

Pupil Premium Strategy Statement

1. Summary information					
School	Alderman Richard Hallam Primary School				
Academic Year	2020-21	Total PP budget	£172,851	Date of most recent PP Review	N/A
Total number of pupils	884	Number of pupils eligible for PP	133	Date for next internal review of this strategy	Mar 2021

2. Current attainment				
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (national average)</i>
KS2 (SATS) / KS1 (SATS)				
Due to COVID-19 pandemic, no standardised testing took place in the academic year 2019/20. This strategy is directly based upon internal school assessment during that period of time. This data can be provided upon request.				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>				
A.	A gap in attainment in reading, writing and Mathematics for those eligible for PP compared to those who are not has started to increase in Upper KS2.			
B.	Progress rates in lower KS2 for children eligible for Pupil Premium is lower than non-PP pupils, leading to a negative value added in reading, writing and Mathematics			
C.	Attainment in writing for children eligible for Pupil Premium is lower than non-PP pupils.			
D.	Attainment in reading in Key Stage 2 for children eligible for Pupil Premium is lower than non-PP pupils.			
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>				
E.	Period of closure from March 2020 had a negative impact on all pupils but progress and engagement rates for those eligible for PP compared to non-PP were significantly affected during this time.			

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved attainment in reading, writing and Mathematics for pupils eligible for PP in upper KS2, to bring them in line with non-PP children.	Pupils eligible for PP in Years 5 and 6 make rapid progress by the end of the year so that the number of pupils meeting age related expectations (ARE) is in line with non-PP children.
B.	Accelerated progress across lower KS2 in reading, writing and Mathematics for pupils eligible for PP.	Pupils eligible for PP in Years 3 and 4 make accelerated progress (at least 7 steps on Target Tracker) in all areas. This will be supported by teacher assessments, moderation and pupil progress meetings.
C.	Improved attainment across the school in writing for pupils eligible for PP.	Pupils eligible for PP from Year 1-6 to make accelerated progress (at least 7 steps on Target Tracker) in writing. This will be supported by teacher assessments, moderation within our Development Group and across the phase.
D.	Improved attainment across the school in reading for pupils eligible for PP in KS2.	Pupils eligible for PP from Year 3-6 to make accelerated progress (at least 7 steps on Target Tracker) in reading. This will be supported by teacher assessments, moderation within our Development Group and across the phase.
E.	PP children effectively supported in returning to school, coping with disruption and challenges in their learning and able to effectively access remote learning opportunities.	Pupils have a settled transition back into their learning and are able to effectively deal with any future closures with remote learning accessed and engagement levels remaining high.


5. Planned expenditure


Academic year	2020-21
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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

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>A. Improved attainment in reading, writing and Mathematics for pupils eligible for PP in upper KS2, to bring them in line with non-PP children</p> <p>B. Accelerated progress across lower KS2 in reading, writing and Mathematics for pupils eligible for PP.</p> <p>C. Improved attainment across the school in writing for pupils eligible for PP.</p> <p>D. Improved attainment across the school in reading for pupils eligible for PP in KS2.</p>	<p>Staff training on the use of effective feedback in reading and writing and implementation of a new effective marking policy.</p> <p>Ensuring effective support and training to enable members of staff in year groups to provide effective feedback and interventions based on next steps.</p>	<p>The school continues to develop its robust feedback policy to make it more effective and enable it to more effectively support PP children, particularly focusing on how feedback can be effective when children are learning remotely. The school is continuing its focus on highly effective and purposeful verbal feedback and a new marking policy. As a school, we are investing in the use of Seesaw and in tablets to enable the use of this effectively. Voice notes and on-the-spot marking of work, sharing high-quality work and more collaborative approaches to improvements are enabled by the use of this software. Many different evidence sources, such as the EEF toolkit above, suggest high quality feedback is an effective way to improve attainment. Teaching assistants and intervention staff that have worked well in the school and supported children in making accelerate progress to be used in class and for</p>	<p>Use of disaggregated hours to provide longer staff meetings on feedback and training on the use of Seesaw. Book audits in phases used to ensure all staff have access to best practise.</p> <p>Seesaw audits conducted by subject leads on a half-termly basis.</p> <p>Learning walks to observe interventions and ensure they have a clear focus based on feedback. Observations of intervention staff (such as Pupil Premium champions) to be done on a termly basis to ensure effective teaching and feedback is taking place.</p> <p>Time out of class provided for observations of staff confident in the use of verbal feedback.</p>	<p>AK – PP Lead SB – Deputy Head CL – Assistant Head HE - Assistant Head and Assessment Lead.</p>	<p>Half termly basis.</p>


		<p>targeted interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> 	PP Lead provided with regular management time to regularly conduct audits of work.		
<p>A. Improved attainment in reading, writing and Mathematics for pupils eligible for PP in upper KS2, to bring them in line with non-PP children</p> <p>B. Accelerated progress across lower KS2 in reading, writing and Mathematics for pupils eligible for PP.</p> <p>C. Improved attainment across the school in writing for pupils eligible for PP.</p> <p>D. Improved attainment across the school in reading for pupils eligible for PP in KS2.</p>	Quality first teaching that can continue throughout periods of closure.	<p>Remote learning and teaching is a new skill for all teachers. Staff will need to receive training to ensure that quality first teaching can continue throughout lockdowns and school closures.</p> <p>The school will endeavour to devise an effective remote learning policy that will ensure that PP children continue to make good or better progress. The policy will be shaped with all staff and PDMs will need to be allocated to this. High quality CPD will ensure that staff feel well-equipped to deliver excellent remote lessons that cater for differing abilities.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p> 	<p>Disaggregated PDMs will ensure that staff have the tools and skills to use Seesaw effectively.</p> <p>Regular audits of remote learning will take place, including an audit from the School Improvement Partner who specialises in PP.</p> <p>Regular time out of class for PP lead and Assistant Head teachers delivering the training.</p> <p>Some staff will require additional support and time will need to be factored in.</p>	<p>All SLT SIP from LA</p> <p>AK – PP Leader</p>	Half termly quality assurance.
A. Improved attainment in reading, writing and Mathematics for pupils	Digital technology used to enhance	Technology available for PP pupils to further support learning, including within the	WH will ensure that the school has the appropriate amounts	WH - ICT Network	At the beginning of end of any

<p>eligible for PP in upper KS2, to bring them in line with non-PP children</p> <p>B. Accelerated progress across lower KS2 in reading, writing and Mathematics for pupils eligible for PP.</p> <p>C. Improved attainment across the school in writing for pupils eligible for PP.</p> <p>D. Improved attainment across the school in reading for pupils eligible for PP in KS2.</p>	<p>learning.</p>	<p>classroom the use and availability of devices throughout the day.</p> <p>Devices available and support for pupils during remote learning situations, including closures and lockdowns. Devices to allow pupils to continue to engage with the curriculum and support their learning during these times and engagement to be tracked and monitored throughout any periods of closure by class teachers and PP lead.</p> <p>Staff laptops to be replaced to allow for smoother working during school days and less interruptions due to technological issues on old devices.</p> <p>Staff training in the use of digital devices to ensure that software use is understood and used to its potential.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> 	<p>of technology available for pupils to have to support their learning from home and at school, including being set up with appropriate software being installed.</p> <p>Staff training in PDMs to ensure that staff understand the latest software and hardware in understood and used to its potential and have the skillset required to support these items.</p> <p>Analysis of engagement rates by Senior Assistant Headteachers, PP Lead and class teachers.</p>	<p>Manager</p> <p>Class Teachers</p> <p>AK – PP Lead</p> <p>CL – Remote Learning Lead</p>	<p>bubble closures and on a half-termly basis.</p>
<p>D. Improved attainment across the school in reading for pupils eligible for PP in KS2.</p>	<p>Reading to become a primary focus across KS2 with an emphasis on reading a variety of text types, enjoyment for</p>	<p>Reading focused intervention groups with PP champions to take place in targeted year groups in KS2. This will be allocated depending on data analysis by PP lead.</p> <p>Staff within KS2 to conduct regular pupil conferencing to identify pupil voice in how reading can be improved – to take place during teaching and learning weeks and peer</p>	<p>Reading corner competition to be judged by governors.</p> <p>Observations of interventions by YGL and PP Lead. Ensuring time provided for support staff to share best practice.</p> <p>PP Lead to analyse</p>	<p>HTF and SF – English Leads</p> <p>AK - PP Lead</p> <p>HE - Assistant</p>	<p>At the beginning of end of any bubble closures and on a half-termly basis.</p>


	reading and maintaining engagement with reading when at home.	<p>observations.</p> <p>Teaching assistants to deliver reading interventions with groups of PP pupils. Effective practice to be shared and entrance and exit data analysed by PP lead to ascertain the effectiveness of the different interventions and identify staff strengths.</p> <p>Training to ensure that interventions form a key part of the planning and assessment cycle with regular reminders on effective feedback.</p> <p>Reading corner competition to take place to enhance the enjoyment of reading in all classes. Investment in a new range of reading books targeted at PP needs – lower attaining readers at older age levels.</p> <p>Seesaw to be used to make reading journals more purposeful with training delivered on how this can be used to target PP children.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>    </p>	<p>intervention data – entrance and exit – and analyse class data to note impact of reading interventions and which ones have been particularly successful.</p> <p>Pupil voice feedback on enjoyment of reading and impact of money spent on new reading books.</p> <p>Regular Seesaw audits of reading journals of PP children to note engagement and targeted phone calls from PP lead/YGL in cases where engagement is not what it should be to put in place other avenues of support.</p>	Head teacher and Assessment Lead	
Total budgeted cost					£116,500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation?
<p>A. Improved attainment in reading, writing and Mathematics for pupils eligible for PP in upper KS2, to bring them in line with non-PP children</p> <p>B. Accelerated progress across lower KS2 in reading, writing and Mathematics for pupils eligible for PP.</p> <p>C. Improved attainment across the school in writing for pupils eligible for PP.</p> <p>D. Improved attainment across the school in reading for pupils eligible for PP in KS2.</p>	<p>Embed the use of collaborative learning through targeted interventions with a focus on effective teamwork and the use of roles within teamwork to enable better participation.</p>	<p>The impact of collaborative approaches on learning is consistently positive and following the period of lockdown, this will help to develop children's social interaction, engagement with their learning and enjoyment of school. Effective collaborative learning requires supporting children in developing the skills of effective teamwork, leadership and understanding how to work in a group. As a school, continuing to embed the use of our IFS through targeted interventions for children eligible for PP and activities which promote talk and interaction between learners help to create the best gains. The EEF toolkit shows an impressive progress rate compared to the cost of collaborative learning approaches.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p> </p>	<p>Training for staff provided during the August INSET week with follow-up training and observation opportunities provided.</p> <p>Year leader time to provide team-teaching support for those in their year group.</p> <p>Ongoing monitoring throughout the year by CL and specific support as required.</p> <p>PP Lead provided with regular management time to regularly conduct audits of planning and use of Pupil Voice Lead management time once per half term to analyse pupil voice surveys on a half-termly basis to gain feedback on enjoyment and engagement levels.</p> <p>Training on the use of Zoom and breakout rooms to enable effective collaborative learning during periods of closure (to be delivered by CL and monitored by SLT during remote learning audits)</p> <p>Observations of intervention staff (such as Pupil Premium champions) to be done on a termly basis to ensure activities facilitate the use of effective collaborative learning</p>	<p>AK – PP Lead</p> <p>CL – Senior Assistant Head teacher</p> <p>SLT Members</p>	<p>On a half-termly basis and after any period of closure (whole school or bubble)</p>

			and underpin the key elements of working effectively as a team.		
E. PP children effectively supported in returning to school, coping with disruption and challenges in their learning and able to effectively access remote learning opportunities.	Support the parents in the use of technology including, communication, guides and further support to enable the pupils to engage with learning	<p>Parental engagement will allow pupils to be supported whilst at home and parents to have better lines of communications with the school. Parents will be able to see pupil work and get feedback on the work. Guides will help to upskill the parents and allow them to further support their children.</p> <p>Engagement levels for remote learning will be tracked by PP lead and parental engagement support provided will be targeted at our more reluctant PP learners.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> 	<p>Monitor pupil's engagement with online lessons and home learning. PP Lead to do this on a weekly basis during longer lockdown periods and gather data from class teachers following bubble closures. Monitor parental communications and ensure that parents contact information is up to date. Parents signing into items such as parents' and carers' evening and engaging with online learning journeys to be monitored and logged in Pupil Notes on TT.</p>	<p>WH – ICT Network Manager</p> <p>AK – PP Lead</p> <p>CL – Remote Learning Lead</p> <p>Class Teachers</p> <p>KH – Attendance Manager</p>	At the beginning of end of any bubble closures and on a half-termly basis.
F. PP children effectively supported in returning to school, coping with disruption and challenges in their learning and able to effectively access remote learning opportunities.	Ensuring the effective use of wellbeing strategies across the school with focused interventions and activities that target PP children.	<p>Due to the national pandemic, pupil wellbeing is more paramount than ever. It will be essential that pupils have access to a recovery curriculum that centres around social and emotional learning. Staff will once again need specialised and specific training to ensure that PP children receive the highly effective support.</p> <p>The wellbeing team will meet more regularly to ensure that both pupil and staff wellbeing is prioritised.</p>	<p>Pupil questionnaires will be devised on a regular basis to assess their wellbeing. The Mental Health Champion and SLT to feedback to staff will need to be factored in.</p> <p>Staff questionnaires will be devised on a regular basis to assess their wellbeing. The Mental Health Champion and SLT to feedback to staff will</p>	<p>SLT Members</p> <p>AK – PP Leader</p> <p>CM – Pupil Voice lead</p>	On a termly basis – regular meetings for Mental Health and Wellbeing Team

		<p>New resources and books will need to be purchased to support this and additional staffing will be key - particularly when the school opens after each closure.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> 	<p>need to be factored in.</p> <p>Parent and carer questionnaires will be devised on a regular basis to assess their wellbeing. The Mental Health Champion and SLT to feedback to staff will need to be factored in.</p> <p>The Curriculum Leader will spend a significant proportion of time devising the recovery curriculum and auditing the provisions across the school.</p> <p>Additional CPD to be offered to staff – access to a number of training websites. Cover provided as necessary. CPD lead to oversee training attended, identify gaps and direct staff for support when need for PP children.</p> <p>Time for wellbeing team to act on agreed actions.</p>	<p>CL – MH Lead</p> <p>Mental Health and Wellbeing Team</p>	
Total budgeted cost					£32,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. PP children effectively	Ensure equality of	Continuing from last year, pupils eligible for PP	Breakfast club funded for Pupil	P Smith -	SB to meet with

supported in returning to school, coping with disruption and challenges in their learning and able to effectively access remote learning opportunities.	<p>access for all pupils to our enriched curriculum through inclusion with:</p> <ul style="list-style-type: none"> • Breakfast Club • Breakfast Club TA • Swimming • Uniforms, bags etc. • Trips • Postage for Well Done postcards that are sent home 	<p>will have access to our school's breakfast club and priority for many extra-curricular clubs. All clubs within school are expected to prioritise these pupils and one (most expensive) trip per year will be funded from the PP budget.</p> <p>We want to ensure that all pupils have an equality of access to the curriculum to foster a love of school and learning.</p> <p>This is a strategy we have used every year and it has helped to ensure high attendance and engagement rates across the school. It rates very highly with parents and carers of children in receipt of PP, fosters positive relationships and is enjoyed by PP children.</p>	<p>Premium pupils, as to support pupils' social and emotional wellbeing and help to support pupil's attendance.</p> <p>Any staff leading clubs will be expected to keep a register of pupils attending and identifying the proportion of PP pupils attending. They will give first priority for limited capacity clubs to PP pupils.</p> <p>Analysis of attendance rates and regular pupil conferencing by SLT. Parent and carers surveys by SLT.</p>	<p>Breakfast club manager</p> <p>K Davies - Bursar</p> <p>All Staff running clubs</p> <p>SLT</p> <p>KH – Attendance and Admissions Manager</p>	<p>PS on a weekly basis and feedback to AK.</p> <p>Termly analysis by Attendance Manager and PP Lead (fed into school SIP).</p>
F. PP children effectively supported in returning to school, coping with disruption and challenges in their learning and able to effectively access remote learning opportunities.	Behaviour interventions - To ensure that behaviour for learning remains at a high standard during whole school closures.	<p>Half-termly analysis of behaviour by Assistant Head teacher has identified a difference between the proportion of PP children in the school compared to the proportion of PP children logged for behaviour incidences. This is having a detrimental impact on their learning, their ability to work with peers and collaborate on their learning and their ability to engage with learning when learning remotely.</p> <p>Embedded use of wellbeing strategies, application for the Carnegie Award for Mental Health to identify areas for improvement and the use of specific, targeted interventions to</p>	<p>Half-termly monitoring of behaviour by Assistant Head to continue with monitoring of PP compared to non-PP children.</p> <p>Interventions logged and monitored for impact using SDQ and teacher observation in class.</p> <p>Best practice interventions to be shared in SMT, staff meetings and YGL meetings.</p> <p>Mental health team meetings</p>	<p>CL – Assistant Head teacher</p> <p>JAG and JW – Mental health Team</p> <p>RM – Mental</p>	Half-termly basis

		<p>be implemented with opportunities for sharing best practice. Ongoing work with Worth it to identify and share strategies with other schools on how to support PP children with their behaviour.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>  </p>	<p>to take place regularly in working towards the Carnegie Award to identify gaps in practice and as for improvement.</p>	<p>health governor</p> <p>AK – PP lead</p>	
Total budgeted cost					£24,300

6. Review of expenditure				
Previous Academic Year 2019/20		Total PP budget	£199,000	
		Number of pupils eligible for PP	158	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>C. Accelerated progress across upper KS2 in Reading for pupils eligible for PP</p>	<p>Intervention groups with PP tutors ML and HPB to be continued from last year. This will ensure pupils moving to different year groups are settled in.</p> <p>Staff within KS2 to conduct regular pupil conferencing.</p>	<p>ML and HPB worked closely with PP children and were allocated according to need by the PP Lead. ML worked across KS2 and HPB worked across KS1. ML worked predominantly in Year 6 and interventions focused primarily on reading comprehension. Reading comprehension books were purchased to support these interventions. Progress rates up until the March lockdown were good and showing accelerated progress. Due to the lockdown, interventions were not able to continue in the same way. Additional differentiation was provided to support their learning. Engagement from PP children with remote learning was generally less than non-PP during the closure – this became a priority for the new academic year.</p>	<p>Seesaw was trialled and was hugely successful. This helped to ensure high levels of engagement and interaction with the learning, as well as providing effective feedback to children. It enabled staff to provide more differentiated activities for PP children and provide additional support. As such, it was decided it would be rolled out to all year groups to facilitate effective remote learning.</p> <p>PP Champions had a positive impact and so will continue to deliver interventions dependent on the areas of need for the school. Due to the success, additional PP champions may be introduced in the next academic year.</p>	<p>£85,500</p> <p>(under budget due to lockdown)</p>
<p>C. Accelerated progress across upper KS2 in Reading for pupils eligible for PP</p> <p>D. Improved attainment in Reading, Writing and Mathematics. for pupils eligible for PP in KS1, in line with non-PP children.</p>	<p>Teaching assistants to deliver interventions with groups of pupils.</p> <p>Ensuring effective members of staff in year groups to provide effective feedback and interventions based on next steps.</p> <p>Quality First Teaching with a</p>	<p>Pupil conferencing was facilitated by HLTAs as and when cover was available. Support staff were able to provide additional interventions as outlined in their pupil progress action plans. PP data was analysed at a class, year group and whole school level and needs identified.</p> <p>Seesaw was trialled this academic year to improve the effectiveness of feedback. This was extremely successful in Year 3 and was rolled out across the school in Summer 2.</p> <p>GAT workshops provided to focus on the mastery approach and peer observations were used to strengthen the quality first teaching in the school. Time provided in PDMS. Where this took place (introduced in Spring term so not all occurred due to lockdown) it was very</p>	<p>Peer observations between teachers worked incredibly well however will need to be put on hold during the pandemic due to bubble crossing – this will continue as soon as it is safe to do so.</p>	<p>£15,000</p>

	strong emphasis on teaching for mastery used effectively in all year groups.	positively received and had a strong impact on observation practices.		
D. Improved attainment in Reading, Writing and Mathematics. for pupils eligible for PP in KS1, in line with non-PP children.	<p>Staff training on the consistent use of the marking policy including verbal feedback.</p> <p>Staff training on metacognition and self-regulation. To encourage staff to provide time for self-evaluation during lesson time and during interventions.</p>	<p>6 members of staff attended training provided by Mr P on effective feedback. Key strategies from this were then rolled out to the SLT and SMT and the use of Seesaw was decided on. This was trialled in Year 3 for the full academic year and proved successful throughout the year but particularly during the period of lockdown. Working parties, staff meeting time and training provided for roll out and to amend the feedback policy.</p> <p>Staff training on metacognition and self-regulation did not occur due to the lockdown (it was scheduled for the Summer term). However, staff were alternatively provided with a range of virtual training opportunities over this period instead. This was well attended (by both teacher support and staff) and well-received.</p>	<p>As above, Seesaw to be rolled out and further training opportunities to be provided on using this effectively. Support for parents and carers to be provided in the event of school lockdown.</p> <p>Feedback policy to be updated in light of use of Seesaw and remote learning policy to be created along with remote learning offer – inclusion to be a focus in this.</p> <p>Virtual training was very effective and provided staff with a range of skills for supporting attainment and understanding of vulnerable groups. Training opportunities to continue to be shared.</p>	£23,500
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
C. Accelerated progress across upper KS2 in Reading for pupils eligible for PP.	Use high-quality collaborative learning	Leicester City Primary Stars were invited to run 10 reading sessions, in the Autumn and Summer terms, with KS2 pupils. At the end of	Due to the positive impact of LCFC, we will continue to use this resource for PP pupils.	£9,000 (under budget due

	companies and training (Forest Schools Training and Leicester City Primary Stars) to ensure that pupils are able to work together to contribute to a common outcome.	<p>the year, both pupils and family members were supposed to be invited for a free tour of the Leicester City Stadium. However, this did not take place due to lockdown.</p> <p>Working with LCFC Primary Stars has helped each pupil to improve their personal learning, thinking, team and reading skills. Above all, it assisted in boosting their self-confidence and raising their own expectation of what they can achieve in reading.</p>	<p>We will continue to work collaboratively with LCFC through their Primary Stars initiative (focusing on reading) with upper KS2 PP pupils.</p> <p>Next academic year, we will continue with this approach with an emphasis on follow-up learning to help to increase accelerated progress levels in pupils eligible for Pupil premium.</p>	to lockdown)
D. Improved attainment in Reading, Writing and Mathematics. for pupils eligible for PP in KS1, in line with non-PP children.	Expansion of peer tutoring scheme - gifted and talented pupils in Years 4, 5 and 6 in peer tutoring to be delivered to PP pupils in Years 1, 2 and 3.	<p>This worked very effectively between Year 2 and 6 particularly – timetabling issues made it more challenging in the other year groups.</p> <p>Reading buddies proved particularly effective – Year 4 paired with reception and Years 5 and 6. This was very well received by children who greatly enjoyed their involvement in the programme and reading attainment improved with the gap closing prior to the lockdown.</p>	<p>Reading buddies were exceptionally successful and will be rolled out again when it is safe to do so. Peer tutoring worked best between Year 2 and 6 and again will continue when it is safe to do so. Training delivered helped to ensure that it was effective and the same training programme can be used in future. Assistant Head time required to organise, train and track this support.</p> <p>Attainment levels across reading particularly benefitted from this – look at creating similar programmes for Maths and writing buddies.</p>	£5,725
<p>B. To ensure all PP pupils who fall in to other vulnerable areas to have more than one intervention. For example, Tom (WBB, PP, SEND) to have extra support, Tom to have intervention by PP tutor plus year group to organise further intervention.</p> <p>C. Accelerated progress across upper KS2 in Reading for pupils</p>	Small group tuition to support PP pupils in making accelerated progress.	<p>Pupil conferencing was facilitated by HLTAs as and when cover was available. Support staff and PP Champions were able to provide additional interventions as outlined in their pupil progress action plans / were allocated according to need by the PP Lead. PP data was analysed at a class, year group and whole school level and needs identified.</p> <p>Due to the lockdown, interventions were not</p>	<p>HLTAs and support staff had a positive impact on PP children and so will continue to deliver interventions dependent on the areas of need for the school. Due to the success, additional PP champions / support staff may be introduced in the next academic year.</p> <p>Observations of staff to ensure quality of provision to be conducted regularly.</p>	£5,300 (under budget due to lockdown)

eligible for PP		able to continue in the same way.		
E. Increased attendance rates for pupils eligible for PP.	<p>Attendance interventions for priority PP pupils, where attendance is less than good.</p> <p>Ensure equality of access for all pupils to our enriched curriculum.</p>	<p>The attendance manager worked closely with the PP Lead to reach pupils whose attendance was low. This included phone calls home and contact from the attendance manager to these pupils. The rates of attendance and the levels of engagement however did drop due to the closure. Contact was still made with these families throughout the closure for wellbeing checks.</p>	<p>PP and attendance manager to continue to work closely together to help improve rates of attendance and the communication between the school and families. This helped to improve the attendance of PP children.</p> <p>Further support required to be put in place such as devices for pupils available in the case of future closures to allow for continued engagement with the curriculum, attending online learning / check ins and communication with these families.</p>	£8,475
iii. 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
A. For all parents who are entitled to PP funding to apply for it.	<p>To send out information to parents via email to raise further awareness of PP.</p> <p>Support parents in filling out the relevant forms for pupils in Early Years and Foundation.</p>	<p>The pupil premium poster was translated into multiple languages to ensure wider accessibility – this certainly increased the numbers of families applying for PP.</p> <p>Regular updates and information regarding pupil premium was sent out to parents and carers via a range of formats including email, social media, the school's website, letters etc.</p> <p>Working closely with the Finance Manager, the Pupil Premium Leader was able to identify eligible families by utilising the early year's</p>	<p>The Pupil Premium Lead and Finance Manager will continue to work closely together in the future as this format has worked exceptionally well.</p> <p>Having the Pupil Premium Leader directly phoning and contacting families was highly successful and a strategy that will be used again. Equally, supporting families with the application form was a useful exercise too.</p> <p>The pupil premium poster was translated into multiple languages to ensure wider accessibility – this certainly increased the numbers of families</p>	£5,370

		<p>pupil premium list.</p> <p>At the point of lockdown, 5 new families were signed up.</p>	applying for PP.	
E. Increased attendance rates for pupils eligible for PP.	<p>Inclusion – to ensure all PP pupils have the support required to take part in an enriched curriculum and to have as many equal opportunities possible.</p> <ul style="list-style-type: none"> • Breakfast Club • Breakfast Club TA • Swimming • Uniforms, bags etc. • Trips • Postage for Well Done postcards that are sent home 	<p>Breakfast club can be used by PP to allow pupils to come into school and have a healthy breakfast to help them start their day and ensure they are in school on time. TA support available to engage pupils with reading and further their reading abilities.</p> <p>Swimming lessons for PP pupils have a reduced cost to help the pupils to engage with the swimming program. Pupils are supported with specific letters detailing to families the support the school offers.</p> <p>Trips are subsidised for PP children by part of their PP premium funding, allowing pupils to go on the trips the school offers. Specific trips for PP children were also put in place to help with further engagement and attainment within the curriculum.</p> <p>Well done postcards sent home to pupils to give them praise for the work they have done in school. These help with engagement levels of learning and the pupil's wellbeing.</p>	<p>Breakfast club engagement continues to allow pupils to have a healthy start to their day and have support from the TA with regards to their attainment in reading. This works well with helping pupils arrive in school on time and be set up for the day of learning.</p> <p>Swimming having a reduce cost helps to engage PP children and have them undertake lessons. Some pupils missed out on finishing their lessons due to the closure and others didn't manage to go swimming at all.</p> <p>Trip support for pupils allows PP children to take part in trips through the year that otherwise may not be feasible to pay for. They allow pupils to engage in all areas of the curriculum. Due to the closure, PP specific trips and other educational visits had to be postponed.</p> <p>Well done postcards continue to support the pupils with praising their efforts and allowing them to realise that staff are taking note of their attitudes and learning.</p>	£14,628 (under budget due to lockdown)