# James Montgomery Academy Trust Pupil Premium Strategy Statement

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| 1. **Summary information** | | | | | |
| **School** | Wath Central Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £137880 | **Date of most recent PP Review** | 23rd-24th January 17 |
| **Total number of pupils** | **435** (inc. nursery)  **403** (no nursery) | **Number of pupils eligible for PP**  **Number of pupils under application for PP**  **Number of pupils eligible for EYPP.** | 80  12  5 | **Date for next internal review of this strategy** | 8th October 19 |

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| 1. **Current attainment** | | | | | | | | | |
|  | | | | *Pupils eligible for PP* | | | *Pupils not eligible for PP* | | |
|  | | | | Reading | Writing | Maths | Reading | Writing | Maths |
| **% achieving end of KS1 expectation in reading, writing and maths** | | | | 40% | 33% | 47% | 79% | 79% | 83% |
| **% achieving end of KS2 expectation in reading, writing and maths** | | | | 62% | 71% | 67% | 81% | 88% | 88% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | |
| **First Quality Teaching** | | | | | | | | | |
|  | | Poor language acquisition skills and limited vocabulary. | | | | | | | |
|  | | Tight home budgets and limited life experiences, which impacts upon pupils’ wider knowledge and understanding. | | | | | | | |
| **Targeted Academic Support** | | | | | | | | | |
|  | | Poor rates of attainment and progress due to minimal retention of key skills. Gaps in learning. | | | | | | | |
| **Wider Strategies** | | | | | | | | | |
|  | | Poor rates of attendance and poor punctuality. | | | | | | | |
|  | | Some families have challenging social circumstances which can impact on the holistic development of a child. | | | | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** | | | | | | |
| **First Quality Teaching** | | | | | | | | | |
| **A.** | **Provide opportunities for children to access/experience an engaging curriculum with language enrichment central to the delivery.** | | PP children will have an increased knowledge and understanding of a variety of vocabulary. This will contribute to progress and attainment in reading, writing and mathematical reasoning. | | | | | | |
| **B.** | **For children to have aspirations and aim to the best they can be through being resilient, reflective learners.** | | PP children educated through a range of methods and strategies. Reflection developed throughout the year to raise view of what can be achieved. Encourage children to develop aspirations in a variety of ways. | | | | | | |
| **Targeted Academic Support** | | | | | | | | | |
| **C.** | **To provide ‘catch up’, early intervention and accelerated path ways in order to increase rates of attainment and progress and bridge any learning gaps.**  **Provide early intervention as required.** | | Pupil Premium Children will make rapid progress across all curriculum areas. High attaining PP children will achieve Greater Depth. Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress | | | | | | |
| **Wider Strategies** | | | | | | | | | |
| **D.** | **Ensure high rates of attendance and good punctuality.** | | Pupil Premium Children’s attendance will meet the school’s attendance target and be above national comparisons for PP children. There will be no Pupil Premium Children with persistent absence. All our Pupil Premium Children will have 100% punctuality. | | | | | | |
| **E1.** | **Provide practical and holistic support for vulnerable families** | | PP Children’s families are suitable supported so that children’s basic needs are met and children are in school. The relationship between home and school is trusted and positive. Increased parental engagement for hard to reach families. PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them. All pupils including those with PP have the opportunity to access a quiet, supported environment over lunch to complete their homework. | | | | | | |
| **E2.** | **Support Children’s Mental Health and SEMH needs.** | | To ensure that any child, including PP children, who has mental health needs feels supported, happy in school and ready to learn. They will be provided with a range of strategies and techniques to help the deal with different challenges they may face. (Assessment Data, PIVATS analysis & monitoring of intervention records)  Ensuring children are ready to learn at the end of lunch resulting in increased engagement in lessons. (Assessment data, PIVATS analysis) | | | | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019-20** | | | | |
| 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 | | | | | | |
| 1. **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** | **Budgeted costs** |
| A  B  C | A curriculum driven by philosophical concepts and retention of skills and knowledge specifically developed to increase children’s cultural capital and understand wider perspectives.  Teachers to engage children through current events and through appropriate enrichment. Vocabulary to be a key aspect of learning across the curriculum. | | Researchers have found that those who are ‘rich’ in knowledge get richer. Those who are not, find this harder and therefore a gap develops. Our curriculum therefore has been redesigned in order to deliver new learning through interesting, meaningful strategies. | * Monitoring of coverage * Regular CPD * Effective development strategies by subject leads | JG  MC  KH | £11,573 |
| A  C | PP children will practice their basic skills in reading and Maths so that their fluency is in line with their peers. (PP and non PP). Teaching will be directed to gaps which will be closed with additional support, if required. CPD delivered to ensure effective basic skills practice. This includes the implementation of reading strategies for support staff. Particular focus on reading, including use of additional readers. | | Ensuring that all teaching and learning opportunities are the very best – using the most suitable approaches for Central.  The use of additional reading time has allowed for more children to be heard reading if not able to complete at home  *EEF - Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge* | * Carefully planned implementation of adult readers * English co-ordinator to oversee progress of readers * Discussions during pupil progress meeting, highlighting PP children. | JG  JBa  VM | £2000 |
| A | Direct vocabulary teaching one of priorities from the Developing Excellence Plan and key element of CPD through the year. | | As reading is a current area of development for PP children, a variety of research has taken place into the development of spelling and vocabulary teaching. The most effective programmes have been selected that are must appropriate for the school and cohort.  *EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge* | * Monitoring of progress during data collections * Moderation of progress in cohorts * Half termly progress meetings in cohorts * Tight monitoring and evaluation | VM | £686 |
| B | All PP children who are working at a greater depth of understanding will continue to make at least expected progress and remain above the national expectation by the end of KS2. | | Through regular focus, GD children will become a key priority in teaching.  Bank of resources built to challenge the most able pupils in Mathematics/English.  *EEF – By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, school will be in the best position to deploy resources effectively.* | * PP lead monitoring * Regular meetings held with PP lead and class teachers to discuss attainment * Pupil Progress meetings held regularly to identify solutions to barriers for GD PP | JBa  JBr  VM | £400 |
| A  C | Pupils supported through key focus groups, experienced additional adults , including specialist TAs to support within teaching of vocabulary and the retention of key skills.  *Key focus year groups include EYFS, Y2, Y3 and Y6.* | | The strategy has been successful in previous years, including using a previous teacher who was employed as a TA in addition to other experienced staff members.  *EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.* | * Effective employment process * Monitoring of progress throughout year group * Focussed group planning projects by experienced year group leads. * Pupil progress meetings * Focussed intervention planning by experienced staff. | JBr  VM  HC | £33,960 |
| A  B | All staff in school to maintain the same approach to the teaching and development of PP children. All staff are able to identify groups of PP children and share the provision that they are provided at Wath Central.  Class teachers are aware of the wider range of opportunities for other children and support the encouragement of participation in these activities through a relevant, interesting curriculum. | | A whole staff awareness provides PP children to receive full support and access to the PP support. | * Class overview discussions * Termly PP meetings * CT responsibility to monitor impact of provision. * Effective delivery of CPD | JBa | £10,074 |
| **Total budgeted cost** | | | | | | ***£58,693 43%*** |
| 1. **Target Academic 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** | **Budgeted costs** |
| A  C  E1 | PP children will fulfil their potential in reading, catch up skills where necessary or excel with higher order skills. PP children to effectively transfer these skills to writing. PP children will be exposure to quality texts and rich variety of these.  Reading support will include focus children for additional reading, lunchtime club, bedtime story sessions, volunteers and investment in the school library. | | The use of reading groups can allow for children who may not read at home to be heard reading or have reading modelled by an older child.  As PP children are underperforming in comparison to non PP children in reading, focussed interventions can drive progress. | * English co-ordinator to monitor reading groups across school. * Close monitor of progress | VM | £500 |
| C | The PP children within the Y3 cohort will close the gap between the group and non-PP group. Through additional support, this will consolidate basic key skills to allow for a development of progress.  Deploy an additional TA to the Y3 PP group to ensure that children can receive appropriate support within teaching group and specific intervention. | | The current Y3 cohort PP group are underperforming.  Use of additional adult to support the PP children can consolidate basic key skills.  *EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average* | * Meetings with Y3 team * Pupil progress meetings * Analysis of data | JBa  LW  MJ | £16,348 |
| C  E1 | Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning.  FS children will be supported in their language development and issues will be quickly identified and acted upon.  Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support. | | This strategy has proved successful in previous years and the gap for pupils with SAL difficulties has closed resulting in fewer children entering KS1 with SAL difficulties.  Significant impact has been proven with targeted pupils improving pronunciation and acquisition of language skills which in turn has positively impacted on progress and attainment. | * Half termly pupil progress meetings * Tight monitoring and evaluation (drop ins, work scrutiny, lesson/intervention observations) * Data collection and analysis (data provided by SALT) * End of SALT Programme outcomes/data | EBr  VM | £5867 |
| **Total budgeted cost** | | | | | | ***£22,715* 17%** |
| 1. **Wider Strategies** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Budgeted costs** |
| D | Create a curriculum offer so that children want to be part in learning. Investment in enrichment for each project. 20% discount offered to PPG families.  Develop a curriculum offer and a school offering with increased involvement of pupil voice. Employ a TA to lead the development of PP pupil voice.  Employment of a Safeguarding Manager/ family support worker, supported by 2x Learning Mentors during the afternoons to work particularly with our families of PPG pupils as well as other families that request support or have an additional need. Focus on improving attendance and engagement in learning.  Use of one learning mentor, 1x morning weekly to work alongside key PPG families. This involves checking weekly attendance figures, and following JMAT fixed penalty procedures. Monthly meeting will also take place to discuss progress, trends and methods to raise attendance.  Promote attendance through raising aspirations and awareness about future career opportunities. | | Good attendance and punctuality are’ key’ in raising levels of attainment and progress. Promoting and supporting learning at home is also vital to each child achieving their full potential. This strategy has proved successful in previous years in raising level of attendance.  With the addition of a family support worker, positive relationships can be developed with families and school.  PP children’s aspirations are limited, due to their experiences. Through raising awareness of future aspirations, children could be more eager to come into school.  *EEF - Increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact* | * Monthly attendance meetings. * Half Termly Pupil Progress Meetings * Analysis of data Collection. * Monthly Supervision Meetings      * Reports back to Governors | JBa  JC  DS | £19,085 |
| D, E1 | All PP children have a positive, welcome start to the day through clear routines, friendly manners and are ready to start the learning day.  Use of a Nurture Breakfast Club to ensure PP children have consistent routines and settling in strategies to start the school day. 2x TAs employed to cover the breakfast club with the inclusion of food and drink costs.  Staff welcome children at the classroom door to start the day on a positive note and children feel welcomed into the learning environment. Staff greet parents alongside children and welcome them into school where possible. | | Some PP children are coming to school without breakfast, this is leading to unsettled beginnings to the school day and leading to potentially more time off. Having a routine to a start of the day encourages children to be at school each day. | * Learning walks      * Case studies of breakfast club * Pupil feedback | JC  JBa | £8769 |
| D, E1 | Employment of 2 adults to run an Early Start Breakfast Club (8am-9am daily). This club will be aimed at PPG children to raise punctuality.  Employment of a Safeguarding Manager/ family support worker to develop positive relationships with families to develop routines to establish raise in punctuality.  PPG children monthly meetings to discuss trends and methods to tackle concerns over PPG.  Attendance lead to consult with attendance officer based in JMAT to look at reviewing strategies and developing encouragement strategies. | | Good punctuality is ’key’ in raising levels of attainment and progress. The strategies outlined have proved successful in previous years.  With the addition of a family support worker, positive relationships can be developed with families and school to overcome potential obstacles. | * Termly statistic meeting – forming actions on ways to overcome barriers * Recording of statistics with safeguarding manager. * Record keeping of impact of breakfast club attendees. | JC | £16,124 |
| E1 | Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund.  20% subsidy of visits/visitors to create a ‘hook for learning’ and engage learners.  20% music lesson subsidy offered.  20% off after school clubs (school staff led)  Pupil Premium children to have equal access to basic, daily resources.  Offer of funding of additional school uniform where appropriate and PE kits. All KS1 Pupil Premium children to have free school milk during the school day. | | All PPG pupils accessed visits and engage days last academic year.  Wearing a school uniform brings together all children with Central. The need for children to feel part of a team can raise attendance, self-esteem and minimise isolating individuals. Children who have access to a snack and milk at break time are more ready to learn and concentrate better when back in lessons | * Monitor online visit payments * Monitor attendance * Pupil/parent voice * DDSL to have considerate conversations with families who may require | JC  MB | £728 |
| E2 | Classrooms and the general school environment to provide an inclusive, calming environment that allows PP pupils to access new learning and a culture of comfort and safety.  Develop use of natural elements and neutral colours to develop a calm working environment.  Use of school vision to develop an inclusive, nurturing environment for all.  Staff to have a consistent approach to meeting the school’s aims to provide a comfortable place to learn. | | The use of natural themes throughout the school, allows for further concentration and minimizes the risk of PP children feeling overstimulated. | * Learning walks * Sharing vision with the school team * Regular tips and advice relating to learning environment | JG | £500 |
| E2 | Identified pupil’s access to good quality mental health support.  Bespoke coping strategies for individual PP children including anger and anxiety gremlin work.  Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning.  Employment of MIND worker (1 day per week) to support identified pupils. Provide quality planned support From LM and team from Positive Regard for identified pupils including PPG pupils to overcome SEMH barriers.  To offer additional breakfast and lunch provision to ensure that children’s needs are met at less structured time and to lower anxiety levels for identified vulnerable children.  Provide children with positive dining experiences, reinforcing day to day expectations and manners when in the dining hall.  Resource bank created and replenished regularly to support the delivery of effective, targeted nurture provision for PP children groups based on SEMH needs. | | Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils’ anxieties and enabling readiness to learn.  Both services have been instrumental in supporting pupils with SEMH needs. The SEMH team have offered invaluable support for pupils and school with regards to dealing with SEMH needs. The MIND worker has offered targeted support to individuals which has resulted in a reduction in their worries and anxieties.  Following collection of a pupil voice questionnaire, children have identified that they would like further support in the dining hall.  *EEF - Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions* | * Regular update meetings with Learning Mentors * Pupil voice * Half termly pupils progress meetings * Monitoring of PIVATS and SEMH Graduated Response documents * Data collection and analysis * Regular updates from both MIND and SEMH worker. * Half termly pupil progress meetings * Pupil voice * Monitoring of PIVATS and SEMH Graduated Response documents * Observations during unstructured times * Feedback from CTs regarding the readiness for learning in the afternoon. * Monitoring of nurture provision through PIVAT assessments and records | EB  DS  JC  Lunch time TAs | £5530 |
| E2 | Pupils to feel happy, safe and ready to learn after lunch time. Employment of 14 TAs to support identified PP and other groups of pupils during lunchtime.  Additional lunchtime provision areas provided to PP children to access quieter zones, minimising children becoming overstimulated. | | Many of our pupils benefit from accessing a structured lunchtime approach with access to focussed adult support and clubs e.g. Sewing Club, Robot Club etc. These have been effective in lowering anxieties and reducing the number of behaviour incidents during lunch. | * Regular TA and SMSA meetings * Pupil voice data * Monitoring of PIVATS and SEMH Graduated Response documents for specific pupils * Half termly pupils progress meetings | JC  JG  JBa | £5736 |
| **Total budgeted cost** | | | | | | **£56,472**  **40%** |

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| **Total planned budgeted cost** | **£137880** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-19** | | |
| 1. **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** |
| Increased percentage of pupils reaching age appropriate phonics phase and passing Y1/2 phonics screen. | To purchase online resources to develop literacy and phonics skills linked to Letters and Sounds e.g. Phonics Play. | 2019  90% of PP passed (9 out of 10 children)  33.8 Average Point Score  2018  66% of 2017-18 PP passed  25.6 Average Point Score  Difference  24% positive difference between 2018 and 2019 data  Average point score has increased by +8.2 | There is an improvement through the monitoring of phonics.  Through regular access to the Letters and Sounds and Phonics Play resources, children have made the appropriate progress.  Read Write Inc interventions have also supported this success.  Close assessment has monitored focus children who are of PP.  *Continue into next academic. Assessments to be re-evaluated to ensure further consistency between F2 and Y1.* | £120 |
| To provide support for identified children to catch up their reading, writing and maths skills in order to narrow/close the gap (PPG and non-PPG pupils) | To employ a TA to deliver good quality LSP and intervention support for pupils identified throughout school. | 8 PP children attended reading LSPs.  In reading, 7/8 pupils made +1 progress.  2/8 pupils made +2 progress  In writing, 5/8 pupils made +1 progress  2/8 pupils made +2 progress  In Maths, 6/8 pupils made +1 progress  2/8 pupils made +2 progress | With carefully planned interventions, children can make positive progress. However, this could be through a class support system rather than 1:1 TA  *Consider how interventions can bridge gap using class based support.sss* | £14,626 |
| To maintain high quality teaching for all to ensure consistency.  To offer a wide range of extra-curricular sports activities to all pupils including those with PPG. | To employ 2 HLTAs to cover PPA so that teachers can plan with their year group partners. To cover specific PPG pupil progress meetings throughout school.  To offer lunchtime support for identified vulnerable children.  HLTAs to organise and support afterschool sporting events. (to lead on the Sports Mark Award scheme) | Planning continued with year group partners through the year. Planning of core spread effectively across the year group.  Use of PPA spent to moderate, assess and triangulate during time, with particular focus on PP children.  Discussion feed into pupil progress and CPD.  Lunchtime support for vulnerable pupils has been successful as it effectively lowered anxiety levels and provided a clear focus for pupils who found unstructured times quite difficult.  12x PP children accessing picnic club.  8x PP children accessing alternative lunchtime provision.  HLTAs place PP children as a priority when organising sports club. This has led to the awarding of Gold Sports Mark Award.  42x PP children accessing one or more sports clubs throughout the last academic year. | PPA time for year group partners has been a beneficial process to allow pupil premium children to be catered for carefully and raised as a priority in all lessons.  The consequential CPD discussions has further prompted catering.  Lunchtime support has been a priority due to the lowered anxiety levels during unstructured times of the day. This is intended to continue into the following academic year.  Sports Clubs will continue to monitor and prioritise access to PP children.  *Continue provision into next academic year.* | £39,000 |
|  |  |  |  | £53,746 |
| 1. **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** |
| To target early language development in FS (and for other children where required).  To upskill support staff to ensure good quality SAL provision is being delivered.  To track SALT development for individual pupils and report data. | Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support. | 4x PP children accessing SALT  Progress monitored through assessments and S&L outcome screening process.  Documentation kept, updated and monitored by CTs.  Interventions completed with FS include Talking Tables and individualised programmes | The inclusion of the SALT has had significant impact on the staff knowledge and pupil progress within FS. Those who have worked alongside SALT have had immediate further actions put in place for the following year.  *SALT and SENDCO to work closely together to action plan FS and widen the screening through school..* | £3,365 |
| To reduce pupils anxieties so that they feel happy, safe and ready to learn. | Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning. Provided quality planned support for identified pupils including PPG pupils to overcome SEMH barriers.  To offer additional breakfast and lunch provision. | Children are referred through PIVAT assessment and a thorough referral process based upon primary needs. PIVATs are assessed termly with targets for nurture Learning Mentors and class teachers.  29x PP children currently attending nurture provision with Learning Mentors. PIVAT documentation outlines progress of each individual.  Lunchtime support for vulnerable pupils has been successful as it effectively lowered anxiety levels and provided a clear focus for pupils who found unstructured times quite difficult.  12x PP children accessing picnic club.  8x PP children accessing alternative lunchtime provision.  10x PP children attending nurture breakfast club  21x PP children attended early start breakfast club | PIVATs assessing the SEMH needs of individuals has become a high priority within school. The number of PP children attending reflects the importance and impact.  Due to lowered anxiety, lunchtime and morning provision is key to those accessing areas.  *Continue to PIVAT and further develop role of learning mentor. Lunch and breakfast provisions to continue.* | £39,505 |
| Identified pupils to access good quality SEMH support in order to have significant impact upon their mental health and wellbeing. | Employment of Behaviour Support Worker (6.5 days over the year) to train, support and work alongside Learning Mentors to plan, deliver and monitor activities for identified pupils.  Employment of MIND worker (1 day per week) to support identified pupils. | Behaviour Support Worker has produced reports of impact and observations for a group of children in Year 3 and 5.  5x individual PP children targeted for behaviour support  MIND worker has worked with 5x PP children. CTs have reported a change in attitude and anxiety. Continuing to monitor on PIVATs with CT. | Behaviour strategies introduced by Behaviour Support Worker has calmed lunch time provision and learning behaviours.  In addition, the MIND worker’s impact has been reflected through PIVAT documentation and impacted on individuals.  *Continue into this year and monitor impact closely.* | £3830 |
| All PPG pupils to achieve 100% punctuality and meet the schools attendance target (above national comparisons for PPG pupils) | Employment of a Family Liaison Officer/s (1 full time and 1 full time until mid October 18) to carry out targeted family support work to enable families to overcome barriers to attendance. To offer additional breakfast and lunch provision.  Employment of 2 adults to run Breakfast Club (8am-9am daily) | Lunchtime support for vulnerable pupils has been successful as it effectively lowered anxiety levels and provided a clear focus for pupils who found unstructured times quite difficult.  12x PP children accessing picnic club.  8x PP children accessing alternative lunchtime provision.  10x PP children attending nurture breakfast club  21x PP children attended early start breakfast club | Having a Family Liaison Officer/s has had a significant impact on families approaching school and feeling comfortable to share barriers.  *Vital in continuing into the following academic year.* | £31,938  £5,477.70 |
|  |  |  |  | £84,115.70 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils to feel happy, safe and ready to learn after lunch time. | Employment of 9 TAs to support identified PP and other groups of pupils during lunchtime. | Lunchtime support for vulnerable pupils has been successful as it effectively lowered anxiety levels and provided a clear focus for pupils who found unstructured times quite difficult. Groups include:   * Additional provision zone * Quiet area * Laptop area * Structured play area * Reading group * Robot Club   Specific PP children are given key adults to share lunchtimes with. | These actions will continue into the next academic year. An identified need has been notified within the dining room. To allow for shared eating experiences with adults and children in a positive manner.  *Continue provision and adapt adult use in dining hall.* | £12,058.26 |
| Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund. | 20% subsidy of visits/visitors to create a ‘hook for learning’ and engage learners.  20% music lesson subsidy offered. | PPG pupils given notice within letters, online posts and notice on how to apply for discounted visits and music lessons for over the last year.  Music lessons taken up by 9x PP children | The subsidy is provided appropriately but there could be a further emphasis of the opportunity to uptake the subsidy.  *Continue to offer and push offer.* | £1,500 |
| KS1 Pupil Premium children to have free school milk.  To ensure pupils are hydrated and ready to learn after break. | All KS1 Pupil Premium children to have free school milk during the school day. | Children who have access to a snack and milk at break time are more ready to learn and concentrate better when back in lessons. | *Continue to offer.* | £40 |
|  |  |  |  | £13,598.26 |

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| Total Budget Expenditure: | **£151,459.96** |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |