good impact for early identification and has strengthened links with the County S&L team who in turn, support the school and children.	The CPD will not need to be repeated but will continue to have impact.	£300
Breakfast club resources – consumables and toaster, preparation trolleys	Children attending breakfast club had access to new crockery and utensils as well as a variety of food items to choose from.	Children benefit from a ‘home from home’ environment at breakfast club which sets them up for the day ahead.	This resource may be needed again next year due to wear and tear and consumable items being used up.	£949.71
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Café for all	Parents are welcomed into school to take part in a reading activities with their children.	Parental engagement is increased and parents will then know how to support with reading at home.	These cafes did not all take place due to school closure. When they can be resumed, the focus will be maths again. This will be repeated next year with a maths focus as increased help for parents with maths has been requested.	£124.62
Support for school visits	Children will be able to take part in school visits where funding may have been a prohibitive factor.	Children build cultural capital and confidence. Their learning in school is enhanced by activities undertaken on school visits.	This resource will be repeated if need is identified on an individual basis.	£22.23
Support for one look after child to enable extracurricular enhancement activities inside and outside of school	This will allow the child to take part in beneficial activities that may not otherwise be able to be funded	Children build cultural capital and confidence.	This resource may be repeated.	£241.66
Counselling services	This enables counseling for vulnerable pupils.	SEMH is supported.	This resource may be bought into again.	£540

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

Speech, language and communication skills	Children on entry to the school have below average communication skills. Time is allocated for trained TAs to deliver speech and language interventions as well as giving pupils who are under the Cambs. S&L team daily practice in school.
Cognition and processing difficulties	The school offers SNAP testing to pupils who have been identified as having processing needs. This is fully funded by the school and includes a report fed back to teachers and parents with strategies to help with specific areas. Money is also allocated to resourcing intervention groups where children play games which are targeted towards memory and processing.
Vocabulary acquisition	Children entering the school have increasingly poor vocabulary acquisition, particularly for tier 2 and 3 vocabulary which allows them to access academic texts and subject specific talk. Resources are allocated to support vocabulary development which includes staff training and Lexonik.
SEMH	A growing number of pupils are entering the school with SEMH needs. This includes the youngest in school as well as children transferring here from other schools. Time is allocated to give these pupils support to be successful and training is provided to teachers and TAs to support them. This includes attachment awareness training as we are in the process of becoming an Attachment Aware accredited school. Steps training has been delivered to all school staff as part of our behaviour strategy – this ensures consistency and equality of our approach.

ADDITIONAL BARRIERS

External barriers

Covid-19 school closure	Although we were able to support all vulnerable children during school closure and provide school places for many of them between March 2020 and the end of the summer term, the effects of closure are being fully established and may be ongoing, depending on cases in the school community and their effect on the attendance of all 'bubbles'.
Attendance	There remains a school focus on attendance for Pupil Premium children. Resource is routinely allocated to checking attendance for these pupils, making home visits and supporting parents to get their children to school.

	<table border="1"> <tr> <th rowspan="2">PP attendance</th> <th colspan="2">sept - march</th> </tr> <tr> <th>boys</th> <th>girls</th> </tr> <tr> <td>EYFS</td> <td>93.00%</td> <td>89.00%</td> </tr> <tr> <td>1</td> <td>95.00%</td> <td>96.00%</td> </tr> <tr> <td>2</td> <td>94.00%</td> <td>96.00%</td> </tr> <tr> <td>3</td> <td>96.00%</td> <td>96.00%</td> </tr> <tr> <td>4</td> <td>95.00%</td> <td>92.00%</td> </tr> <tr> <td>5</td> <td>95.00%</td> <td>92.00%</td> </tr> <tr> <td>6</td> <td>93.00%</td> <td>95.00%</td> </tr> </table>	PP attendance	sept - march		boys	girls	EYFS	93.00%	89.00%	1	95.00%	96.00%	2	94.00%	96.00%	3	96.00%	96.00%	4	95.00%	92.00%	5	95.00%	92.00%	6	93.00%	95.00%
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Home support	The school routinely allocates time to support families by joining meetings with specialists such as educational psychologists, virtual schools and the social care team. This support is vital so that a joined up approach exists for families and children. During school closure or where pupils need to self-isolate, resource will be allocated to supporting disadvantaged and vulnerable pupils via distance learning and phone calls or wellbeing.																										
Opportunities to broaden experience through visits	Some children have narrowed access to visiting museums and places of interest that broaden their life experience and cultural capital. Resource is routinely allocated to support this aspect of wider education, including funding for trips and adult support so trips can be accessed by children with SEMH needs.																										

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	By the end of EYFS PP pupils will achieve in line with peers in % achieving GLD	In 2019/20, at the time of school closure in March 2020, PP pupils were 27% below their peers in being on track to achieve GLD. In 2020/21, extra capacity from the AHT for EYFS along with TA allocation and continued work on progression ladders, vocabulary and targeted provision through gap and strength analysis will decrease this gap. Elklan Speech and Language training and allocated TA time for delivering this will support S&L in EYFS.

B	PP pupils achieve in line with peers in the phonics screening check	In 2019/20, at the time of school closure in March 2020, Year 1 PP pupils were 12% below their peers in being on track to pass the phonics screening check. In 2020/21 this gap will diminish (there has been no gap on previous years) by extra allocation of HLTA hours to support PP pupils phonics.
C	Attainment of PP pupils achieving GDS in KS1 writing will match their peers	In 2019, at the time of school closure in March 2020, KS1 PP were in line with, or better than their peers in all subjects, except for in writing at greater depth which was -3%. In 2020/21, we aim to continue this trend with application of our previously successful strategies and an extra allocation of over-teach time available throughout the Key Stage. Vocabulary, spelling and writing strategy will also support this target.
D	Attainment of PP pupils will match their peers in reading, writing and maths in KS2	In 2019, at the time of school closure in March 2020, KS2 PP achieved -9% in reading at EXS; -4% in writing at EXS; -6% in maths at EXS; -5% in combined reading, writing, maths at EXS. This gap will diminish or be closed in 2020/21 with continued pursuit of our previously successful strategies and an extra allocation of over-teach time available in the Key Stage. Lexonik and fluency interventions, vocabulary, spelling, oracy and the new writing strategy, and times table groups, along with continued interventions for all subjects will support this throughout the key stage. The explicit work on knowledge, skills and conceptual understanding through the wider curriculum will also add to children's ability to perform well in reading and writing in particular.
E	Attainment of PP pupils working at greater depth in KS2 writing will match their peers	In 2019, at the time of school closure in March 2020, KS2 PP achieved 7% below their peers in GDS writing. This gap will diminish or be closed in 2020/21 with continued focus on quality first teaching, with writing for purpose, vocabulary, spelling and oracy strategies, and editing training. These strategies aim to increase the voice for the writer alongside, grammar and vocabulary choices that support GDS writing.

Planned expenditure for current academic year

ACADEMIC YEAR 2020/21 BUDGET: £188,907					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Maths – conceptual understanding training</p>	<p>Pupils will use concrete resources to enable them to learn through concrete and pictorial means which will underpin their abstract understanding.</p>	<p>Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Often referred to as the concrete, representational, abstract framework, CPA was developed by American psychologist Jerome Bruner. It is an essential technique within the Singapore method of teaching maths for mastery.</p> <ul style="list-style-type: none"> • Maths No Problem 	<p>Training day for all teachers, staff meetings 3X per year, learning walks, pupil voice, planning scrutiny, observations, book-looks,</p>	<p>Maths leader</p>	<p>Ongoing at data drops (3/year) and end of Summer term 2021</p>
<p>Over teachers and HLTAs to support all year groups</p>	<p>Pupils will be supported in small groups that allow confidence to grow and on an individual basis, either as pre-teach, small morning group or follow-up work (further work required) to address misconceptions before the next learning episode.</p>	<p>This has been a proven strategy used in school increasingly over the past 2 years. Same day intervention delivered by qualified teachers has enabled PP pupils to achieve in line with their peers in many areas of the curriculum.</p> <p>Sources of research:</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit • Rosenshine, Principles of Instruction, 2010 • Southwark Teaching School Alliance, Mark Less, Mark Better!, 2018 	<p>Progress and Attainment data throughout the school year and at end of Key Stage assessments. Book study and Pupil voice.</p>	<p>DHT</p>	<p>Ongoing at data drops (3 per year) and September 2021</p>

Specialist PE teacher	Pupils will be ready to learn due to the positive effects of exercise, they will develop confidence and take pride in being selected for inter-school events. They will encounter physical activity in maths lessons, with CPD delivered to teachers by the sports specialist. All pupils will learn to swim by the end of KS2.	This strategy has proved successful in raising aspiration and confidence of pupils in school and will continue as a result. Sources of evidence: • EEF toolkit – Sports participation	Pupil voice, parent voice. Swimming and sports assessments, school participation in sporting events in and outside of school, pupil participation in extra-curricular sporting clubs.	AHT Inclusion	September 2021
1:1 TA support to enable pupils with SEMH to be successful in school	Pupils will be at school every day and will develop strategies and skills for accessing the curriculum.	Children sometimes need different provision to enable them to be successful and help them manage their behavior to access learning. These pupils do not always qualify for funding for their needs and this is met by the school.	Exclusion data, progress and attainment data, behavioural and pastoral logs	AHT Inclusion	September 2021
Total budgeted cost:					£89,548
Targeted academic support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

U6 improvement teacher	Pupils will be supported in small groups that allow confidence to grow and on an individual basis, either as pre-teach, small morning group or follow-up work (further work required) to address misconceptions before the next learning episode.	This has been a proven strategy used in school increasingly over the past 2 years. Same day intervention delivered by qualified teachers has enabled PP pupils to achieve in line with their peers in many areas of the curriculum. Sources of research: <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit • Rosenshine, Principles of Instruction, 2010 • Southwark Teaching School Alliance, Mark Less, Mark Better!, 2018 	Progress and Attainment data throughout the school year and at end of Key Stage assessments. Book study and Pupil voice.	DHT	Ongoing at data drops (3 per year) and September 2021
TA led interventions	Interventions will help children to make progress in specific areas of the curriculum: RWInc 1:1; First class @ number; Numbers count style group; Eklan Speech and language; times tables interventions; Success@Number; Success@ Arithmetic; reading fluency; reading inference skills, Lexonik and Lexonik Leap.	These interventions have proven to be effective in school in previous academic years. Sources of research: <ul style="list-style-type: none"> • EEF Pupil Premium Guide – metacognition and self-regulated learning 	Monitoring of data and learning walks/book study	AHTs	Ongoing and September 2021
Lexonik	This subscription-based intervention impacts upon reading and comprehension as well as spelling.	Funding bid recommendation from the Opportunity area that school has continued due to impact.	Data from the intervention itself, reading data, spelling data.	AHT UKS2	Ongoing and September 2021
Total budgeted cost:					£49,093

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Emotional and behavioral support through time with learning and behavior mentors, attendance at breakfast club and playtime/lunchtime zones	Children will be supported with mental health and behavioral issues that affect learning and socialisation.	Sources of research: <ul style="list-style-type: none"> GOV.UK, Pupil Premium: effective use and accountability, October 2019 EEF Pupil Premium Guide – metacognition and self-regulated learning 	Pupil voice, parent voice, exclusions data, behavior logs.	AHT Inclusion	September 2021
Café for all	Parents are welcomed into school to take part in a reading activities with their children. This will return as soon as Covid restrictions are lifted. In the meantime, online reading records will be used to support learners with reading.	This has proved to be a strategy that has good take-up from parents. They are actively involved in supporting their children's learning in an hour-long session in class. Sources of evidence: <ul style="list-style-type: none"> cafesforall.org.uk 	Monitoring during café sessions, pupil voice, parent voice, support and guidance in PPA for planning of sessions.	Maths leader (maths focus)	September 2021
Mental Health and Wellbeing training (wellbeing for education return)	This training is to disseminate to teachers as well as being used to support individual pupils.	Cambs. mental health and Wellbeing service	Pupil voice, parent voice, exclusions data, behaviour logs, pastoral logs, attendance data	Safeguarding lead	Ongoing and September 2021

Emotional Literacy Support Assistant (ELSA) training	This training is specifically to support children with emotional literacy needs.	https://www.elsanetwork.org/	Pupil voice, parent voice, exclusions data, behaviour logs, pastoral logs, attendance data	AHT Inclusion	Ongoing and September 2021
Pastoral Support Officer	PP pupils with behavioural or SEND needs such as ADHD are supported through coaching and timely interventions, during lesson time and break/lunchtime.	This is a new role to school and will support those at risk of making insufficient progress academically as they are not ready to learn or need rest breaks more regularly.	Behavior and pastoral logs, teacher voice, pupil voice, attainment data, attendance data.	AHT inclusion	Ongoing and September 2021
Family and wellbeing support from safeguarding lead for families of PP children	Families are supported to support pupils and are linked with external agencies that can also help them.	Families need support for welfare and safeguarding concerns. Pupils are then supported to be successful at home and in school.	Pastoral logs and logs of concern.	AHT Inclusion/safeguarding lead	September 2021
Forest school resources	Children learn in the outdoor environment, developing self-confidence, esteem and risk-taking skills.	Forest school website: https://www.forestschoollassociation.org/what-is-forest-school/ Loughborough University research onto the benefits of Forest school.	Progress and attainment data from EYFS and preschool	AHT EYFS/preschool	Termly and September 2021
Support for school visits	Children build cultural capital and confidence. Their learning in school is enhanced by activities undertaken on school visits.	<ul style="list-style-type: none"> • NEU guidance on educational visits • EEF toolkit 	Attainment data, pupil voice, teacher voice, book study.	AHTs	September 2021

Support for one look after child to enable extracurricular enhancement activities inside and outside of school	Children build cultural capital and confidence.	<ul style="list-style-type: none"> EEF toolkit 	pupil voice, teacher voice	DHT	September 2021
Total budgeted cost:					£51,286
Total overall budgeted cost for 2020/21					£189,927
EYFS					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Early Years TA intervention	EYFS intervention for Speech and Language (Elklan)	The Communication Trust 'What works; database	Pupil voice, attainment data, gap and strength analysis	AHT EYFS	6-weekly and September 2021
Total budgeted cost:					£2,871

