

## Action plan statement of pupil premium strategy – North View Academy 2020-21

1. Summary information					
School	North View Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMHD/ASD
Academic Year	2020/21	Total PP budget	£59000	Date of most recent PP Review	2019-20
Total number of pupils	80 (54)	Number of pupils eligible for PP	46 (29)	Date for next internal review of this strategy	Autumn term 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% making less than expected progress in Reading	31%	24%
% making expected progress in Reading	69%	76%
% making above expected progress in Reading	45%	48%
% making less than expected progress in Writing	34%	36%
% making expected progress in Writing	66%	64%
% making above expected progress in Writing	34%	36%
% making less than expected progress in Maths	45%	64%
% making expected progress in Maths	55%	36%
% making above expected progress in Maths	24%	28%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	<b>School context of deprivation:</b> 62% of our children qualify for Pupil Premium. The vast majority of our students are from postcodes which rank in the most deprived areas nationally.
B.	<b>Social/Health Care Needs:</b> Our school has a large number of families supported historically or currently by outside agencies including social care, health and family support workers. Many of our families need support from school to help them address their needs and to support their children's learning.
C.	<b>Attainment on entry:</b> The vast majority of our children come to us working well below the expected standard and not making expected progress prior to entering the provision from their mainstream schools. On entry no pupil meets age related expectations.
D.	<b>SEND:</b> 100% of our students have an Education Health Care Plan for Social Emotional Mental Health Needs, Autism and other associated Special Educational Needs such as cognition and learning difficulties and communication and language difficulties
<b>External barriers</b>	
	The severe lack of support and resources available to support pupils mental health difficulties which significantly impacts negatively on their ability to achieve and fulfil their potential

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop and implement literacy enrichment opportunities for pupils eligible for PP across Key Stage 2. With a focus on improved attainment in writing.	Improved attainment and progress in writing for PP children across all year groups to close the gap, especially in Key Stage 2.
B.	Increased rates of progress across Key Stage 2 in maths for higher attaining pupils eligible for PP in maths.	For the attainment gap measured against national standards to be closed. For pupils eligible for PP to make as much progress as 'other' pupils nationally, across Key Stage 2 in maths, measured in Years 3, 4, 5 and 6 by teacher assessments and successful moderation practices

		established across the multi-academy trust (MAT).
<b>C.</b>	Pupils read at home including reading for pleasure with a focus upon improving pupils love of reading for pleasure and put this at the heart of our improvement strategy to foster this and to aid raising attainment in writing	School library time timetabled, once covid restrictions ease, for all classes with access provided by LIT coordinator to books they choose to take home along with the home reading record (which will need to be signed off by parents twice weekly) to improve reading

## 5. Planned expenditure

<b>Academic year</b>	<b>2020-21</b>
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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

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved achievement for PP pupils. Improved enrichment opportunities across KS2 with a focus on reading improvements, and focus on improving handwriting and extended writing</p> <p>Improved progress for PP pupils and targeted catch up for Y5/6 identified pupils.</p>	Staff released for targeted interventions for identified pupils with additional learning support staff and a teacher employed to assist this intervention	<p>We want to once again invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Continued approach and development of our Power literacy approach once covid bubble restrictions are eased.</p>	<p>Use directed time sessions and training days to deliver training. Evidence of staff CPD that ensure staff consistently feedback to pupils to improve understanding</p> <p>Marking scrutiny termly to review progress and consider feedback provided in books and ID good practise and any issues</p>	<p>SLT</p> <p>Link GB member</p>	From September 2020 to review in spring term 2021

<p>Improved achievement for PP pupils in phonics</p> <p>Improved progress for PP pupils in reading and writing.</p> <p>Home readers introduced with termly recording sheet for parents to all pupils for reading for pleasure and prizes /incentives for those participating at home</p>	<p>Set up a teaching and learning group with a rationale to increase the percentage of good Literacy lessons being taught in school.</p> <p>Timetabled sessions and book fair (Covid restrictions permitting) so pupils can choose their own books to take home with expectation they read at least twice weekly at home and this is recorded</p> <p>Reading for pleasure sessions introduced into timetables</p> <p>Phonic sound of the week in shared areas so pupils are reminded of new sounds and revision. No reference to pupils ID in display so as not to cause angst to older lower attainers</p>	<p>We want to invest some of the PP funding in longer term change which will help all pupils. High quality teaching for all pupils is an effective way to improve attainment. It is suitable as an approach that we can embed across the school through Power Teaching to improve teaching, share good practise and enhance skills of new teachers joining the school</p> <p>Invest further in reading books chosen by the pupils for their reading pleasure by introducing an early term bookfair and use of classroom incentives and rewards to pupils for engagement (Covid restricted)</p>	<p>Use directed time sessions and training days to deliver training sessions.</p> <p>CPD .lesson observation training for all SLT.</p> <p>Pupil home reader records were signed twice weekly by parents and carers. Due to C19 restrictions we will issue temporary home reading records to be kept at home to help record what the children read and activities completed. These can be collected safely at the end of each term and pupils who participate will be provided class chart points and entered into draws for vouchers as reward incentives.</p>	<p>SLT Link GB member</p> <p>SLT/Lit KSA, lead and all teachers</p>	<p>Spring term 2020 to review these and identify successes in relation to increased uptake and assessment grids can be scrutinised for individual pupils</p>
<b>Total budgeted cost</b>					<b>£28000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improved achievement for PP pupils In Maths and targeted catch up for Y5/6 pupils</p> <p>Improved progress for PP pupils in literacy with a particular focus on writing</p>	<p>Interventions implemented to raise attainment and progress of identified PP pupils.</p> <p>Use of Power literacy across the whole school (C19 restrictions allow)</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. Targeted intervention approaches employed for this group of pupils should be shared and emulated across the academy so that future cohorts of pupils make accelerated progress.</p> <p>In Maths a greater focus on problem solving to challenge more able pupils and an embedded approach across academy to support increased focus on reasoning and problem solving and use of White Rose Hub materials</p> <p>Staff to concentrate on specific POS areas with pupils in handwriting and extended writing. Training and CPD to be incorporated and workbooks to be consistent across key stages and abilities to show clear progression</p> <p>Leaders will consider the best format for summarising school data so that it is easily understood and can identify strengths and priorities for improvement. Data summaries should be reported to governors at least termly in line with the assessment cycle of the academy and will be sent home to all parents</p> <p>OT therapy and interventions/referrals</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by subject coordinators.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Use of resources from Steps to Success to give handwriting and phonics a higher priority</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SLT Link GB member</p> <p>KSA Lit Lead</p>	<p>SEPT 20 costings; initial id of 3 staff to be toolkit trained as instructors for staff rollout of further training in October 2020. Power teaching to go live for literacy once Covid restrictions are eased with LIT plan in place across all class groups for Lit delivery and curriculum in place at the beginning of the Autumn term</p>
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**Total budgeted cost    £28000**

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved mental health and well being of PP pupils</p>	<p>Additional first aid for mental health training for staff/ to assist pupils</p> <p>Well being measured through questionnaires and boxall profiles</p> <p>Resilience training and dinosaur group work with in school counselling</p>	<p>The school will use a common framework comprising:</p> <ul style="list-style-type: none"> <li>• Ethos: reposition and establish children as partners in the process of learning</li> <li>• Community: creating and exploring spaces for the social learner to develop a range of personal and social skills</li> <li>• Lead: creating opportunities for both staff and pupils to lead on action research and the implementation of a range of innovative initiatives</li> <li>• Speak: opportunities for the development of a shared and common language for social engagement</li> </ul>	<p>There are four key areas that school can monitor which underpinned by staff capacity and taking a whole school approach can contribute to improving the school's climate and ethos:</p> <ul style="list-style-type: none"> <li>• Pupil engagement</li> <li>• Parent/carer engagement</li> <li>• Developing social and emotional skills of pupils</li> </ul> <p>All with the target of improved provision of targeted help with</p>	<p>GM</p> <p>TL/HW/SAB</p>	<p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p>

		• Act: provide opportunities for effective practice	mental health difficulties for pupils		
<b>Total budgeted cost</b>					<b>£40000</b>

## COVID CATCH UP

6. Summary information			
<b>School</b>	North View Academy	<b>Total Catch Up budget</b>	Approx £18000

7. Autumn 2020 Baseline Assessment - % of pupils at Age Related Expectations			
	Reading	Mathematics	SPAG
Year 1/2			
Year 3			
Year 4			
Year 5			
Year 6			

8. Barriers to future attainment	
The majority of pupils have not accessed school for over 5 months meaning that barriers to future attainment are significant. These include:	
<b>C.</b>	Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations.
<b>D.</b>	Key elements of the curriculum in foundation stage subjects as well as science and RE have been missed.
<b>C.</b>	Widening gaps between pupils who have not been supported at home with learning and those who have.
<b>D.</b>	Pupils' mental health may have been significantly affected during the pandemic for a number of reasons such as bereavement, lack of socialisation, lack of routine.
<b>E.</b>	Pupils' behaviour and ability to comply with school routines may have been adversely affected and to increase capacity to cope with full days in school

<b>F.</b>	Pupils' physical health may have been significantly affected during the pandemic due to lack of exercise and unhealthy food.
<b>G</b>	Parents / carers may not send their children to school due to concerns over whether they will be exposed to COVID – 19.

### 9. Desired outcomes

	<i>Desired outcomes</i>	<i>Measure</i>
<b>D.</b>	Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.	Summer 2021 assessments compared with Spring 2020 assessments and extrapolated results.
<b>E.</b>	Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.	Plans detail core knowledge that is being prioritised.
<b>F.</b>	Pupils who are furthest behind their normal ability are prioritised for catch up.	Catch up evident from autumn baseline 2020 assessment compared to summer 2021 assessment.
<b>G.</b>	Pupils whose mental health has been affected during the pandemic are prioritised for support.	Boxhall profiles used to measure impact of support.
<b>H.</b>	Pupils quickly settle into school routines and adhere to the school behaviour policy.	Observation of behaviour in school. Measure of incidents of disruptive behaviour.
<b>I.</b>	Pupils' physical health improves.	Observations of pupil's ability to complete physical activity
<b>J.</b>	Level of attendance improves to pre-COVID levels.	Comparison of weekly and overall attendance with 2019 / 2018 levels.

## 10. Planned expenditure

**Academic year**      **2020-2021**

The three headings below enable schools to demonstrate how they are using the Catch Up funding to catch up on lost learning or all, provide targeted support and support whole school strategies.

### iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p>Pupils who are furthest behind their normal ability are prioritised for catch up and Y6 ready for SAT's</p>	<p>Additional LSA support to allow staff to provide focussed individual/small group interventions</p> <p>Focussed homework activities</p>	<p>From starting points of current cohort and baselines for new entry pupils in year 5 / 6 to provide more personalised and targeted Quality First Teaching and feedback to assist pupil catch up</p> <p>With an additional LSA support, teacher - targeted tutoring can take place each afternoon to fill any gaps in learning and prioritise reading</p>	<p>Regular Y6 work discussion groups held to talk about specific children, their barriers and next step actions to secure swift catch up</p> <p>Regular data capture and team analysis for gaps and adjust planning/ lesson content and targeted interventions accordingly</p> <p>October SATs week 'data grab' to assess initial starting points for SATs - intervention groups identified for reading and maths - regular timetabled 'SATs booster' afternoon interventions to be outlined.</p> <p>Summer term 2021- Y5 - identify any pupils continuing to fall behind and implement targeted interventions.</p>	<p>Gary Mellefont</p> <p>K White</p> <p>A Bennett C Harker L Winship</p>	<p><a href="#">October/November 2020</a></p> <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p>
<p>Core knowledge is prioritised for teaching in all foundation stage subjects / RE and science.</p> <p>Pupils experience a broad curriculum where</p>	<p>Reconsidered curriculum LT plan; more focussed teaching of skills &amp; knowledge; guidance for staff to prioritise for year groups; greater emphasis on literacy &amp; numeracy in</p>	<p>A well organised curriculum that ensures links between areas studied by year groups, enables pupils to apply skills and knowledge across areas and therefore consolidate their learning</p> <p>Focussed teaching of individual subjects in terms of knowledge and skills identifies gaps</p>	<p>Fine tuning of LT Curriculum Plan - organised so all subjects are taught with maximum connection to enable successful cross-curricular planning with subject knowledge &amp; skills supporting &amp; consolidating learning</p>	<p>AH</p> <p>Curriculum team</p> <p><a href="#">Subject Leads</a></p>	<p>Curriculum in place September 20</p> <p>Resources in place and accessible September 20</p>



<p>catch up &amp; gaps in literacy &amp; numeracy are identified and addressed</p> <p>There will be a cross curricular termly writing expectation for all</p> <p>Pupils are engaged in a curriculum &amp; activities that forsters interest and stimulates learning enabling good progress</p>	<p>foundation subjects (cross-curricular planning) improvement of resources to aid teaching and learning of all curriculum areas</p>	<p>and enable teachers to address specifically in order to 'catch up'</p> <p>Cross-curricular learning with adapted activities allows opportunities to include more literacy and numeracy</p> <p>A greater focus on cross-curricular planning to identify opportunities for literacy; numeracy and transfer of knowledge and skills</p> <p>Regular informal assessment (with due consideration to the nature, needs &amp; well-being of our pupils) e.g. through questioning/discussion allows for better allows for identification in gaps in learning which can be addressed to fill and catch up</p> <p>Quality resources support and can improve teaching and learning and enable greater progress</p>	<p>Extensive curriculum resource purchased (Plan Bee) to support the teaching and learning of all curriculum areas through planning; power points; activities; assessment etc (excl - music &amp; French); Viewed &amp; considered by Subject Leads alongside Curriculum Lead &amp; organised to maximise links; eliminate duplication &amp; specify resource to topic areas studied. Some changes to curriculum programmes of study (partic RE); Redefined as Be Helpful resource with catalogue formation &amp; guidance provided to all teaching staff for effective use</p> <p>INSET for all teaching staff in relation to new resources - organisation; use; access; catalogues; recording information - Sept 20</p> <p>Music &amp; French supported by Charanga &amp; Language Angels resources respectively. Organisation trimmed; units identified that link &amp; support other curriculum areas</p> <p>Half-termly curriculum meetings to review; discuss and adapt approach; reflect on resources and progress of pupils</p> <p>Termly whole school cross-curricular writing assessment and moderation weeks identified in yearly pacer</p> <p>Moderation between staff of writing assessments - initially fortnightly to assist in identifying gaps and then half termly</p> <p>Literacy &amp; numeracy half termly meetings planned in yearly pacer to enable staff &amp; leads to raise issues / progress be identified &amp; acted upon</p>		<p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p>
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Pupils' physical health improves.	Revised PE curriculum (due to current restrictions) designed to support good physical health for all	Following prolonged absence from school pupils may not have been able to access organised/regular physical activity and have had more access to unhealthy food. Pupils' health and fitness may have been significantly affected. Re-engagement and increased motivation is important to nurture and develop an enjoyment of physical activity.  Encouraging healthy lifestyles through the Change 4 Life and Sunderland Lifestyle, Activity and Food programmes and daily activities to ensure pupils are kept active will have a positive impact on both physical and mental well-being.	Curriculum lead to have regular discussion meetings with all staff delivering PE to ensure pupils are accessing regular PE lessons and are offered additional opportunities for physical activities - break times, active classroom and the daily mile.  Additional resources identified and acquired for each bubble to ensure a range of activities can be provided to engage and motivate all pupils.	LW	December 2020  February 2021  April 2021  July 2021
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**Total budgeted cost    £15000**

**v. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils whose mental health has been affected during the pandemic are prioritised for support.	Bespoke PSHE and Dinosaur school/well-being curriculum implemented across the school for targeted pupils	A whole school ethos that promotes strong emotional and social learning will always help pupils improve their interactions with others, help them manage their feelings and behaviour and teach them resilience when engaging in the academic or cognitive elements of learning  Increased opportunities for PSHE	Mental health first aid training provide for key staff and CPD ( Supply For Days out on CPD)  Pupil Voice and discussion  Dinosaur school bubble groups timetabled  PSHE assemblies and celebration - World Mental Health Day an event identified to recognise in Autumn term  Return to school/COVID19 activities to be visited & completed in class as appropriate (assorted resources downloaded for use)	TL HW SAB  DM  AH GM  AB	December 2020  February 2021  April 2021  July 2021

			Timetabled 'drop in' style discussion/counselling workshop/box for children to put their worries in/request a discussion?? Lunch time to not interfere with learning time?		
Level of attendance improves to pre-COVID levels.	Rewards incentives for attendance	Children attending well can only improve their mental health, wellbeing, socialisation and academic progression so good regular attendance will enhance this	Follow all attendance protocols and follow ups on a daily basis and engage parents in discussion with their fears and anxieties around C19, provide social stories and materials for parents and staff. half termly rewards and incentives for attendance	LS GM SLT	December 2020  February 2021  April 2021  July 2021
<b>Total budgeted cost</b>					
<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils quickly settle into school routines and adhere to the school behaviour policy.They increase their capacity to cope with full days back into school	All pupils will have Boxall profiles and addendum made to current behaviour policy and protocols	AS an SEN provision all we seem to be measured against are other schools and our Academic progression, which although below age related expectations does show that the vast majority of pupils do make academic progress. This can only be achieved if we meet their extensive needs and outcomes from their EHC plans. This we do very effectively as the progress academically could not happen without this. Therefore using the Boxall profiles to measure and chart these areas of progression will allow us to successfully provide a measure as to how well our children can progress and that we are actually meeting those extensive needs	All pupils will have a baseline boxall profile completed in the Autumn term focusing on major problem areas that the pupil finds very difficult to manage in order to address some of the key areas of the EHC plan. These will be revisited, monitored and overseen by the school SENDCO with focus areas assessed, and moderated and new focus areas identified once success has been achieved in those focus areas. Use of CPOMS to monitor rate of incidents?	LW DM SLT teachers	December 2020  February 2021  April 2021  July 2021
<b>Total budgeted cost</b>					<b>£3000</b>

<b>6. Summer 2021 Assessment - % of pupils at Age Related Expectations</b>			
	Reading	Mathematics	SPAG
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

<b>11. Review of expenditure</b>				
<b>Previous Academic Year 2019/20</b>		<b>Due to Covid 19 restrictions and lockdown element parts of the plan could not be fulfilled in their entirety</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Focus on classes in Year 4/5/6 and on ensuring gaps in children's Literacy and Numeracy skills are addressed, leading to accelerated progress and an increase in pupils' independence and confidence.</p> <p>To overcome barriers to learning.</p> <p>To achieve progress targets each year.</p>	<p>Places allocated, for 30 minute sessions each week, to support the target of PP pupils in making progress each year and staying on course for secure progress across POS by the end of KS2. (dependent on entry point) This will be started once new staff member has been recruited in September</p>	<p>Narrowing the attainment gap for individual PP children across the academic year from their starting point. PP Year 6 level increased achieving their expected progress targets and some exceeding this from their start point at the end of Key Stage 2.</p> <p>From the data we have for the end of last academic year once again in maths, children who had interventions did significantly better than those that did not. Interventions are chosen for a number of different reasons including pupil premium, children in year 6 preparing for their SATs, children struggling with some part of their maths and children who have ability above the rest of the class and who can be stretched to reach their potential. Interventions in maths focus on Number to try to ensure that children have the arithmetical and reasoning skills they require. 14 children with pupil premium received this help for maths.</p> <p>The maths year 6 pupils averaged 3.05 subgrades of progress in number even including the 3 children who were in the P scales at key stage 1. The results in measure were similar at 2.9 subgrades. The results for pupil premium children were similar (all of the children who were in the P scales at KS1 were pupil premium) and had an average of 2.93 subgrades in number and 2.71 subgrades in measure.</p> <p>Similarly, pupils chosen for interventions in English were chosen due to difficulties with particular aspects of the subject, showed an ability to make further progress or were making slower progress than anticipated. Pupils who had access to interventions for reading made greater progress in comparison to their previous years with many doubling their rate of progress. In writing these results were not quite as positive although the majority of pupils receiving interventions either matched previous progress or increased their rate. Eleven out of twelve year six pupils (92%) receiving English interventions were in receipt of pupil premium funding.</p> <p>However not enough made gains in writing with only 56% making expected or more than expected progress in writing and this needs to be around 60%, however in number and reading the 60% threshold was reached with number and measure exceeding to 76% of pupils making expected or better progress</p>	<p>Need more focus upon Literacy writing, particularly more robust interventions and class/curriculum drive upon handwriting. This needs to be focused for the next PP strategy.</p> <p>For this year's pupils in year 6, we are expecting that the progress made by pupil premium children will be above the predicted level expected from government analysis of KS1 data (ie &gt; 0) in reading and maths. Indeed we are hopeful that the reading scores will be very positive indeed. In writing we expect there to have been a great improvement in the results for pupil premium children, but for this still to be below 0. If correct, this would indicate the need for a greater emphasis on writing in the use of pupil premium for next year. This matches the points noticed by the RSC. The advice being from the meeting with WISE academies on pupil premium was to do fewer things but do them well and be more focussed</p>	<p>Staffing costs varied but in excess of around £25K with a supply cost to cover experienced senior leaders and coordinators for catch up and SATs interventions for years 5 &amp; 6</p>
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**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
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Improve attainment of LAC.	Appointed a coordinator to specifically look after the social and emotional needs of any of the LAC pupils.( DM)	LAC pupils made good progress last year. Most impact was made on the confidence and social & emotional well-being of pupils. Strategy was very popular with parents of LAC pupils. This year we expect the LAC year 6 pupils in both reading and maths to make significantly more progress than the national average. Progress in writing, although an improvement on last year, still needs to improve.	Continue with this support for the next academic year. Look to extend this support to all PP pupils and to focus more on their writing.	£1000
Improve attainment and progress of PP pupils.	Specific learning interventions implemented to address individual needs of PP pupils.	Interventions last year did have a positive impact on PP pupils. Data shows that specific learning interventions accelerated the progress of some PP pupils especially in reading and maths.	Continue to use this as a strategy next year. Review individual interventions to see which have had most impact on attainment and progress. Monitor writing particularly carefully.	£15000

### iii. Other approaches (including links to personal, social and emotional wellbeing)

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 create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.	Behaviour Interventions 1v1 tuition in key focus areas, use of class charts rewards systems, virtual shop and rewards structure	Behaviour for learning and involvement of both PP and NPP pupils to develop a rewards and sanctions behaviour for learning ladder and the use of class charts system showed that incidents for many individuals decreased throughout the year. Those pupils involved in 1v 1 interventions achieved their targets and has reduced the risk of exclusions for those pupils due to behaviour change and less incidents over time for the majority of disadvantaged pupils	This has started well with many pupils having less extended periods of poor behaviour over time and some reducing to 0% over a course of a term in respect of incidents. This will continue and the site license for class charts will be renewed for the new academic year	£1100
Improved engagement of learners and attendance increases compared to previous placements	Teachers and leaders generate high levels of engagement and commitment to learning through support and confidence building	Identified support from teachers and support assistants to overcome barriers to learning identified. Improve confidence and self- esteem, and encourage independence form pupils from targeted support to enhance progress which has seen PP pupils make progress in Maths and reading and has also had an impact upon their attendance when compared to their previous provisions.However C19 seriously impedes this data for the remainder of the year	Increased attendance of PP pupils 2015-16 80% pupils increased their attendance rates and in 2016-17 thus far this has risen again to 85.1% with the average increase per PP child rising from 12.01% to 16.68% over the year. Current attendance PP= 94.83%, Non PP = 95.18% which are both above mainstream national averages and stands as a whole school at 95%, compared with the SEN national average of 93.6%	£3000

<p>For specific groups of PP children to access Dinosaur school in their bubbles to address social and behavioural issues with peer groups</p>	<p>Attendance throughout a term one afternoon a week with trained staff and additional CAMHS support (Thursday)</p>	<p>The strain on the CAMHS service across the city has meant that staff were allocated training to deliver Dinosaur sessions in school. Two staff trained to allow for consistency of the sessions across the school in each term with another (HW) trained to deliver also</p>	<p>Pupils have worked with staff on emotional regulation, resolution of conflicts and circle time and have been able to discuss issues and incidents with peers and find new ways to resolve issues which have caused behaviour issues previously</p>	<p>£1000</p>
<p>For children to be healthy and aware of the healthy eating focus across the school, to make informed and better choices regarding healthy eating</p>	<p>All PP pupils Y1 are provided with a healthy choice snack during the morning period and embedded into the curriculum and extended school activities</p>	<p>This was to ensure that all PP are included on an equal basis and to target a 100% uptake from children having access to healthy eating and to reduce strain on parental budgets and to provide those children with healthy choices and education to make better choices out of school</p>	<p>Although this has had little in the way of impacting academically, the children have benefitted in that healthy eating is fundamental to good health and well-being. For growing children, eating and drinking a good variety of foods is essential for proper growth and development, but also for developing a love of good food and development of social skills. Good eating habits are developed during childhood and therefore if encouraged to enjoy healthy food and drinks and understand how to make healthy food and drink choices, it is likely positive behaviours and understanding will remain with children and young people throughout their and their future family's lives. However, for children to be able to make healthy food choices now and for the rest of their lives they need to have the confidence, skills, knowledge and understanding of what foods and drinks they need. We can help in this drive by embedding food into the curriculum; by providing support with all aspects of food provision and by the development of a whole school approach to food policy. Policy development support will include: packed lunch guidance and support; classroom support – theory and practical cooking sessions; assemblies; teachers inset training, after school activities for children; parent sessions Change for Life sessions from professionals will continue to deliver workshops for Y4 pupils in relation to healthy food choices. <b>(C-19 restrictions permitting).</b></p>	<p>£0</p>

## 12. Additional detail

