



Birch Copse Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Birch Copse Primary School				
Academic Year	2020/21	Total PP budget	£66,600	Date of most recent PP Review (internal)	Oct 2020
Total number of pupils	425	Number of pupils eligible for PP	36 (Oct. 2020)	Date for next internal review of this strategy	Jan 2021

Current attainment			
	<i>Pupils eligible for PP (Birch Copse, 2019)</i>	<i>Pupils eligible for PP (Birch Copse, 2020)</i>	<i>Pupils NOT eligible for PP (National Average, 2019)</i>
% Achieving GLD	<u>3 Children</u> 67% achieved GLD	No attainment data available for 2020 due to COVID-19	74%
% Achieving Phonics	<u>1 Child</u> 100%		84%
% achieving Expected or above in KS1 RWM	<u>5 Children</u> 60 % achieved Expected or Above		
% achieving Expected or above in KS1:	<u>5 Children</u> Reading: 80% Writing: 60% Maths: 80%		Reading: 78% Writing: 73% Maths: 79%
% achieving Expected or above in KS2 RWM	<u>10 Children</u> 50%		71%
% achieving Expected or above in KS2:	<u>10 Children</u> Reading: 60% Writing: 80% Maths: 90%		Reading: 78% Writing: 83% Maths: 84%
Progress R/W/M at the End of the Key Stage 2 from KS1 (Difference between PP and Non PP children progress rates)	<u>10 Children</u> Reading: -0.4 Writing: +0.6 Maths: +2.9		Reading: +0.30 Writing: +0.25 Maths: +0.35

2. 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.	Some of the PP children’s personal experiences (including COVID-19) have had a detrimental effect on their academic, social and emotional development.	
B.	Gaps in PP children’s learning affects their ability to understand and apply mathematical concepts.	
C.	Some PP pupils have a lack of fluency in reading and find inferring meaning a challenge when answering questions on texts.	
D.	Some PP pupils struggle with understanding terminology in SPaG and being able to then transfer the knowledge into their own writing	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance of some PP children is below expected level	
F.	The parents of some children require additional support with behaviour, homework and ensuring their child’s attendance at school meets expectations	
G.	COVID-19 (or other virus) impacts on children’s ability to access education and/or to maintain learning	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Each child receives the appropriate emotional and social support in school and their families/foster families/adopted families also feel supported by the school, thereby enabling the child to focus on his/her learning.</p> <p>Barriers addressed: A, E, F, G</p> <p>Measured through teachers’ observations of children, qualitative interviews with children and questionnaires to family members.</p>	<ul style="list-style-type: none"> • PP children’s wellbeing will be assessed and monitored. • All PP children will have been able to focus on their learning and have felt supported with any social or emotional issues they had. They will also have gained in confidence and developed their self-esteem, enabling them to contribute more in class, feel ‘good’ about themselves and be able to achieve their full potential both academically and socially. • All PP children will have had educational visits paid for out of the PP budget to inspire their learning and will have had the opportunity to develop a talent through extra-curricular activities funded by the PPG. • Each PP family will have felt supported with any social, emotional or financial worries so that their children were able to attend school, wear the appropriate uniform and able to focus on their learning rather than on any worries they have.
B.	<p>Pupil Premium children will be working at least at the expected level or working at greater depth in maths by the end of each key stage.</p> <p>Barriers addressed: B</p> <p>Measured through teacher assessment and SATs.</p>	<ul style="list-style-type: none"> • Foundation: 67% of PP children achieve ELG in maths (2 out of 3 children) • KS1: All PP children making or exceeding expected progress for maths (9 children) • KS1: 67% of PP children achieve ARE or are working at greater depth in maths (6 out of 9 children) • KS2: All PP children making or exceeding expected progress for maths (5 children) • KS2: 80% of PP children achieve ARE or are working at greater depth in maths (4 out of 5 children).
C.	<p>Pupil Premium children will be working at least at the expected level or working at greater depth in reading by the end of each key stage.</p>	<ul style="list-style-type: none"> • Foundation: 67% of PP children achieve ELG in reading (2 out of 3 children) • KS1: All PP children making or exceeding expected progress for reading (9 children) • KS1: 67% of PP children achieve ARE or are working at greater depth in reading (6 out of 9 children) • KS2: All PP children making or exceeding expected progress for reading (5 children)

	<p>Barriers addressed: C</p> <p>Measured through teacher assessment and SATs.</p>	<ul style="list-style-type: none"> • KS2: 80% of PP children achieve ARE or are working at greater depth in reading (4 out of 5 children) • KS2: 20% of PP children are working at greater depth in reading (1 out of 5 children)
D.	<p>Pupil Premium children will be working at least at the expected level or working at greater depth in writing by the end of each key stage.</p> <p>Barriers addressed: D</p> <p>Measured through teacher assessment and SATs.</p>	<ul style="list-style-type: none"> • Foundation: 67% of PP children achieve ELG in writing (2 out of 3 children) • KS1: All PP children making or exceeding expected progress for writing (9 children) • KS1: 67% of PP children achieve ARE or are working at greater depth in writing (6 out of 9 children) • KS2: All PP children making or exceeding expected progress for writing (5 children) • KS2: 80% of PP children achieve ARE or are working at greater depth in writing (4 out of 5 children) • KS2: 20% of PP children are working at greater depth in writing (1 out of 5 children) • KS2: 80% of PP children achieve ARE or are working at greater depth in SATs SPaG test (4 out of 5 children)
E.	<p>Appropriate attendance rates for PP children, taking into consideration ongoing concerns regarding COVID-19.</p> <p>Barriers addressed: E</p> <p>Measured through attendance data.</p>	<p>Taking into consideration the impact of COVID-19 (e.g. tests, isolation etc.):</p> <ul style="list-style-type: none"> • All PP children to have higher than 90% attendance (not to be classed as persistent absentee) (36 children) • 94% of PP children to have an attendance of at least 96.4% (school's attendance target) (34 out of 36 children)
F.	<p>Parents receive appropriate emotional, social and practical support from the school to enable them to better support their child at home and at school.</p> <p>Barriers addressed: A, E, F, G</p> <p>Measured through questionnaires to family members and homework data.</p>	<ul style="list-style-type: none"> • Parents have felt supported socially, emotionally and practically by the school. They report higher levels of confidence in their ability to support their children at home and at school. • Parents have felt supported with any financial worries so that their children have been able to attend school, wear the appropriate uniform and access educational and extra-curricular activities. • Children have completed homework set by the class teacher.
G.	<p>Children access education and maintain learning in the event of further disruption to schooling from COVID-19.</p> <p>Barriers addressed: F, G</p> <p>Measured through teacher assessment and monitoring of completed home learning work.</p>	<ul style="list-style-type: none"> • Children to complete home learning packs if isolating due to COVID-19. • Parents to feel supported and able, in turn, to support children with their learning.
H.	<p>All staff and governors have a good understanding of PP provision in school and of the attainment and progress of PP children.</p> <p>Barriers addressed: All</p> <p>Measured through governor and staff awareness.</p>	<ul style="list-style-type: none"> • Children receive all the support they need and are eligible for. • Staff provide additional support to families as required. • Governing body have a clear understanding of the range and extent of PP provision and the effect it has on attainment and progress of PP children.

Planned expenditure					
Academic year	2020/21				
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?
B Pupil Premium children will be working at least at the expected level or working at greater depth in maths by the end of each key stage.	<ul style="list-style-type: none"> The appropriate maths interventions of support and challenge are implemented for individuals and groups of targeted children. Any gaps in knowledge and understanding due to COVID-19 are identified and addressed before moving on to the current year objectives. Children will receive additional tutoring in maths Specific training for PP TAs and other staff The tracking of maths data, especially the % of children achieving the expected level in maths, is monitored each term. The data is analysed and relevant interventions are implemented. Link to teachers' performance management. 	<ul style="list-style-type: none"> For the children to be challenged and to ensure that they are given opportunities to develop their skills and show they have a greater depth of learning in maths. Targeted support programmes implementing a combination of one-to-one support, small group interventions and in-class support with highly trained staff have been shown to be effective for supporting and developing children's learning. To mitigate the learning time lost due to COVID-19 and its impact on the ongoing education for PP children. To ensure that teachers and TAs at our school are kept up to date with any changes in the new maths curriculum or testing. To ensure the progress and attainment of PP children are tracked and monitored so that the difference between them and non-PP children is closing. 	<ul style="list-style-type: none"> Review the impact of each child's intervention termly and change as and when needed. Each term the data and results are analysed and a new intervention timetable of support is implemented. As part of the PP TA performance management process, an observation has taken place of a child receiving maths support, ensuring there were opportunities provided for the child to use their knowledge and be challenged and supported by the PP TA appropriately. Teachers, LSAs and TAs have received the appropriate training and are kept up to date with any changes in the curriculum or assessments. Each term the PP data is collected and analysed, then shared with staff and the governing body. Strengths and weaknesses are identified and the weaknesses are addressed through extra support and intervention. 	PP Leader Maths Co-ordinator PP Maths TA Deputy Head	Termly with final review in the summer term
C Pupil Premium children will be working at least at the expected level or working at greater depth in reading by the end of each key stage.	<ul style="list-style-type: none"> The appropriate reading interventions of support and challenge are implemented for individuals and groups of targeted children. Any gaps in knowledge and understanding due to COVID-19 are identified and addressed before moving on to the current year objectives. 	<ul style="list-style-type: none"> For the children to be challenged and to ensure that they are given opportunities to develop their reading skills, especially to develop their reading comprehension skills. Targeted support programmes implementing a combination of one-to-one support, small group interventions and in-class support with highly trained staff have been shown to be 	<ul style="list-style-type: none"> Review the impact of each child's intervention termly and change as and when needed. Each term the data and results are analysed and a new intervention timetable of support is implemented. Internal assessment grids at school demonstrate that there has been an improvement in reading. 	PP Leader English Co-ordinator PP English TA Deputy Head	Termly with final review in the summer term

	<ul style="list-style-type: none"> Year 6 children will receive additional tutoring in reading. Specific training for PP TAs and other staff. The tracking of reading data especially the % of children achieving the expected level in reading is monitored each term, the data is analysed and relevant interventions are implemented. Link to teachers' performance management. Reading is a high priority for the school: to continue to develop and embed teaching of reading throughout the school so that children will have a greater level of reading, their reading skills will increase, leading to better reading outcomes. All infants on phonics-based reading levels received appropriate level books to read at home 	<p>effective for supporting and developing children's learning.</p> <ul style="list-style-type: none"> To mitigate the learning time lost due to COVID-19 and its impact on the ongoing education for PP children. Reading has been highlighted as an area that needs further development at our school. Embedding teaching of reading as a priority throughout the school will mean that a greater number of children can achieve ARE or be working at greater depth. Teachers and TAs have the necessary training so that they are able to implement new reading strategies. To ensure the progress and attainment of PP children are tracked and monitored so that the difference between them and non-PP children closes. 	<ul style="list-style-type: none"> As part of the PP TA performance management process, an observation has taken place of a child receiving reading support, ensuring there were opportunities provided for the child to use their knowledge and be challenged and supported by the PP TA appropriately. Teachers, LSAs and TAs have received the appropriate training and are kept up to date with any changes in the curriculum or assessments. Each term the PP data is collected and analysed, then shared with staff and the governing body. Strengths and weaknesses are identified and the weaknesses are addressed through extra support and intervention. 		
<p>D Pupil Premium children will be working at least at the expected level or working at greater depth in writing by the end of each key stage.</p>	<ul style="list-style-type: none"> The appropriate writing interventions of support and challenge are implemented for individuals and groups of targeted children, including: <ul style="list-style-type: none"> a range of writing opportunities to complete and discuss strategies for children to plan their writing development of spelling, punctuation and grammar. Any gaps in knowledge and understanding due to COVID-19 are identified and addressed before moving on to the current year objectives. Specific training for PP TAs and other staff. The tracking of writing data especially the % of children achieving the expected level in writing is monitored each term, the data is analysed and relevant interventions are implemented. 	<ul style="list-style-type: none"> For the children to be challenged and to ensure that they are given opportunities to develop their writing skills. Targeted support programmes implementing a combination of one-to-one support, small group interventions and in-class support with highly trained staff have been shown to be effective for supporting and developing children's learning. Writing has been highlighted as an area to review, and changes implemented, in the school's SDP. Improving writing knowledge and skills will mean that a greater number of children can achieve ARE or be working at greater depth. For the children to be challenged and to ensure that they are given opportunities to develop their skills and show they have a greater depth of learning in writing. 	<ul style="list-style-type: none"> Review the impact of each child's intervention termly and change as and when needed. Each term the data and results are analysed and a new intervention timetable of support is implemented. As part of the PP TA performance management process, an observation has taken place of a child receiving writing support, ensuring there were opportunities provided for the child to use their knowledge and be challenged and supported by the PP TA appropriately. Teachers, LSAs and TAs have received the appropriate training and are kept up to date with any changes in the curriculum or assessments. Each term the PP data is collected and analysed, then shared with staff and the governing body. Strengths and weaknesses are identified and the weaknesses are addressed through extra support and intervention. 	PP Leader PP TAs Class teachers Assessment Leader Head Teacher Deputy Head	Termly with a final review in the summer term

	<ul style="list-style-type: none"> Link to teachers' performance management. 	<ul style="list-style-type: none"> To mitigate the learning time lost due to COVID-19 and its impact on the ongoing education for PP children. To ensure that teachers and TAs at our school are kept up to date with any changes in the curriculum relating to writing. To ensure the progress and attainment of PP children are tracked and monitored so that the difference between them and non-PP children is closing. 			
G. Children access education and maintain learning in the event of further disruption to schooling from COVID-19.	<ul style="list-style-type: none"> Differentiated learning packs sent weekly to children when: <ul style="list-style-type: none"> school is closed as a result of COVID-19 the child is waiting for a COVID-19 test result or is in quarantine. Local authority has allocated 8 laptops for Pupil Premium children in the event of a further lockdown. Teachers to have regular contact with pupils through emails, telephone calls, closed Facebook groups, videoconferencing and Google Classrooms. 	<ul style="list-style-type: none"> To mitigate the learning time lost due to COVID-19 and its impact on the ongoing education for PP children. Some PP children may not have access to a laptop, PC or tablet which will impact on their ability to access the full range of educational resources. PP children continue to receive feedback, support and encouragement from their class teacher. 	<ul style="list-style-type: none"> PP children complete home learning packs when necessary. PP children access and complete e-learning tasks set by their class teacher. PP children's progress and attainment is not adversely affected by any disruption to schooling from COVID-19. 	Class teachers PP Leader	Ongoing
Budgeted costs breakdown:					Total budgeted cost: £8,292
£100 training, £500 stationery and photocopying, £7,692 PP TA intervention support					

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?
A. Each child receives the appropriate emotional and social support in school and their families/foster families/adopted families also feel supported by the	<ul style="list-style-type: none"> Three PEP meetings will be held, one each term. This will allow the school to liaise with the child's parents or carers to discuss the child's family circumstances and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. There will be a fourth meeting for the Year 6 children to discuss their transition to secondary school. 	<ul style="list-style-type: none"> To ensure all PP children and their families feel supported by the school; that their child's needs have been recognised and they are getting support to address them. Some of the PP Plus children have had a very difficult start to their lives and have displayed severe emotional and social needs at home and at 	<ul style="list-style-type: none"> Each child has received the appropriate support at school and at home so they are able to focus more on their learning Attainment/progress should have improved. Each child feels happy and supported at school and that they have a safe person at school they can confide in and a good 'buddy' or a group of friends to play with. They will be able to talk about their feelings and be able to use a range 	PP Leader PP TAs Class teachers ELSA TA	Ongoing with a final review in July

<p>school, thereby enabling the child to focus on his/her learning.</p>	<ul style="list-style-type: none"> • Meetings will be held during autumn term with new Pupil Premium families to begin building relationships between home and school, to explain what support families can expect from PP funding and learn about any particular needs children may have. • Meetings will be arranged, as required: <ul style="list-style-type: none"> ○ when school considers it necessary ○ when a meeting is requested by parents • Give each child a voice: all PP children will have a chance to voice their opinions about their school life, their learning and any achievements they would like to share. It will also give them an opportunity to share any concerns or worries they may have, which can then be addressed. It also allows them to choose targets themselves and discuss future goals, all of which will be recorded on the individual Pupil Profile. This will happen at least three times a year, once a term. • Develop the child's social skills and emotional skills through a variety of interventions: on- to-one and small group provision, e.g. play therapy, ELSA, school inclusion, social skills groups. • As a school provide educational and residential visits to inspire the children's learning. Also, provide a range of extra-curricular opportunities to develop skills, build self-esteem/confidence and help to build new friendships. • Provide support with uniform funding so that each PP child is suitably dressed for school and for PE lessons. This will help the children develop a sense of belonging and feel part of the school. 	<p>school. In all cases, the adopted family or foster family have also asked for support at home with these children.</p> <ul style="list-style-type: none"> • PP Plus children's emotional and social needs can negatively impact their school learning mainly due to low self-esteem, lack of confidence or simply the inability to focus on education because of their anxieties or changes to their home circumstances. 	<p>of strategies to cope with and manage their behaviour and/or emotions. They will then be able to focus more on their learning and not on their emotional or social concerns. Children will be encouraged to share their feelings in one-to-one interviews.</p> <ul style="list-style-type: none"> • There is a strong link between home and school. Any behaviour at school or at home has been shared and addressed, so that the child now uses appropriate strategies to manage his/her emotions and behaviour. • A close link has been established between home and school with PP Leader and, where needed, the ELSA and Play Therapist, with relevant information shared. • A questionnaire will have been sent home to the children's parents and carers asking their opinions about the PP support offered at our school. Questionnaire responses have been reviewed and any necessary improvements are actioned. • The children have attended the educational and residential visits offered and it has inspired their learning and helped them to engage with the topic they are studying, having a positive effect on their learning and academic progress. • All PP children are dressed appropriately for school and PE lessons. 		
<p>B Pupil Premium children will be working at least at the expected level or working at greater depth in maths by the end of each key stage.</p>	<ul style="list-style-type: none"> • Analyse termly data to establish which children need to be targeted and which interventions they need. • Identify and implement personalised one-to-one and small group provision, e.g. <ul style="list-style-type: none"> ○ deepening their understanding in maths through reasoning and using 	<ul style="list-style-type: none"> • We want to provide extra support to enable PP children to reach their full potential in maths. • These children need targeted support to consolidate their learning in maths, to develop their using and applying skills and to develop their reasoning 	<ul style="list-style-type: none"> • Maths data has been tracked. The % of children achieving the expected level in maths has been monitored throughout the year and the relevant interventions have been implemented and have been successful. • Children have been identified by their ability and timetabled for individual support e.g. deepening 	<p>PP Leader PP TAs Class teachers Head Teacher</p>	<p>Termly with a final review in the summer term</p>

	<ul style="list-style-type: none"> ○ and applying challenges ○ targeted support including increased pace of application of maths skills ○ specific learning objectives to extend learning <ul style="list-style-type: none"> • All PP children will be offered maths tutoring to address gaps in their learning, consolidate their learning or challenge them further so that they gain a greater depth of understanding. • Liaise with class teachers and share data analysis for PP children. • Link to teachers' performance management. 	<p>skills, enabling them to show an understanding of maths at greater depth. They need to be challenged further and be given more opportunities to demonstrate these higher maths skills.</p> <ul style="list-style-type: none"> • An individual programme per child is to be created using a range of teaching strategies and resources. The children will receive one-to-one targeted support or small group interventions with highly qualified staff, both of which have been shown to be effective at our school in the past. 	<p>their understanding in maths through reasoning skills and using and applying challenges.</p> <ul style="list-style-type: none"> • Ensure appropriate time is given for preparation for interventions and resources used are effective. • Impact of interventions are monitored by PP TAs and overseen by PP Leader. • PP TA observed in implementation of the maths challenge intervention for performance management. • All PP children have received the appropriate tutoring from Y1 – Y6. • Monitoring of the PP children who accepted the maths tutoring, their attendance and their performance in the schools termly tests. Ensure that the maths tutoring had a positive and effective impact on the children's learning. 	Deputy Head	
<p>C Pupil Premium children will be working at least at the expected level or working at greater depth in reading by the end of each key stage.</p>	<ul style="list-style-type: none"> • To analyse termly data to establish which children need to be targeted and which interventions they need. • Children to receive one-to-one and/or in-class support developing their reading skills, with a focus on comprehension. • Children to receive small group work on reading and comprehension. • Link to teachers' performance management. 	<ul style="list-style-type: none"> • Reading has been highlighted as an area that needs further development at our school so that: <ul style="list-style-type: none"> ○ a greater number of children can achieve ARE in reading. ○ the gap closes between the progress of PP and non-PP children in reading. 	<ul style="list-style-type: none"> • Reading data has been tracked. The % of PP children working at least at the expected level in reading has been monitored throughout the year. • The relevant interventions have been implemented and have been successful and it is evident in the schools internal assessment grids that there has been an improvement in reading. • Ensure appropriate time is given for preparation for the interventions and that resources used are effective. • Impact of interventions are monitored by PP TAs and overseen by PP Leader. • As part of the PP TA performance management process, an observation has taken place of a child receiving reading support ensuring there were opportunities provided for the child to use strategies in their reading and be challenged and supported by the PP TA appropriately. • All Y6 PP children have received tuition in reading comprehension. 	PP Leader PP TAs Class teachers Head Teacher Deputy Head	Termly with a final review in the summer term

<p>D Pupil Premium children will be working at least at the expected level or working at greater depth in writing by the end of each key stage.</p>	<ul style="list-style-type: none"> To analyse termly data to establish which children need to be targeted and which interventions they need. Children to receive one-to-one and/or in-class support developing their writing skills, with a focus on understanding SPaG terminology and transferring it into their own written work. Link to teachers' performance management. 	<ul style="list-style-type: none"> Writing has been highlighted as an area that needs further development at our school so that a greater number of children can achieve ARE in writing. 	<ul style="list-style-type: none"> PP children will be working at least at the expected level or working at greater depth in writing and it is evident in the schools internal assessment grids that there has been an improvement in writing. Ensure appropriate time is given for preparation for the writing interventions and that resources used are effective. PP TAs will have liaised with the class teacher and looked at the planning before writing lessons so they know the focus and expectations for the child/ren. Impact of interventions are monitored by PP TAs and overseen by PP Leader. As part of the PP TA performance management process, an observation has taken place of a child receiving writing support ensuring there were opportunities provided for the child to use strategies in their writing and be challenged and supported by the PP TA appropriately. 	<p>PP Leader PP TAs Class teachers Head Teacher Deputy Head</p>	<p>Termly with a final review in the summer term</p>
<p>E. Appropriate attendance rates for PP children, taking into consideration ongoing concerns regarding COVID-19.</p>	<ul style="list-style-type: none"> Use of the First Day Response provision for attendance and lateness. Engage with parents to discuss any problems with getting their child to school and on time. Identify solutions and support where needed. PP coordinator, Parent Liaison Officer, Family Support Worker (FSW) and Head Teacher will collaborate to ensure PP attendance is good. Any issues of persistent absentees are followed up and individual cases reviewed regularly. Strategies of how to proceed are agreed and carried out e.g. Education Welfare Officer and Family Support Service involvement. Regular thorough liaisons between class teachers, PP Leader and Parent Liaison Officer about any issues with PP children attendance. Liaise with Education Welfare Officer, if necessary, and Head Teacher. 	<ul style="list-style-type: none"> Some families require additional support from the school to ensure their child/ren attend school promptly and regularly. Attainment for these children cannot be improved if the children are not attending school or are getting to school late. 	<ul style="list-style-type: none"> Monitor pupils' attendance regularly (each half term) so that prompt action can be taken should attendance levels be lower than expected, taking into consideration ongoing concerns regarding COVID-19. In line with government advice, reported attendance rates will not include absences due to COVID-19. As the year progresses, target any pupils who have lower than expected attendance and hold any necessary meetings with the parent and child to engage with them, highlighting the importance of an education. Following on from the meeting, each targeted child should arrive promptly at school and there will be a reduction in the number of lates/absences recorded. Hold any other necessary meetings with the class teacher, the PP Leader and Parent Liaison Officer about any issues with any PP child's attendance. Liaise with the Education Welfare Officer and Head Teacher where necessary. 	<p>PP Leader Parent Liaison Officer Family Support Worker Education Welfare Officer Head Teacher Class teacher</p>	<p>Half termly or more regularly if necessary.</p>
<p>Budgeted costs breakdown: £2,160 Family Support Worker, £4,660 ELSA/Parent Liaison Officer, £7,692 PP TA, £10,778 Tutoring, £1,000 Play Therapy, £6,700 Educational and residential visits, £2,000 Extra-curricular activities, £1000 Uniform funding, £500 Stationery and photocopying</p>					<p>Total budgeted cost: £36,490</p>

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?
<p>F. Parents receive appropriate emotional, social and practical support from the school to enable them to better support their child at home and at school.</p>	<ul style="list-style-type: none"> • Three PEP meetings will be held, one each term: this will allow the school to liaise with the child's parents or carers to discuss the child's family circumstances and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. There will be a fourth meeting for the Year 6 children to discuss their transition to secondary school. • Meetings will be held during autumn term with new Pupil Premium families to begin building relationships between home and school, to explain what support families can expect from PP funding and learn about any particular needs children may have. • Meetings will be arranged, as required: <ul style="list-style-type: none"> ○ when school considers it necessary ○ when a meeting is requested by parents • Parents are offered support from the PP Leader, SENCo, Family Support Worker and Parent Liaison Officer when needed. • To support parents and carers financially by providing the funds to cover educational and residential visits to inspire the children's learning. Also to provide a range of extra-curricular opportunities to develop the children's skills, build self-esteem/confidence and help to build new friendships. • Parents and carers are offered support with uniform funding so that each PP child is suitably dressed for school and for PE lessons. This will help the children feel a sense of belonging and feel part of the school. 	<ul style="list-style-type: none"> • To ensure all PP children and their families feel supported by the school, that the child's needs have been recognised and they are getting support to address them. • Some of the PP Plus children have had a very difficult start to their lives and have displayed severe emotional and social needs at home and at school. In all cases the adopted family or foster family have also asked for support at home with these children. • The parents' and carers' emotional and social needs are supported by the school so that they are more able to support their child/ren in school and at home. 	<ul style="list-style-type: none"> • Each PP parent or carer feels that they have received the appropriate support at school and at home and feel more able to support their child at home and at school. • There is a strong link between home and school. Any behaviour at school or at home has been shared and addressed, so that the child now uses appropriate strategies to manage his/her emotions and behaviour. • A close link has been established between home and school with PP Leader and, where needed, the ELSA, Parent Liaison Officer, Family Support Worker and Play Therapist, with relevant information shared. • A questionnaire will have been sent home to the children's parents and carers asking their opinions about the PP support offered at our school. Questionnaire responses have been reviewed and any necessary improvements are actioned. • The children have attended the educational visits and residential visits offered and it has inspired their learning and helped them to engage with the topic they are studying, having a positive effect on their learning and academic progress. • All PP children are dressed appropriately for school and PE lessons. 	<p>PP Leader</p> <p>PP TAs</p> <p>Class teachers</p> <p>ELSA TA</p>	<p>Ongoing and the final review in July</p>

<p>G. Children access education and maintain learning in the event of further disruption to schooling from COVID-19.</p>	<ul style="list-style-type: none"> Teachers to have regular contact with pupils through emails, telephone calls, closed Facebook groups, videoconferencing and Google Classrooms. PP Leader, ELSA, Parent Liaison Officer, SENCo and Family Support Worker to continue to support families and children remotely through telephone calls and videoconferencing. Ensure that all PP children have access to a laptop and the internet. Local authority has allocated 8 laptops for Pupil Premium children in the event of a further lockdown. 	<ul style="list-style-type: none"> To ensure that all PP children and their families continue to feel supported by school despite not physically attending school premises. Parents and families feel able to support their children to continue learning using the learning packs and resources provided by class teachers. Parents and families are aware of how they can access support should they need to. 	<ul style="list-style-type: none"> There is ongoing communication between parents/families and school during any disruption to schooling from COVID-19. Any request for support or airing of concerns or worries by parents/families or PP children are addressed and support provided. PP children return to school feeling safe and secure in the school environment. Children are able to access a laptop and their learning at home. Differentiated learning packs are printed and sent home, if required. 	<p>PP Leader PP TAs Class teachers ELSA TA Parent Liaison Officer SENCo Family Support Worker</p>	<p>Ongoing</p>
<p>H. All staff and governors have a good understanding of the PP provision in school and of the attainment and progress of PP children.</p>	<ul style="list-style-type: none"> Termly staff meetings to discuss each PP child and update information on the child's PP Profile e.g. family information; intervention provisions provided and impact of these; assessment data; interests and hobbies of the child; any other needs. Monitor the PP children to ensure: <ul style="list-style-type: none"> they are making expected or exceeding expected progress in reading, writing and maths. the gap between PP children and non-PP children is closing in reading, writing and maths. Report to governors, at least bi-annually, about the support provided through Pupil Premium funding and PP children's assessment data. One of the members of the Governing Board to have special responsibility for Pupil Premium. 	<ul style="list-style-type: none"> This enables all children to have access to the curriculum and enable them to reach their full potential. Each PP child has a personalised profile keeping an up-to-date record of the child's needs, the support provided to them, their assessment grades, the child's interests, achievements and hobbies, their family situation, their attendance, and also the child's voice and chosen targets. The staff and governors have a good understanding of how the PP children are supported and what provision they are receiving at school, at home and in the wider community. The staff and governors have a good understanding of PP children's assessment data and how they are progressing in comparison to their non-PP peers and whether the gap is closing. 	<ul style="list-style-type: none"> All staff know who the PP children are in their class and in the school. Teachers keep the Pupil Premium children's profiles updated at least termly or more regularly when there is a need. PP Leader will have met with the Assessment Leader termly to analyse the assessment data. PP Leader will have met with PP TAs termly to look at the assessment data, discuss the impact of interventions and identify each child's need, based on: <ul style="list-style-type: none"> meetings held with class teachers, PP children, parents, SENCo etc. data collected. A new timetable of interventions will have been created for the next term, which is then shared with the class teachers and the children. Governors will have received a report at least twice per year about the PP children, the provision at our school and the analysis of the data. This will have been recorded in the governors' agendas, minutes and documentation. PP Leader to have received allocated non-contact time to: <ul style="list-style-type: none"> oversee: <ul style="list-style-type: none"> PP children and their needs spending of the PPG management of the team of PP TAs hold: <ul style="list-style-type: none"> meetings with children/parents/TAs 	<p>PP Leader Head Teacher Governors Class Teachers SENCo Assessment Leader Bursar</p>	<p>Termly and bi-annually</p>

			<ul style="list-style-type: none"> ▪ an annual meeting with the governor with special responsibility for Pupil Premium ○ liaise with the School Bursar about PP funding ○ write bi-annual reports for governors ○ ensure that tutoring was organised, staff meetings and PEP meetings were held and all EPEPs were completed on time and accurately. 	
Budgeted costs breakdown: £8,302 PP Leader role and non-contact time, £3,846 PP TA intervention support, £1,250 PP Admin, £2,300 Computers				Total budgeted cost: £15,698

2. 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
At the end of KS2 the majority of PP children will be working at least at the expected level after completing their KS2 maths test.	<ul style="list-style-type: none"> • The appropriate maths interventions of support and challenge are implemented for individuals and groups of targeted children. • Children will receive additional tutoring in maths • Specific training for PP TAs and other staff • The tracking of maths data, especially the % of children achieving the expected level in maths, is monitored each term. The data is analysed and relevant interventions are implemented. • Link to teachers' performance management. 	<ul style="list-style-type: none"> • Children were identified based on maths data available and received appropriate maths interventions according to their needs. Maths interventions were delivered for individuals and small groups in the autumn and spring terms, prior to school closure due to COVID-19 in March 2020. The impact of all maths interventions were monitored termly to ensure they were effective and were changed, if necessary, based on the individual needs of each PP child. • Additional maths tutoring was provided to 2 PP children in the autumn term, along with a further 4 non-pupil premium children as a result of 'piggy backing' which is promoted by the Department of Education. • During the spring term, 15 PP children received extra maths tutoring and a further 58 non-pupil premium children also received tutoring through 'piggy backing'. Maths tutoring is delivered for all Year 6 children (PP and non-PP) during the spring term, to help them prepare for their SAT assessment. • In-class support was provided during maths lessons to support and challenge PP children. • Teachers and TAs received the appropriate maths training and were able to explore and use a range of new equipment/resources. • Maths data was tracked and monitored each term, prior to school closure due to COVID-19, so that appropriate interventions could be planned and implemented as necessary for PP children. • Teachers created differentiated learning packs for all children weekly to mitigate the learning time lost during the COVID-19 school closure. 	<ul style="list-style-type: none"> • PP TAs to continue to use a range of maths interventions to support and challenge each child, monitoring the impact of the interventions. • Continue to track the levels or attainment and progress for the PP children compared to non-PP children, especially the greater depth data in maths. • PP TAs to continue to develop their professional development linked to their own performance management so that they are delivering their interventions using the best possible practise. 	£3,850 PP TA

<p>Increased number of children will be working at least at the expected level for reading by the end of each key stage, as demonstrated through teacher assessment and SATs.</p>	<ul style="list-style-type: none"> The appropriate reading interventions of support and challenge are implemented for individuals and groups of targeted children. Specific training for PP TAs and other staff The tracking of reading data especially the % of children achieving the expected level in reading is monitored each term, the data is analysed and relevant interventions are implemented. Link to teachers' performance management. Reading is a high priority on the school SDP for 2019-20: to continue to develop and embed teaching of reading throughout the school so that children will have a greater level of reading, their reading skills will increase leading to better reading outcomes. 	<ul style="list-style-type: none"> Children were identified based on reading data available and received appropriate reading interventions according to their needs. Reading interventions were delivered for individuals and small groups in the autumn and spring terms, prior to school closure due to COVID-19 in March 2020. The impact of all reading interventions were monitored termly to ensure they were effective and were changed, if necessary, based on the individual needs of each PP child. In-class support was provided during English lessons to support and challenge PP children. Age-appropriate reading resources for differing abilities were bought for use with the children, which the children enjoyed and were suitably challenged. Teachers created differentiated learning packs for all children weekly to mitigate the learning time lost during the COVID-19 school closure. 	<ul style="list-style-type: none"> PP TAs to continue to use the Catch Up reading scheme to address any gaps in the children's reading ability and to use a variety of other interventions and computer programs to support and challenge every child with their reading skills and comprehension. Continue to monitor PP data and provide the support needed for individual children. Reading to continue to be a focus on the schools SDP next academic year. 	<p>£3,050 PP TA</p>
<p>To continue to increase the number of children who attain ARE or above in writing</p>	<ul style="list-style-type: none"> Analyse termly data to establish which children need to be targeted and which interventions they need. Identify and personalise one-to-one and small group provision to provide: <ul style="list-style-type: none"> a range of writing opportunities for the PP children to complete and discuss strategies for children to plan their writing improvement in children's spelling, punctuation and grammar. Liaise with class teachers and share data analysis for PP children. Link to teachers' performance management. 	<ul style="list-style-type: none"> Children were identified based on writing data available and received appropriate writing interventions according to their needs. Writing interventions were delivered for individuals and small groups in the autumn and spring terms, prior to COVID-19 school closure in March 2020. The impact of all writing interventions were monitored termly to ensure they were effective and were changed, if necessary, based on the individual needs of each PP child. In-class support was provided during English lessons to support and challenge PP children. Teachers created differentiated learning packs for all children weekly to mitigate the learning time lost during the COVID-19 school closure. Foundation stage targeted learning one-to-one sessions in sentence writing and social skills. (4 children) 	<ul style="list-style-type: none"> PP TAs to continue to use a range of writing interventions to support and challenge each child, monitoring the impact of the interventions. Continue to monitor PP data and provide the support needed for individual children. Writing to continue to be a focus on the schools SDP next academic year. Continue to track the levels or attainment and progress for the PP children compared to non-PP children. PP TAs to continue to develop their professional development linked to their own performance management so that they are delivering their interventions using the best possible practise. 	<p>£3,050 PP TA</p>

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
Each child receives the appropriate emotional and social support in school and their families/foster families/adopted families also feel supported by the school, thereby enabling the child to focus on his/her learning.	<ul style="list-style-type: none"> Three PEP meetings will be held, one each term. This will allow the school to liaise with the child's parents or carers to discuss the child's family circumstances and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. There will be a fourth meeting for the Year 6 children to discuss their transition to secondary school. Give each child a voice: all PP children will have a chance to voice their opinions about their school life, their learning and any achievements they would like to share. It will also give them an opportunity to share any concerns or worries they may have, which can then be addressed. It also allows them to choose targets themselves and discuss future goals, all of which will be recorded on the individual Pupil Profile. This will happen at least three times a year, once a term. Develop the child's social skills and emotional skills through a variety of interventions: one to one and small group provision. E.g. play therapy, ELSA, school inclusion, social skills groups. As a school provide educational and residential visits to inspire the children's learning. Also, provide a range of extra-curricular opportunities to develop skills, build self-esteem/confidence and help to build new friendships. Provide support with uniform funding so that each PP child is suitably dressed for school and for PE lessons and the children feel a sense of belonging and are part of the school. 	<ul style="list-style-type: none"> PEP meetings were held termly for each child. PP Leader met with families who were new to PP and with other PP families as necessary. A variety of children, throughout the school, have benefited from one-to-one ELSA support and social skills in a small group, as well as parent liaison. This year has seen an impact on improving the children's social skills for the targeted PP children. As a result, the children were then able to develop friendships with their peers and have a better understanding of their own and others emotions. The children benefitted from ELSA support to further develop their own emotional and social skills, gaining a greater understanding of sharing and how to communicate in a situation they might find difficult – giving the children strategies to use when they are faced with new and challenging situations for them. Several educational and residential trips did not take place because of school closure in March 2020 due to COVID-19. During closure of school due to COVID-19: <ul style="list-style-type: none"> Class teachers were in contact with PP children and their families. PP children and their families received telephone calls and video-conferencing calls with PP Leader, ELSA TA, Parent Liaison Officer, SENCo and Family Support Worker as required to ensure that the families and children continued to feel supported. Some PP children were invited into school to join the keyworker group, where it was felt that they and their families would benefit. Some children in Year 2 and children in Year 5 were invited into school on a part-time basis, this was in addition to government requirements. In total, 28 out of 39 (72%) PP children took up the offer of coming back to school voluntarily, either in the keyworker group or in their year group bubbles. 	<ul style="list-style-type: none"> Continue to meet with SENCo and ELSA TA at least termly to evaluate which PP children require ELSA support and monitor the impact of the support. Meet with any new PP parents or carers. Communicate with PP families that may require additional support for their child/ren or themselves linked to the pressure of COVID-19 and school closure, ensuring the transition back to school is smooth and effective. 	<p>£825 PP TA</p> <p>£350 PP Admin</p> <p>£3,255 ELSA/Parent Liaison Officer</p> <p>£4,112 LSA</p> <p>£288 Play therapy</p> <p>£1,173 Computers</p>

<p>At the end of KS2 the majority of PP children will be working at least at the expected level after completing their KS2 maths test.</p>	<ul style="list-style-type: none"> Analyse termly data to establish which children need to be targeted and which interventions they need. Identify and implement personalised one-to-one and small group provision, e.g.: <ul style="list-style-type: none"> deepening their understanding in maths through reasoning and using and applying challenges targeted support including increased pace of application of maths skills specific learning objectives to extend learning All PP children will be offered maths tutoring to address gaps in their learning, consolidate their learning or challenge them further so that they gain a greater depth of understanding. Liaise with class teachers and share data analysis for PP children. Link to teachers' performance management. 	<ul style="list-style-type: none"> Each term the collected assessment data was analysed, and the appropriate interventions were put in place for each PP child. The PP team meet weekly to review the week's provision of support, share information and discuss any concerns/successes that week. The impact of the interventions and support provided by the PP TAs is reviewed and then altered if necessary, to ensure each PP child is receiving the appropriate support. One-to-one maths interventions delivered: <ul style="list-style-type: none"> Foundation stage targeted learning 'Catch Up Maths' Targeted Maths to address gaps in children's learning Arithmetic skills Small group maths interventions delivered: <ul style="list-style-type: none"> Targeted Maths to address gaps in children's learning Arithmetic skills In-class support was provided during maths lessons to support and challenge PP children. Additional maths tutoring was provided to 2 PP children in the autumn term, along with a further 4 non-pupil premium children as a result of 'piggy backing' which is promoted by the Department of Education. There was a very high uptake of tutoring sessions after school and the feedback from the children and parents was that it was very effective. For example, during the spring term, 15 PP children received extra tutoring funded by the PPG and a further 58 non-PP children received tutoring as a result of 'piggy-backing', which is promoted by the Department of Education. Maths tutoring is delivered for all Year 6 children (PP and non-PP) during the spring term, to help them prepare for their SAT assessment. 	<ul style="list-style-type: none"> PP TAs to continue to use a range of maths interventions to support and challenge each child. Reviewing the impact of each intervention and each child. Maths tutoring to be organised and provided next year for PP children in years 1-6 (plus any additional non-PP children who would also benefit from tutoring). Maths to continue to be a focus on the SDP, so that the number of PP children working at the expected level or working at a greater depth in maths increases. 	<p>£3,850 PP TA</p> <p>£7,003 Maths tutoring</p>
<p>Increased number of children will be working at least at the expected level for reading by the end of each key stage, as demonstrated through teacher assessment and SATs.</p>	<ul style="list-style-type: none"> To analyse termly data to establish which children need to be targeted and which interventions they need. Children to receive one-to-one support in class developing their reading skills, with a focus on comprehension. Children to receive small group work on reading and comprehension. Link to teachers' performance management. 	<ul style="list-style-type: none"> Each term the collected assessment data was analysed and the appropriate interventions were put in place for each PP child. The PP team meet weekly to review the week's provision of support, share information and discuss any concerns/successes that week. The impact of the interventions and support provided by the PP TAs is reviewed and then altered if necessary, to ensure each PP child is receiving the appropriate support. One-to-one literacy interventions delivered: <ul style="list-style-type: none"> Foundation stage targeted learning Reading comprehension Phonics 'Catch Up Literacy' Small group maths interventions delivered: <ul style="list-style-type: none"> Reading comprehension Phonics In-class support was provided during English lessons to support and challenge PP children with their reading. 	<ul style="list-style-type: none"> PP TAs to continue to use the Catch Up reading scheme to address any gaps in the children's reading ability and to use a variety of other interventions and computer programs to support and challenge every child with their reading skills and comprehension. Additional tutoring for reading comprehension to be organised and provided next year for PP children in year 6 (plus any additional non-PP children who would also benefit from tutoring). Continue to monitor PP data and provide the support 	<p>£3,050 PP TA</p>

			<p>needed for individual children.</p> <ul style="list-style-type: none"> Reading to be focus on the schools SDP next academic year. 	
<p>Increased attendance rates for the targeted group of pupils eligible for PP (4 children)</p>	<ul style="list-style-type: none"> Use of the First Day Response provision for attendance and lateness. Engage with parents to discuss any problems with getting their child to school and on time. Identify solutions and support where needed. PP coordinator, Parent Liaison Officer, Family Support Worker and Head Teacher will collaborate to ensure PP attendance is good. Any issues of persistent absentees are followed up and individual cases reviewed regularly. Strategies of how to proceed are agreed and carried out e.g. Education Welfare Officer and Family Support Service involvement. Regular thorough liaisons between class teachers, PP Leader and Parent Liaison Officer about any issues with PP children attendance. Liaise with Education Welfare Officer, if necessary, and Head Teacher. 	<ul style="list-style-type: none"> Monitoring of persistent absentees or children with regular lateness was carried out throughout the year. PP Leader, Parent Liaison Officer, Family Support Worker and Head Teacher tried to address any issues by following up on individual cases and reviewing them regularly. Strategies of how to proceed were agreed and carried out, e.g. Education Welfare Officer and Family Support Service involvement, meetings with parents/carers. Regular liaison occurred between class teachers, PP Leader and Parent Liaison Officer about any issues with PP children attendance. Attendance data for 2019-20 is not comparable to previous years because of the closure of the school due to COVID-19. 	<ul style="list-style-type: none"> Continue to work with parents/ carers and the children, to ensure they do attend school regularly and are punctual in the next academic year. Continue to liaise with class teachers, Parent Liaison Officer and the Local Authority Education Welfare Officer. 	<p>£1,117 FSW</p> <p>£1,303 Parent Liaison Officer</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (whether you will continue with this approach?)	Cost
<p>Parents receive appropriate emotional, social and practical support from the school to enable them to better support their child at home and at school.</p>	<ul style="list-style-type: none"> Three PEP meetings will be held, one each term: this will allow the school to liaise with the child's parents or carers to discuss the child's family circumstances and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. There will be a fourth meeting for the Year 6 children to discuss their transition to secondary school. To support parents and carers financially by providing the funds to cover educational and residential visits to inspire the children's learning. Also to provide a range of extra-curricular opportunities to develop the 	<ul style="list-style-type: none"> Several educational and residential trips did not take place because of the school closure due to COVID-19. Meetings were arranged with six families new to Pupil Premium to begin building relationships between home and school, to explain what support families could expect from PP funding and to learn about any particular needs children may have had. Families were offered support from the PP Leader, SENCo, Family Support Worker and Parent Liaison Officer when needed. <ul style="list-style-type: none"> Two families (3 pupils) required additional support from the PP Leader this year in addition to the termly meeting. 23 PP children (64% of all the PP children) took up the offer of financial support with buying uniform last academic year. 		<p>£825 PP TA</p> <p>£350 PP Admin</p> <p>£5,690 Educational visits</p> <p>£1,145 Extra-curricular activities</p> <p>£642 Uniform</p>

	<p>children's skills, build self-esteem/confidence and help to build new friendships. Parents and carers are also offered support with uniform funding so that each PP child is suitably dressed for school and for PE lessons, and the children feel a sense of belonging and are part of the school.</p>	<ul style="list-style-type: none"> • 9 PP children (25%) took up the offer of financial support with clubs and activities. • All PP children have their educational visits, residential visits and experiences paid for using PP funding, including: <ul style="list-style-type: none"> ○ Foundation - Christmas production, 'Stay and play', forest school, reading workshop for parents and a phonics learning journey workshop for parents, Chinese New Year celebrations. ○ Year 1 – Local walk, Marwell Zoo ○ Year 2 – Marwell Zoo, Tower of London ○ Year 3 – Reading Museum, pantomime at Reading Hexagon, Fit 4 YOUth sessions, Upton Court On-the-Road Egyptian Workshop, 'Matilda' in London's West End ○ Year 4 – pantomime at Reading Hexagon, 'Matilda' in London's West End ○ Year 5 – 'Bear Dog Survival Day', School's Survival Day/Night, Christmas production, swimming lessons ○ Year 6 – Houses of Parliament, Christmas production ○ Whole school experiences – Religious Education Day, Harvest Festival, NSPCC Assembly, School Values Day, E-Safety Day, British Values Day, Life Education Bus, Takeover Day, Christingle Assembly, Christmas Lunch, Christmas Party, World Book Day, Talent Show, Florence Nightingale assembly, Themed Week – 'When I Grow Up' (inc. STEM assembly, zoo animal workshop, Minecraft workshop) • Sadly, the school closure due to COVID-19 meant that some planned activities, such as the Year 5 residential PGL trip and the lower junior production of 'Matilda' did not take place. • Where required, school printed out copies of the differentiated learning packs during COVID-19 school closure so that all children and families were able to access learning materials during this period. 		
<p>All staff and governors have a good understanding of the provision the PP children in our school receive, and to have a good understanding of their attainment and progress.</p>	<ul style="list-style-type: none"> • Termly staff meetings to discuss each PP child and update information on the child's PP profile e.g. family information; intervention provisions provided and impact of these; assessment data; interests and hobbies of the child; any other needs. • To monitor PP children's progress to ensure they are making expected or exceeding expected progress in reading, writing and maths. • To monitor PP children's progress to ensure the gap between the PP children and the non-PP children is closing in reading, writing and maths. • To report to governors at least bi-annually about the provisions provided for the PP 	<ul style="list-style-type: none"> • Teachers maintained and kept the Pupil Premium children's profiles up to date. • PP Leader met with the Assessment Leader, analysed the assessment data and identified specific groups to support and/or challenge • PP Leader regularly met with PP TAs to look at the assessment data, discuss the impact of interventions and identify each child's need based on meetings held with class teachers, PP children, parents, SENCo etc. together with the collected data. Timetables of interventions were then edited depending on the needs of individuals and targeted groups. • Governors were given a regular update about PP children, the support provided at our school and the analysis of the data. This was in the form of a written bi-annual report from the PP Leader and the Assessment Leader. • PP Leader also met with the governor with special responsibility for PP and discussed the successes with our PP children in our school, the issues that we faced and the support provided. The governor also fed back the findings from the meeting in the next governors' meeting. 	<ul style="list-style-type: none"> • The governors fed back that they were extremely happy with the support provided for the PP children at our school and their families. They discussed the data provided and saw that there were improvements in the data for the PP children. The liaison between the governing body and the PP Leader to continue next year as well as the bi-annual reports. • A questionnaire given to both PP children and their parents focusing on the PP 	<p>£8,262 PP Leader role and non-contact expenses</p> <p>£328 PP Admin</p>

	children as a whole, and to report on the assessment data of the PP children.	<ul style="list-style-type: none"> PP Leader was given allocated non-contact time to oversee the PP children and their needs, the spending of the PPG, the co-ordination and management of the team of PP TAs, held meetings with children/parents/TAs, liaised with the School Bursar about the PP funding, wrote reports for governors, organised the tutoring for the school, prepared for PP staff/team meetings, led termly PEP meetings and ensured the completion of the ePEPs online for the LAC children etc. 	provision and the support provided at school.	
				£500 Stationery, photocopying and other consumables
Total expenditure				£54,018

PPG Financial breakdown:

Expenditure for 19/20	£54,018
Brought forward from 19/20	£7,520
PP Funding 20/21	£59,080
Total for 20/21	£66,600
Carry forward to 21/22	£6,120