

A Guide to Pupil Premium

If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the overview of the Pupil Premium for Newton Road and its children.

What is the Pupil Premium?

Introduced in 2011, **the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.**

This is based on research showing that children from low income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Is your child eligible?

Schools are given a Pupil Premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives £1345 for each of these children.
- Children who have been looked after under local authority care (LAC/PLAC) for more than one day. The school is awarded a premium of £2345.
- Children who qualified for the service children funding are awarded £310.

How is it spent at Newton Road?

Schools can choose how to spend their Pupil Premium money, as they are best placed to identify what would be of most benefit to the children who are eligible. Using the EEF Guide to the Pupil Premium, schools apply the 3 tiered approach described and apply impact to these 3 areas: i. Teaching, ii. Targeted academic support, iii. Wider strategies. Common ways in which schools spend their Pupil Premium fund include:

- Professional development
- Recruitment and retention
- Support for early career teachers
- Structured interventions
- Extra one-to-one supports or small-group tuition within and outside of the classroom.
- Behaviour approaches
- Breakfast clubs
- Increasing attendance strategies

At Newton Road, we have chosen to spend our Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children:

Teaching

- Implement a Curriculum to identify, target and bridge gaps in learning rapidly and effectively
- Improving the quality of teaching of reading through the development of the curriculum, staff subject knowledge and CPD
- Pupils' arrive in school with speech and communication skills that are significantly below the national average baseline

Targeted Academic Support

- Increase % of ARE pupils by the end of each Key Stage so that it is at least in line with national for combined ARE
- Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited

Wider Strategies

- Identified barriers to learning relating to wellbeing are having detrimental effects on specific pupil's academic progress

- Increase and extend meaningful learning opportunities for pupils beyond the school data

External Barriers

- Attendance rates need to continue to improve and be aspirational. Time lost due to lateness reduces their school hours, causes gaps in their learning and causes them to fall behind on average. The whole school Persistent Absence average needs to improve.

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for Pupil Premium. **In Newton Road Pupil Premium Plan 2020/21** (shown below), we show how much money we have been allocated, how we intend to spend it, how we spent our previous year's allocation and how it is making a difference to the attainment of disadvantaged pupils.

If your child qualifies for free school meals, it's important that you tell us - even if they take a packed lunch – as this enables them to claim Pupil Premium.

School overview			
School name	Newton Road School		
Pupils in school	255		
Academic years covered by statement	2019-2022		
Publish date	December 2019		
Review date	Annually First Review December 2020 Second Review December 2021		
Statement authorised by	Kerry Mills		
Pupil premium lead	Kerry Mills		
Governor lead	Jan Koleseszki		
	2019-2020	2020-2021	2021-2022
Pupils in School			
Proportion of Pupils eligible for Pupil Premium			
Pupil Premium Allocation for the academic year			

Disadvantaged Achievement Review: 2019-2021			
Measure	2019 Results		
	PP Score	Whole School	All Pupils National
KS2 Reading	82%	73%	
KS2 Writing	82%	73%	
KS2 Maths	55%	60%	
Meeting Expected Standard at KS2 (%)	55%	57%	
Achieving high standard at KS2 (%)			

Y1 Phonics % Pass Rate	0%	57%	
Y2 Phonics % Pass Rate	78%	83%	
EYFS GLD %	100%	62%	
KS1 Reading	56%	50%	
KS1 Writing	78%	45%	
KS1 Maths	56%	50%	
Meeting Expected Standard at KS1 (%)	44%	45%	
Achieving high standard at KS1 (%)	0%	3%	

Barriers to future Attainment – Actions, Outcome and Success Criteria

In-school barriers		Desired Outcomes	Success Criteria
A.	Teaching	Implement a Curriculum to identify, target and bridge gaps in learning rapidly and effectively	<ul style="list-style-type: none"> Wellbeing to be at the heart of the Curriculum with an emphasis on mental health and wellbeing. A curriculum, created with a focus on core, essential content to be taught including horizontal, vertical and diagonal links clearly aligned throughout the school PiXL assessments will be used to prioritise in class support to ensure that all children have the core skills necessary for their expected standard. PiXL therapies (class, small group and individual) will be assessed for and planned into the school timetable to enable a quick catch up of learning which has been missed. Curriculum support offered by experts in subject areas via resourcing and guidance in plans e.g. short term planning (to be adapted to meet the needs of the children) booklets, which provide extensive scaffolds and support to pupils and resourcing.
B.		Improving the quality of teaching of reading through the development of the curriculum, staff subject knowledge and CPD	<ul style="list-style-type: none"> 100% of teaching will be consistently good or better in the teaching of reading, within reading sessions and the wider curriculum, including the teaching of phonics. A programme of support will be in place for each of novice teachers – both in phonics and full teaching of reading Staff subject knowledge is secure across all domains of reading. Challenge in lessons and evidence of improved ARE is evident in data, books, pupil voice and other monitoring activities. Evidence of scaffolds used in teaching to support learners to develop as fluent and confident readers.
C.		Pupils' arrive in school with speech and communication skills that are significantly	<ul style="list-style-type: none"> Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident. Classroom environments are rich in vocabulary.
		EYFS and Year 1 PP Pupils' make accelerated progress to achieve (as a minimum) the expected national average in communication and language attainment despite a low starting	

		below the national average baseline	point. The vast majority of pupils speak confidently and can articulate effectively using an extensive vocabulary.	<ul style="list-style-type: none"> ● Story time occurs daily to broad the children's repertoire of vocabulary – demonstration and in the moment reading. ● Jane Considine Book Talk, Write Stuff and Fantastic Foundations is used as a methodology for teaching reading, writing which focuses on the internalisation of vocabulary and language patterns and structures. ● Planning details activities which extend pupils' expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary. ● The teaching of oracy is taught consistently and progressively across each year group. ● Reduce class sizes in YR and Y1 to enable intensive, highly effective bespoke teaching. ● SEN Provision in place and external agencies in places which impacts positively on individualised progress
D.	Targeted Academic Support	Increase % of ARE pupils by the end of each Key Stage so that it is at least in line with national for combined ARE	Increase percentage of PP ARE pupils by the end of each Key Stage so that it is at least in line with national for combined ARE	<ul style="list-style-type: none"> ● CPD and support will be offered to staff to ensure high levels of challenge are present within lessons. ● Evidence of extensions and challenge present in books. ● Data reflects an increase in % of ARE combined so that it is at least in line with national. ● Use of PiXL assessments to target focus
E.		Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited	PP children will have access to a wide range of experiences both in the classroom and outside of it to increase their cultural capital. (To be revisited to RE: COVID-19 and reviewed in line with Government guidance).	<ul style="list-style-type: none"> ● The school offers a varied selection of clubs, which the children can attend for free. ● Through the enacted curriculum cultural capital will be increased to widen their cultural reference. ● Children have the opportunity to participate events such a poetry recital, performing, debate, live music and visitors (subject to COVID-19 guidance and regulations).
F.	Wider Strategies	Identified barriers to learning relating to wellbeing are having detrimental effects on specific pupil's academic progress	The pastoral team will ensure that the PP children, who are identified as in need of mental health and wellbeing support, will receive it from the team or external agencies. Children will continue to be taught about mental health and wellbeing.	<ul style="list-style-type: none"> ● The pastoral team will arrange bespoke interventions to support pupils, which will include a range of 1:1, small group and whole class support. ● The attendance lead will continue to ensure that attendance rates across all groups of pupils remains above national average.
External barriers		Desired Outcomes		Success Criteria
G		Attendance rates need to continue to improve and be aspirational. Time lost due to lateness reduces their school hours, causes gaps in their learning and causes them to fall behind on average. The whole school Persistent Absence average is improved.	Attendance rates, particularly for PP children, need to continue to improve and be aspirational. Time lost due to lateness reduces their school hours, causes gaps in their learning and causes them to fall behind on average. (To be revisited to RE: COVID-19 and reviewed in line with Government guidance).	<ul style="list-style-type: none"> ● PP attendance rates will continue to improve and will be above national. ● PP Persistent Absence will continue to be below national. ● PP late record will continue to improve. ● Attendance lead will support families who require support.

Review of Expenditure 2019-2020 and 2020-2021

Teaching		2019 -2020		2020-2021	
Action	Intended outcome	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)	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)
Implement a Curriculum to identify, target and bridge gaps in learning rapidly and effectively	Implement a Curriculum to support pupils in bridging gaps supporting our most vulnerable learners via targeted teaching in smaller class sizes.	Wellbeing to be at the heart of the Curriculum with an emphasis on mental health and wellbeing. A curriculum, created with a focus on core, essential content to be taught including horizontal, vertical and diagonal links clearly aligned throughout the school PiXL assessments were used to prioritise in class support to ensure that all children have the core skills necessary for their expected standard. PiXL therapies (class, small group and individual) timetable to enable a quick catch up of learning which has been missed. Smaller Class sizes in Y3 and 4 from November 2019.	This approach needs to be continued and evolved. Welling has been at the heart and will continue to be a focus. Further evolution of the use of PiXL therapies throughout out the next academic year. High impact of small class sizes in Y3/4 – focused targets and attention. Improved progress rates. Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners receive support and resources to support them in rapidly identifying and bridging gaps in core subjects, specifically for disadvantaged pupils. Funding to continue to support the development of the teaching of core subjects for DIS pupils into 2020-2021.	The curriculum used ensured a focus on core, essential content to be taught including horizontal, vertical and diagonal links clearly aligned throughout the school – this was evident in all subject areas. PiXL assessments were used to prioritise in class support to ensure that all children have the core skills necessary for their expected standard. The use of PiXL therapies in classes was beneficial.. Further work and training to be given for support staff into 2021-2022 so they can be used with small group and individual to enable a quick catch up of learning which has been missed.	Subject leaders to become curriculum experts and ensure curriculum support offered by experts in subject areas via resourcing and guidance in plans and delivery to further adapt the curriculum to meet the needs of the children with SEND and to ensure provides extensive scaffolds and support to pupils Focus for the year is Keep up not Catch up – introduction of Ready to Progress intervention and S planning for maths to pre-teach and address gaps prior to learning new content. Further development off QLA and assessment in wider subjects outside of reading, writing, maths and PE. Use of assessment and feedback is a priority in the School Development Plan 2021-2022, alongside the smaller class sizes in Y1 to ensure that they build on the strong start in Foundation and continue to develop independence and challenge so funding towards this will continue.
Improving the quality of teaching of reading through the development of the curriculum, staff subject knowledge and CPD	Reading is prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum offer. All novice teachers will improve their subject knowledge of reading through	Medium: A programme of support for the teaching of reading was created and provided for staff from September 2020. Beyond this, support was offered through the reading lead and DFE reading Hubs, providing resources and support materials for online learning and leaders updating staff on curriculum changes. Through this rigorous support, lessons demonstrated ambition for	As part of our 2020-2021 curriculum review, the reading curriculum will be refined. The focus of this will be the further improvement of the structure of the plans for Hooked on Books, which further emphasis on in the moment reading, book talk, demonstration comprehension and independent comprehension and the teaching/grouping of phonics. This will add additional rigour to the plans, this will support teachers in their challenge of	High: There has continued to be a programme of support for the teaching of reading. The current reading lead has continued to receive support from the reading hub and RWI development team. Staff have been able to access the online portal and watch and observe relevant training. Feedback from the hub and RWI indicates consistency in approaches in the teaching of phonics. RWI intervention TA impact on individual child's progress is clear in	Review of Leadership structure for reading from September 2021 – a designated phonics lead and a dedicated reading both who are members of the SLT. Phonics – groups now organised in class (with additional adults to lead groups from within the class) to promote greater accountability to teachers. RWI intervention available for targeted children but teachers are aware of where children should be, additional intervention required and through the use of pinny time and focused time

	<p>CPD, coaching, workshops and modelling of expert teachers to enable them to teach reading effectively.</p>	<p>all pupils, highly effective teaching (in phonics), which included the effective use of scaffolds to support pupils, and improving pedagogical subject knowledge of teachers.</p> <p>End of Key Stage Results for Reading EXS for DIS pupils: Y2: 0% 0/5 (-62% against national figure for DIS pupils in reading 2019 which was 62%) Y6: 82% 9/11 (+20% above national figure for DIS pupils in reading 2019 which was 62%)</p> <p>End of Key Stage Results for Reading GDS for DIS pupils: Y2: 17% 0/5 (-14% against national figure for DIS pupils in reading 2019, which was 14%) Y6: 27% 3/11 (+10% above national figure for DIS pupils in reading 2019, which was 17%)</p> <p>End of key stage results show that the performance of DIS pupils out performs national averages (2019 – only national statistics currently available) for Year 6 – particular focus and attention on early intervention and KS1.</p>	<p>pupils targeted for ARE pupils and GDS. Therefore, it must continue, and be reflected of the stage practitioners are at in their practice to further improve the quality of the teaching of reading and especially in early reading (phonics).</p> <p>As part of our development package of support from RWI phonics, the leader and practitioners now have access to an updated online portal, which will enable individualised support or phonics teachers.</p> <p>Leaders to monitor the transition of Y2 DIS pupils into Y3 with a sharp focus on the expected standard for reading to narrow the gap between them and their peers.</p> <p>There will be an introduction of RWI intervention TA to focus on the targeted progress of children to ensure they keep up and continue to make accelerated progress.</p> <p>Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners receive high quality classroom support and resources to support them in rapidly identifying and bridging gaps in reading, specifically for disadvantaged pupils. Funding to continue to support the development of the teaching of reading for DIS pupils into 2020-2021.</p>	<p>tracking – further focused use of non-teaching time and bespoke support in class outside of reading and intervention is key moving into 2021-2022.</p> <p>End of Key Stage Results for Reading EXS for DIS pupils: Y2: 43% 0/5 (-19% against national figure for DIS pupils in reading 2019 which was 62%) but +7% on school Non Dis Y6: 60% 12/20 (-2% below national figure for DIS pupils in reading 2019 which was 62%)</p> <p>End of Key Stage Results for Reading GDS for DIS pupils: Y2: 7% 1/14 (-7% against national figure for DIS pupils in reading 2019, which was 14%) which is -1% on school Non-Dis Y6: 20% 2/201 (+3% above national figure for DIS pupils in reading 2019, which was 17%)</p> <p>End of key stage results show that the performance of DIS pupils at the end of KS1 has improved but not yet in line with National. For Y6 it is approximately in line with national at EXS and GDS.</p> <p>EYFS Reading: 60% Dis GLD compared to 65% non Dis GLD.</p>	<p>throughout the day progress expected to increase.</p> <p>New RWI lead developed further documentation and focus for keep up not catch up and all staff know expected outcomes for each group each half term and bespoke training and videos for staff identified as they change groups.</p> <p>Across the school, the text selections will also be reviewed and amended in light of what the pupils enjoyed reading, ensuring that the texts are demanding, challenging, and enjoyable. This is to support in the promotion of reading for pleasure. The books, texts and systems of reading for pleasure are also to be reviewed.</p> <p>Introduction of an online reading journal/log to all pupils.</p> <p>School to further refine the CPD provided at Newton Road to ensure all staff value and this is a significant strength of the school. The balance of in class coaching and staff training in core aspects of our approach to the teaching of reading 1 to be reviewed, particularly for novice teachers.</p> <p>The attainment of EXS in reading needs to be a priority as does teachers confidence in teacher assessment of EXS. CPD to be introduced to support the challenge of EXS in reading.</p> <p>Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners receive high quality classroom support and resources to support them in rapidly identifying and bridging gaps in reading, specifically for disadvantaged pupils. Funding to continue to support the development of the teaching of reading for DIS pupils into 2021-2022 with greater emphasis on greater depth.</p>
<p>B: Pupils' arrive in school with speech and communication</p>	<p>EYFS PP Pupils' make accelerated progress to achieve (as a minimum) the</p>	<p>LOW:</p>	<p>Next academic year a member of staff will be trained to become a specialist in the use of the NELI programme to ensure that rapid identification and</p>	<p>MEDIUM: Language acquisition was introduced across all lessons and is evident in planning and visible in the language rich environments (the Write Stuff methodology has supported this).</p>	<p>All planning details activities which extend pupils' expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary, this will continue to be a focus in the development of</p>

<p>skills that are significantly below the national average baseline</p>	<p>expected national average in communication and language attainment despite a low starting point. The vast majority of pupils speak confidently and can articulate effectively using an extensive vocabulary.</p>		<p>implementation of the intervention is rigorous</p> <p>.</p> <p>Work on speaking, listening and understanding skills has had some positive impact on attainment. This needs to continue to become a school focus for PP. Vocabulary rich environments has contributed to the development of language. Story time has proven highly effective in developing listening and attention skills. To further highlight opportunities for speaking and listening, there have been opportunities identified on planning, by expert practitioners. Furthermore, Talk for Reading in Nursery and Reception has been introduced and will be fully embedded in 2020 – 2021. Training, CPD and support materials, including suggested planning, written by expert EYFS practitioners, has been created.</p> <p>Funding linked to the improvement of speaking, listening and communication skills to continue into 2020- 2021.</p>	<p>Demonstration/In the Moment reading has occurred daily and has developed into oral comprehension using the Hoked on Books approach to broad the children's repertoire of vocabulary.</p> <p>Hooked on Books and The Write Stuff continues to be used as a methodology for teaching reading and writing which focuses on the internalisation of vocabulary and language patterns and structures. The impact of this is starting to be evidenced in the children oracy and written compositions.</p> <p>At Newton Road, the early identification of pupils in the reception setting has proved essential in accessing the correct support for pupils. Staff have worked collaboratively with external providers to gain knowledge of any early identification of need for EYFS pupils. This early identification has been beneficial of quickly accessing the bespoke support need from the Speech and Language specialists.</p> <p>The systematic, synthetic approach to teaching phonics has ensured that children have made rapid progress in their listening and attention skills. The rapid identification and 1:1 tuition of those not meeting the expected standards in assessments meant that children received bespoke support to move their speaking and listening on – this is evident in the EYFS data from 2020-21 Communication Language Dis – 60% compared to whole cohort of 71% Reading 60% compared to the whole cohort of 65%</p>	<p>language rich environments – Subject Leaders to review and monitor this in their role.</p> <p>Further review of the use of Reading across the school and the explicit teaching of language through demonstration comprehension and independent comprehension.</p> <p>The write stuff and sentence stacking to continue to be used and refined to ensure focus on vocabulary, language patterns and structures.</p> <p>Introduction of school speech and language therapist to lead the provision and intervention of speech and language for SEND pupils and pupils in KS1, including the use of the NELI programme with Y1 until Christmas and EYFS from Christmas.</p> <p>With the review of KS1 provision, highlight further opportunities on planning and support from EYFS/KS1 Lead to enhance language rich environment and speaking and listening within the provision.</p>
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Targeted Academic Support		2019 -2020		2020-2021	
Action	Intended outcome	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)	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)
Increase % of ARE pupils by the end of each Key Stage so that it is at least in line with national for combined ARE	Increase percentage of PP ARE pupils by the end of each Key Stage so that it is at least in line with national for combined ARE	<p>KS1 Y2: Reading: 17% 2/12 (+3% above national figure for DIS pupils in reading 2019, which was 14%) Y2: Writing: 8% 1/12 (+1% below national figure for DIS pupils in writing 2019, which 7%) Y2: Maths: 17% 2/12 (+5% national figure for DIS pupils in writing 2019, which 12%) Y2: Combined: 8% 1/12</p> <p>KS2 Y6: 23% 3/13 (+6% above national figure for DIS pupils in reading 2019, which was 17%) Y6: Writing: 8% 1/13 (-4% below national figure for DIS pupils in writing 2019, which 12%) Y6: Maths: 23% 3/13 (+11% national figure for DIS pupils in writing 2019, which 12%) Y6: Combined: 0% 0/13</p>	<p>CPD and support will be offered to staff to ensure high levels of challenge are present within lessons. Evidence of extensions and challenge present in books. Data reflects an increase in % of ARE combined so that it is at least in line with national. Use of PiXL assessments to target focus</p> <p>Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners receive high quality support from subject leaders regarding the raising the % of pupils of EXS and potential EXS pupils, specifically disadvantaged pupils.</p>	<p>KS1 Y2: Reading: 17% 2/12 (+3% above national figure for DIS pupils in reading 2019, which was 14%) Y2: Writing: 8% 1/12 (+1% below national figure for DIS pupils in writing 2019, which 7%) Y2: Maths: 17% 2/12 (+5% national figure for DIS pupils in writing 2019, which 12%) Y2: Combined: 8% 1/12</p> <p>KS2 Y6: 23% 3/13 (+6% above national figure for DIS pupils in reading 2019, which was 17%) Y6: Writing: 8% 1/13 (-4% below national figure for DIS pupils in writing 2019, which 12%) Y6: Maths: 23% 3/13 (+11% national figure for DIS pupils in writing 2019, which 12%) Y6: Combined: 0% 0/13</p>	<p>Within lessons there was evidence of higher levels of ambition for pupils – especially Y5/6 and EYFS. greater focus needs to be on KS1 – whole school priority.</p> <p>Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners receive high quality support from subject leaders regarding the raising the % of pupils of EXS and potential EXS pupils, specifically disadvantaged pupils. Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners receive high quality support from subject leaders regarding the raising the % of pupils of EXS and potential EXS pupils, specifically disadvantaged pupils.</p>
Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment	PP children will have access to a wide range of experiences both in the classroom and outside of it to increase their cultural capital. (To be revisited to RE: COVID-19 and reviewed in	<p>Medium: Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, many trips and extra-curricular events were cancelled. From September – March 2020, the school participate in trips and visits to support the curriculum Children have the opportunity to</p>	<p>As we move into 2020-2021, we shall be adhering to all government guidance and Public Health England updates relating to COVID-19 and risk assessment. Teachers and leaders have created a whole school trips and visits enrichment map to provide children, with experiences as creatively as possible. For</p>	<p>Medium: Due to ongoing advice related to COVID-19 trips and visits did not commence. Teachers and leaders utilised their plans to enrich the curriculum with online events, workshops and from May 2021 face to face workshops recommenced.</p>	<p>Teachers and leaders reviewed the visits and trips provision in preparation for 2021-2022. All children in Year 6 will take part in touring dance and drama workshops and significant allocation to trips and transport to enrich the curriculum.</p>

and future aspirations are limited	line with Government guidance).	participate events such a poetry recital, performing, debate, live music and visitors (subject to COVID-19 guidance and regulations).	example, online tours, tutorials, workshops and visitors to be utilise to enrich the curriculum. At a later stag local visits may be considered and planned.		
Wider Strategies		2019 -2020		2020-2021	
Action	Intended outcome	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)	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)
Identified barriers to learning relating to wellbeing are having detrimental effects on specific pupil's academic progress	The pastoral team will ensure that the PP children, who are identified as in need of mental health and wellbeing support, will receive it from the team or external agencies. Children will continue to be taught about mental health and wellbeing.	High: Parents have built strong links with the school and wider community as a result of the ongoing pastoral support during the unprecedented time of the pandemic. The proportion of families open to support as a result of engagement increased. However, the school were also able to close a number of EHAS due to high quality intervention and support. The pastoral team offer Family Seal and other programmes of work and these moved to online during the pandemic. Due to COVID-19 this funding stream then focused on supporting families at home via 1:1 support, food bank parcels and working within the provision for key worker and vulnerable children.	The pastoral team is a strength of the school and pastoral work will continue in a similar way in 2020/2021. 2019 -2020 funding will be utilised to ensure that the Pastoral team's work with children and the local community can continue to further improve and strengthen the relationships with parents and children. This will ensure the Pastoral Team can expose children and parents to future events, opportunities and external support they might not be otherwise aware of. In addition, the Pastoral Team will work closely with families and rapidly identify potential EHAs	High: Pastoral Work continued and the school used additional PP funding to develop a ready room provision and a Key Stage 1 nurture provision – this involved 4 staff. For these children the number of behaviour incidents and FTE's reduced. Bespoke support and planning meant children were focused on academic achievement.	Whilst the provision was successful, the children have all transitioned back into the classroom, which is a mark of the success of the project.

External Barriers		2019 -2020		2020-2021	
Action	Intended outcome	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)	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)
	Attendance rates need to continue to improve and be aspirational. Time lost due to lateness reduces their school hours, causes gaps in their learning and causes them to fall behind on average. The whole school Persistent Absence average is improved.	High: The Attendance lead has been relentless in their drive to raising the pupils attendance rates, for all pupils, including a sharp focus and monitoring of the attendance of disadvantaged pupils. It has continued to improve and is broadly in line with the national average. The attendance Lead has also supported families who require it to enable families to be punctual for the start of the school day.	Continued collaboration with Attendance lead, PP Lead and pastoral team frequently to ensure no child slips through. The focus remains on pupils persistently absent and attending for less than 90% of sessions. The impact of the spend has ensured that there are rigorous systems in place to support families. This is now part of the school practice and it will ensure that the work of the attendance team continues, with a particular focus on persistent absences of children, particularly those who are PP Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that parents have received communication about expectation and accountability.	High: The Attendance lead has continued to be be relentless in their drive to raising the pupils attendance rates, for all pupils, including a sharp focus and monitoring of the attendance of disadvantaged pupils. It has continued to improve and is broadly in line with the national average. The attendance Lead has also supported families who require it to enable families to be punctual for the start of the school day.	Continued collaboration with Attendance lead, PP Lead and pastoral team frequently to ensure no child slips through. The focus remains on pupils persistently absent and attending for less than 90% of sessions. The impact of the spend has ensured that there are rigorous systems in place to support families. This is now part of the school practice and it will ensure that the work of the attendance team continues, with a particular focus on persistent absences of children, particularly those who are PP Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that parents have received communication about expectation and accountability.