

Vaughan Primary School

3 year Pupil Premium Strategy Plan and Evaluation– 2019-2022

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

The document below outlines Vaughan Primary School's approach to supporting Pupil Premium children over three years.

The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of Scheme of Aid children and from 2012–13 the government also included the funding for any child attending who had ever been on Scheme of Aid (Ever 6), Looked After Children and Service children on the date of the School Census.

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupil groupings in school and national data.

The funding is not spent on one particular item, but is used as part of our budget and used to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.

Monitoring of pupil progress and the impact of expenditure takes place every half term. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children's needs so that we can 'prepare our children for a happy future'.

The impact of the expenditure is evaluated annually using end of year internal and statutory data and the the document will be reviewed regularly and updated and linked to the School Improvement Plan.

Summary information			
Named Governor for Pupil Premium Pupils	Lisa Young		
Current Pupil Information – 2019-2020 – Year 1			
Total number of pupils	665 pupils	Total PP budget	2019-2020 - £110,200 (This fluctuates throughout the year)
Number of pupils eligible for PP	106 pupils (This fluctuates throughout the year)	Amount of Pupil Premium received per child (Academic Year – 2019-2020)	£ 1344 (minimum)
Funding Estimate – Year 2 – 2020-2021			
Estimated pupil numbers	93 pupils (As of 3 rd December 2020)		
Estimated funding	£116.325		
Funding Estimate – Year 3 – 2021-2022			
Estimated pupil numbers			
Estimated funding			

Cohort information – 2019-2020		
Characteristic	Number in Group	Percentage of Group
Pupil Premium – Male	62	58.49%
Pupil Premium – Female	44	41.51%
Pupil Premium – SEN - Monitoring	9	8.49%
Pupil Premium – SEN - Support	16	15.09%
Pupil Premium – EHC Plan	2	2%
Pupil Premium – EAL	59	55.7%

Additional Information:

Attendance - Attendance from September – July 2020

(Whole school)

Autumn 2019	94.7% (96.6%)	
Spring 2020	94.4% (95.5%)	
Summer 2020	45.6% (51.2%)	

Persistent Absence – under 90% attendance:

	Autumn 2019	Spring 2020	Summer 2020 *
Whole school - % and number of pupils whose attendance is below 90%	55/676 – 8.1%	95/672 – 14.1%	156/668 – 23.4%
Pupil Premium - % and number of pupils whose attendance is below 90%	17/86 – 19.7%	23/106 – 21.7%	31/106 – 29.2%
Pupil Premium who are SEND – EHCP and SEN Support	25.45%	11.58%	
Pupil Premium who are LAC - % and number of pupils whose attendance is below 90%	0.0%	0.0%	0.0%

**Data taken from Reception, Year 1 and Year 6 during the Summer Term. Nursery and Years 2 to 5 were accessing home learning and were not present in school. Attendance was optional and many parents kept their children at home during this time.*

Exclusion Data:

Autumn 2019	None		
Spring 2020	None		
Summer 2020	None		

Safeguarding Referral Data:

Autumn 2019	6 families
Spring 2020	7 families
Summer 2020	No PP referrals

COVID-19

Due to the changes to educational provision caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet pupils' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Supporting the cost of staffing so that pupils highlighted with significant GAPS can be taught in smaller groups to ensure these children are working at or above age expectation or making rapid and sustained progress from their starting points.
- Supporting the implementation catch up and intervention programmes and 1:1 / small group support in English and Maths in order to ensure that less advantaged children who have more significant gaps are able to access the curriculum and make progress as well as any pupils who require it.
- Supporting the cost of technology and online learning catch up programmes such to ensure pupils are engaged and have access to a recovery catch up curriculum to support their needs.
- Supporting the pastoral and emotional needs of identified targeted pupils through Learning Mentor support, Drama Therapy and after school provision.

Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school*)

1.	The school needs to continue to focus on targeting a higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.
2.	The demographics of the local area and school are changing. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning. Targeted intervention is required for these pupils.
3.	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. Specialist provision and support is required for these pupils.
4.	Pupils not being ' <i>ready to learn</i> ' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Specialist provision and support is required for these pupils.

External barriers (*issues which also require action outside school*)

5.	Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance.
6.	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
7.	Low cultural capital. Children's involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.
8.	Parental engagement with school and perceptions of education.
9.	There has been an increase in the past few years in the number of referrals made to Children's Services following disclosures by pupils. A number of children eligible for PP receive support from the Early Support Team or Children's Services to address issue
10.	Impact of partial school closure/bubbles having to self-isolate, for many children as a result of COVID-19

LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) Pupil Premium pupils to achieve strong outcomes at the end of each key stage and make accelerated rates of progress and diminish differences against similar pupils/groups nationally and against all pupils/groups at Vaughan.
- 2) Targeted specialist support for pupils to ensure that they are ready physically, mentally and emotionally to learn.
- 3) Provide all Pupil Premium children with an enriching curriculum and provide opportunities for every pupil to access a wide range of learning experiences.

Expenditure to support Pupil Premium children 2019-2022

Planned Expenditure				
Quality of teaching for all				
Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>1. A higher proportion of Pupil Premium pupils to achieve the expected or higher standard at the end of each key stage and make accelerated rate of progress and diminish differences against similar pupils/groups nationally and against all pupils/groups at Vaughan</p>	<ul style="list-style-type: none"> • Individual Pupil Premium Plans with a gaps analysis in place for all PP children. Time allocated for teaching staff to create personal provision plans for each Pupil Premium child and review them at least termly. • Target pupils through planning for enrichment opportunities including homework. • All PP children targeted for additional support specific to their needs, either in class or interventions. • Monitor pupils' books identifying key next steps for enrichment. • In EYFS, structured home support to explain home learning and opportunities to 'talk' at home. • Use of Tapestry Software in EYFS (Online learning journey) to provide interactive opportunities for parents/carers so that they can view, add comments and photographs. <p>Cost: £500</p>	<p>Although progress is good at the end of key stages, some of our Pupil Premium children are working below expected standards and there are not enough children achieving the higher standard at the end of a key stage.</p> <p>More focused and specific support is needed to address prior gaps in learning and it is anticipated that a personalised plan for each pupil will address this.</p>	<ul style="list-style-type: none"> • Pupil Premium pupils will achieve targets set at the end of each key stage. • A higher proportion of Pupil Premium pupils to make accelerated progress in order to achieve the expected or higher standard at the end of each key stage. 	<p>Autumn 2019- Spring 2020</p> <p>Statutory tests did not take place this academic year due to COVID. The internal spring data has been used to measure impact.</p> <p>In Nursery, the strongest areas are PD, PSED, UW and EAD. The areas of need are C&L, followed by Maths then Literacy</p> <p>In Reception, the strongest areas are PD, Maths and EAD. The other areas have similar figures, with C&L, PSED, Literacy and UW less strong.</p> <p>At the end of year 2, the percentage of PP children reaching the expected combined standard was below that of their peers in reading and writing, but above their peers in maths. The percentage of PP children making the expected combined progress was above their peers in all areas.</p> <p>At the end of year 6, the percentage of PP pupils reaching the expected combined standard was above that of their peers. The percentage of PP children made accelerated progress and the expected combined progress was above their peers in all areas.</p> <p>Lessons learned/next steps:</p> <p>Due to the impact of lockdown and pupils not being able to attend school, this has had an impact on attainment which must now be addressed through effective teaching and catch up support. A greater proportion of pupils also need to be targeted to reach the higher standard in all areas. Staff have worked hard to provide online learning and this has had some success but some of our families have found it hard to support children with their learning.</p>

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>2. High levels of oracy and language skills role modelled by adults consistently to children in all key stages to support reading and writing outcomes.</p>	<ul style="list-style-type: none"> • Opportunities planned to incorporate Talk for Writing to develop language skills and understanding. • Reading opportunities and extra provision will focus on language acquisition and word meaning. • Whole school home reader programme – Daily. • Activities planned to develop fine motor skills in EYFS to ensure that the eligible children reach expected standards in writing and physical development. <p>Cost: £1500</p>	<p>The EEF Toolkit suggests a number of ways of supporting language development. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary. Role modelling from adults is key.</p>	<ul style="list-style-type: none"> • Pupil Premium pupils will achieve targets set at the end of each key stage. • A higher proportion of Pupil Premium pupils to achieve the expected or higher standard at the end of each key stage. 	<p>Autumn 2019- Spring 2020 Statutory tests did not take place this academic year due to COVID. The spring data has been used to measure impact. In EYFS, the areas of need remain communication and language. The children start school with little or no language therefore targeted support is needed.. Overall, pupils in years 1, 2, 5 and 6 have made expected or expected plus progress in reading. In year 3, a high proportion of pupils have made expected progress from their starting points. In years 3 and 4, a higher number of PP pupils are working at the expected standard compared to their peers. However targeted support needs to be put in place to accelerate their progress.</p> <p>Lesson observations demonstrate that staff are modelling high levels of oracy.</p> <p>Lessons learned/next steps: There are a high number of pupils starting school with Speech and Language needs. As such, the school has been fortunate to have been chosen to be part of a language intervention (Nuffield). This will be targeted at pupils in Reception.</p>

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>3. Pupils to take responsibility for their learning by responding to feedback.</p>	<ul style="list-style-type: none"> • Oral and written feedback to stretch and deepen children’s understanding of learning and identify key next steps for enrichment. • Marking policy updated. <p>Cost: None</p>	<p>The Education Endowment Foundation (EEF) and John Hattie all cite oral and written feedback is effective. Based on Education Endowment Foundation (EEF) studies, a meta-analysis of studies focusing on formative assessment in schools indicates the gains can be up to four months when the approach is supported with professional development.</p> <p>As a school, there is a rigorous cycle of moderating and reviewing progress in books to ensure that appropriate feedback is provided to pupils and that pupils are able to respond appropriately.</p>	<ul style="list-style-type: none"> • Good level of development data at the end of Reception. • From their starting point, a higher proportion of Pupil Premium pupils make accelerated progress to diminish differences and are either working at, or exceeding, the expected standard. • Book scrutinies demonstrate that pupils take greater responsibility for their learning and respond to their next steps. There is evidence of pupils responding to feedback resulting in progression of skills within written work. 	<p>Autumn 2019- Spring 2020</p> <p>All staff were consulted in producing an updated Teaching and Learning policy which focuses on giving effective feedback to pupils on how to improve their learning. Book scrutinies and lesson observations show that the Teaching and Learning policy is embedded. There is evidence of pupils responding to feedback.</p> <p>Lessons learned/next steps: Oral and written feedback to continue.</p>

4. Desired outcome	• Chosen action/approach/cost	Evidence/Rationale	• Expected Impact	Impact
<p>5. A higher proportion of children who are disadvantaged and have a Special Educational Need to achieve the expected or higher standard at the end of each key stage and make accelerated rate of progress and diminish differences against similar pupils/groups nationally and against all pupils/groups at Vaughan.</p>	<ul style="list-style-type: none"> • Close working with all external agencies on outcomes set. • SENCo to track progress of eligible children who have SEN. • SENCo to regularly monitor that all SEN children have adapted learning resources. • There will be a higher proportion of Teaching Assistants providing support in the Maths and English lower ability sets across the school. • All children who are eligible and have SEN will have personalised targets with the input from specialist learning services. • Specific interventions in reading, writing and maths will include all children with a SEND (where required) and be personalised and individualised for these children. • Personalised learning resources will be provided for the children in this group. <p>Cost: £10000</p>	<p>Tracking systems within the school have identified that some children who are eligible for the grant and who have SEN do not reach expected standards in reading, writing and maths.</p> <p>In responding to a child who is making less than expected progress, the SEND Code of Practice (2015) states 'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.'</p>	<ul style="list-style-type: none"> • From their starting point, a higher proportion of pupils who are disadvantaged and have a Special Educational Need, make accelerated progress to diminish differences and are either working at, or exceeding, the expected standard. 	<p>Autumn 2019- Spring 2020 Statutory tests did not take place this academic year due to COVID. The spring data has been used to measure impact. The majority of the children have made progress from their starting points. During the partial school closure, resources and activities were sent to the children who were at home. However targeted support will be needed to address the gaps.</p> <p>Lessons learned/next steps Assessment systems to be reviewed for those pupils working below key stage standards.</p>

Targeted support

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>1. A higher proportion of Pupil Premium pupils achieve the expected or greater depth standard at the end of the year.</p> <p>A higher proportion of Pupil Premium pupils make an accelerated rate of progress and diminish differences.</p> <p>Pupils make smooth transition across key stages.</p> <p>Improved attendance and completion of homework.</p>	<ul style="list-style-type: none"> Teaching Assistants to support in phases acting as Pupil Premium Champion. They are to provide targeted support as directed by the YGL. They are to ensure that pupils are able to complete homework and provide targeted support to remove any barriers to their learning. <p>Cost: £16000</p>	<p>The Education Endowment Foundation (EEF) found that when TAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning. Seven recent EEF evaluations have shown that when TAs are used to deliver high-quality structured interventions, they can typically generate three to four additional months progress for pupils struggling in literacy and numeracy.</p>	<ul style="list-style-type: none"> Good level of development data at the end of Reception. From their starting point, a higher proportion of Pupil Premium pupils achieve or exceed the end of year expected or higher standard and a higher proportion of Pupil Premium pupils to make accelerated progress to diminish differences. Pupils make smooth transition across key stages. Improved attendance. 	<p>Autumn 2019- Spring 2020 The spring data has been used to measure impact.</p> <p><u>Nursery</u> The strongest areas are PD, PSED, UW and EAD. The areas of need are C&L, followed by Maths then Literacy.</p> <p><u>Reception</u> The strongest areas are PD, Maths and EAD. The other areas have similar figures, with C&L, PSED, Literacy and UW less strong.</p> <p><u>Year 1</u> The PP children made better than expected progress from their starting points in Reading, and Maths however they need targeted support to accelerate progress to meet the expected standard and close the gap.</p> <p><u>Year 2</u> The percentage of PP children making the expected combined progress is above their peers in all areas. Targeted support is needed to meet the expected standard in reading and writing and higher standard in all areas</p> <p><u>Year 3</u> The percentage of PP children reaching the expected standard is above their peers in all areas.</p> <p><u>Year4</u> The percentage of PP children reaching the expected standard is above their peers in all areas.</p>

			<p><u>Year 5</u></p> <p>The percentage of PP children reaching the expected standard is above their peers in reading and maths but below their peers in writing.</p> <p>The percentage of PP children has made accelerated progress and the expected combined progress is above their peers in all areas.</p> <p><u>Year 6</u></p> <p>The percentage of PP children reaching the expected standard is above their peers in all areas.</p> <p>The percentage of PP children has made accelerated progress and the expected combined progress is above their peers in all areas.</p> <p>Pupils had access to homework facilities enabling them to do their homework supported by members of school staff. They displayed an improved attitude to learning and made the expected progress during the two terms. Take up was only by a few children but for these pupils it made a large impact and both attendance and learning behaviour improved.</p> <p>Lessons learned/next steps:</p> <p>A greater proportion of pupils to reach the expected standard in reading and writing and the higher standard in all areas.</p> <p>A greater proportion of pupils to reach the higher standard in all areas.</p> <p>We will continue to offer the homework provision to pupils and families where the need is identified.</p>
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Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>2. Gaps are identified and targeted interventions address gaps.</p>	<ul style="list-style-type: none"> • Carefully planned interventions in place for all year groups to address gaps. • Provision of additional targeted support for Year 2 and Year 6 Pupil Premium children. This includes small group tuition, the provision of an additional group in year 6 for Maths and English led by Senior Leaders and the provision of lessons before school and homework clubs. • Weekly peer to Peer tutoring for reading - led by Harrow Boys School - cost of Assistant Head teacher (English Lead) and relevant staff/support staff in training the students and facilitating sessions. <p>Cost: £10200</p>	<p>The Education Endowment Foundation (EEF) and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children’s learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this.</p> <p>The Education Endowment Foundation (EEF) found that the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress. Though all pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.</p>	<ul style="list-style-type: none"> • Good level of development data at the end of Reception. • Intervention data shows that from their starting point, a higher proportion of Pupil Premium pupils achieve the end of year expected or higher standard and a higher proportion of Pupil Premium pupils make accelerated progress to diminish differences. • Pupil Premium pupils will achieve targets set at the end of each key stage. • Improved confidence for both the tutors and tutees. Findings from the Education Endowment Foundation show ‘that peer tutoring has identified benefits for both tutors and tutees, and for a wide range of age groups’. 	<p>Autumn 2019- Spring 2020 Statutory tests did not take place this academic year due to COVID. The spring data has been used to measure impact.</p> <p>Autumn 2019- Spring 2020 The spring data has been used to measure impact.</p> <p><u>Nursery</u> The strongest areas are PD, PSED, UW and EAD. The areas of need are C&L, followed by Maths then Literacy.</p> <p><u>Reception</u> The strongest areas are PD, Maths and EAD. The other areas have similar figures, with C&L, PSED, Literacy and UW less strong.</p> <p><u>Year 1</u> The PP children made better than expected progress from their starting points in Reading, and Maths however they need targeted support to accelerate progress to meet the expected standard and close the gap.</p> <p><u>Year 2</u> The percentage of PP children making the expected combined progress is above their peers in all areas. Targeted support is needed to meet the expected standard in reading and writing and higher standard in all areas</p> <p><u>Year 3</u> The percentage of PP children reaching the expected standard is above their peers in all areas.</p>

				<p><u>Year 4</u> The percentage of PP children reaching the expected standard is above their peers in all areas.</p> <p><u>Year 5</u> The percentage of PP children reaching the expected standard is above their peers in reading and maths but below their peers in writing. The percentage of PP children has made accelerated progress and the expected combined progress is above their peers in all areas.</p> <p><u>Year 6</u> The percentage of PP children reaching the expected standard is above their peers in all areas. The percentage of PP children has made accelerated progress and the expected combined progress is above their peers in all areas.</p> <p>Peer support reading was discontinued in the spring term. This will resume when it is safe to do so.</p> <p>Lessons learned/next steps: A greater proportion of pupils to reach the expected standard in reading and writing and the higher standard in all areas.</p> <p>A greater proportion of pupils to reach the higher standard in all areas.</p>
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Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>3. Children with speech and language difficulties are identified early and support is put in place to address areas of need.</p>	<ul style="list-style-type: none"> • Teaching Assistants, including ELKLAN trained Teaching Assistants, to lead speech and language interventions for targeted pupils. • Daily Reading for all children who receive the grant in EYFS. • Structured home support to explain home learning and opportunities to 'talk' at home. <p>Cost: £10000</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>Research undertaken at the Institute of Education states that early language skills are 'key to later success'. Gareth Jenkins, from Save the Children, says research demonstrates for the first time the most crucial determinant of success in SATS tests is how well children can communicate when they start school. The poorest children are more likely to start school without simple skills, such as being able to tell a short story, express feelings and communicate easily with a wide range of adults".</p>	<ul style="list-style-type: none"> • Improved communication and speech and language skills. • Speech and Language outcomes are met. • Good level of development data at the end of Reception. • Intervention data shows that from their starting point, a higher proportion of Pupil Premium pupils achieve the end of year expected or higher standard and a higher proportion of Pupil Premium pupils make accelerated progress to diminish differences. 	<p>Autumn 2019- Spring 2020</p> <p>The majority of children have partially or fully met their Speech and Language targets. During the lockdown, the Speech and Language Therapist contacted parents of specific children to discuss concerns and offer support as these pupils will have been adversely affected. They will require a rigorous programme of Speech and Language support to make up for lost experiences and schooling. This approach will certainly be continued and is even more needed because of the high number of pupils starting school with Speech and Language needs.</p> <p>Lessons learned/next steps:</p> <p>The school has been fortunate to have been chosen to be part of a language intervention (Nuffield). This will be targeted at pupils in Reception.</p>

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	• Expected Impact	Impact
<p>4. Disadvantaged pupils' attendance to continue to improve so that their attendance is in line with or below, National Averages, including the reduction of Persistent absentism.</p>	<ul style="list-style-type: none"> • Pupils identified for targeted support from a range of complementary services such as Drama Therapist, CBT, and Educational Psychology. • Workshops/support provided for parents • Support from Attendance Officer. Attendance Officer to monitor pupils and follow up quickly on absences from the first day and liaise with DSL as to what actions to take. DSL to manage referrals and attend meetings. <p>Cost: £10000</p>	<p>Pupils who do not regularly attend school are disadvantaged as they will continue to have gaps in their learning which will make it more challenging for them to close the gap between them and their peers.</p>	<ul style="list-style-type: none"> • Attendance is in line or below the National Average for all vulnerable groups. There is a reduction in persistent absenteeism. 	<p>Autumn 2019- Spring 2020</p> <p>At the end of the spring term, PP attendance was 94.4%. This is just slightly below the school target.</p> <p>The percentage of Pupil Premium pupils with attendance below 90% is slightly higher than the whole school PA.</p> <p>There are rigorous and robust monitoring systems in place for attendance and the protocols and procedures outlined in the Attendance Policy are implemented for any child whose attendance is below 90%. Meetings have been held with parents and these meetings were helpful because parents were able to share difficulties and work closely with school to plan a programme of support. Support from the Learning Mentors was also extremely useful in removing barriers and increasing attendance for these pupils.</p> <p>Lessons learned/next steps:</p> <p>We will continue with this approach because attendance is essential to progress. The pastoral support that was provided successfully reduced the number of absences for nearly all pupils amongst this group.</p> <p>However, there were some pupils in this group with complex medical needs which did result in unavoidable absences.</p> <p>Again, the COVID situation has prevented all pupils from attending school as normal. Therefore, it will be even more important that pupils achieve a high level of attendance in the future in order to make up for lost opportunities. The Attendance Officer and Assistant Head teacher will continue to monitor attendance, meeting with families to offer support.</p>

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	• Expected Impact	Impact
<p>5. Pupils who have difficulties with social skills and relationships will develop confidence in their interactions.</p>	<ul style="list-style-type: none"> • Specialist teacher to support staff who lead interventions with pupils with social skills and relationships. • Specialist teacher to also provide training to key staff on how to run groups. • Specialist teacher to provide supervision to Learning Mentors to provide advice on specific cases. <p>Cost: £3000</p>	<p>The Education Endowment Foundation (EEF) states that on average, such interventions have an “identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)”. The EEF also found that improvements appear more likely when “approaches are embedded into routine educational practices and supported by professional development and training for staff”. The specialist teacher shares strategies with staff and also provides specific training as part of succession planning.</p>	<ul style="list-style-type: none"> • Pupils attitudes to learning, school and relationships are improved as demonstrated in screeners/assessments . • Improved self-esteem and confidence of pupils who require this support so that they are more ready for learning. • Vulnerable children feel supported through transition. • Pupils’ attendance levels improve. 	<p>Autumn 2019- Spring 2020 Supervision has been provided to the Learning Mentors and Assistant Head teacher. This support is useful as it provided a forum to discuss anonymous caseloads in order to identify next steps. The Learning Mentors carry out assessments of children on their caseload. End of intervention assessments were not possible this academic year however feedback from class teachers has been very positive. During partial school closure, resources and information were uploaded to the website signposting parents to support.</p>
<p>6. Pupils’ can access learning because their basic needs are met to ensure they are ready physically, mentally and emotionally to learn.</p>	<ul style="list-style-type: none"> • Learning Mentors to support children and families dealing with difficult issues including behaviour, attendance, punctuality, attitudes to learning and school. • Cost of PASS assessment to screen the whole school. • Complimentary services are provided to targeted pupils and provide specialist support including Cognitive Behaviour Therapy, Drama Therapy and Mindfulness. • Training for key staff to develop understanding of trauma and how to support affected pupils. <p>Cost: £15000</p>	<p>Pupils Social, Emotional and Mental Health needs are perhaps more at the forefront of the news stories now than they ever have been before. ‘Substantial evidence’ shows that children growing up in economically disadvantaged environments is linked to poorer Social, Emotional and Behavioural outcomes for children (Treanor, 2012). We have an increasing number of pupils who are identified as vulnerable and the Learning Mentors support these pupils and their families.</p>	<ul style="list-style-type: none"> • Assessment measures/screeners show an improvement in the self-esteem and confidence of pupils who require this support so that they are more ready for learning. • Parents and pupils feel supported in times of crisis or unrest. • Pupils have a designated point of contact in school as well as their teacher. • Class teachers report that pupils are transferring skills back into the classroom. • Improved attendance. 	<p>Autumn 2019- Spring 2020 Staff provide opportunities for the pupils to have mindfulness time. The Learning Mentors also provide targeted support to pupils and families. The PASS assessment has not been purchased due to events this year. The Learning Mentors carry out assessments of children on their caseload. End of intervention assessments were not possible however feedback from class teachers has been very positive. During partial school closure, resources and information were uploaded to the website signposting parents to support.</p>

Desired outcome	<ul style="list-style-type: none"> Chosen action/approach/cost 	Evidence/Rationale	<ul style="list-style-type: none"> Expected Impact 	Impact
<p>7. Parents will feel confident in supporting their children with homework. They will feel empowered and able to support their children at home manage anxieties or address other parenting issues.</p>	<ul style="list-style-type: none"> Monthly parents workshop led by Harrow Early Intervention Support. Workshops for Parents led by different school professionals, including the purchase of resources. Half termly SEND parents Café HUB. Anxiety workshops for parents for targeted children. <p>Cost: £1180</p>	<p>The Education Endowment Foundation (EEF) found that parental involvement has moderate impact however this is based on moderate evidence. We believe that parental engagement is key to supporting our pupils achieve good outcomes. Our workshops are generally very popular and parental feedback is very positive.</p>	<ul style="list-style-type: none"> Good level of development data at the end of Reception. From their starting point, a higher proportion of Pupil Premium pupils will achieve the end of year expected or higher standard and a higher proportion of Pupil Premium pupils to make accelerated progress to diminish differences. Evidence from assessments and specialist screeners show an improvement from the children's baseline starting points. 	<p>Autumn 2019- Spring 2020</p> <p>In the autumn and spring term, parents attended the workshops led by the Early Support Team. This was successful however subsequent workshops were cancelled due to the partial school closure. Parents were signposted to support online. The SENCo HUB started in the spring term. The sessions were booked by parents. During school closure or isolation, FSM vouchers have been provided to families who are eligible. The school has also accessed support from charities to purchase food, presents and essential items for some families.</p> <p>Lessons learned/next steps:</p> <p>The weekly SENCO Surgery will recommence in January. This will be facilitated online or by phone. The Learning Mentors are planning to deliver workshops to parents remotely.</p>

Enrichment and experiences

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>1. Pupils will be provided with opportunities to take part in a wide range of social/cultural and sporting activities and real life experiences and achieve the cultural capital needed for success and promote high aspirations, e.g. Theatre and museums.</p>	<ul style="list-style-type: none"> Some financial contribution towards the cost of school visits, residential events, sporting events, music, special curricular events. This may include for example, peripatetic music, dance clubs, trips and school uniform. Parental requests for support need to be made to the Head teacher who will assess on a needs basis. Requests for support with school uniform may only be considered once each academic year. <p>Cost: £6500</p>	<p>The Education Endowment Foundation (EEF) states that there is evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). Sutton Trust research has found that pupils results improved if they had visited museums, galleries and went on outings with their families or schools.</p>	<ul style="list-style-type: none"> Pupil to have access to a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well rounded adults. Children develop their self-esteem, enjoyment, speaking and listening and well-being. 	<p>Autumn 2019- Spring 2020 We firmly believe that this approach is extremely valuable in increasing cultural capital and we are therefore committed to providing all pupils and especially those who are disadvantaged with a wide range of quality learning experiences. Staff/pupil feedback showed evidence of this provision having a positive impact on self-esteem, participation levels and attendance. We remain committed to this approach although are not able to plan specific trips or visits until medical guidance allows.</p> <p>Lessons learned/next steps: Music lessons are continuing to be delivered either on the school site or via Zoom.</p>
<p>2. Pupils will have improved basic skills, self-esteem, confidence, engagement with enrichment activities, resilience and social interaction which leads to better learning behaviour.</p>	<ul style="list-style-type: none"> To provide additional spaces for Looked after Children and Pupil Premium children at Breakfast Clubs, After School Care and Homework Clubs (At lunch time and after school). <p>Cost: £3500</p>	<p>The Education Endowment Foundation found that breakfast clubs that offer a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. The results suggest that this could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment</p>	<ul style="list-style-type: none"> Improved attendance. Pupils have access to homework facilities enabling them to do their homework. 	<p>Autumn 2019- Spring 2020 Staff/pupil feedback has shown evidence of this provision having a positive impact on self-esteem, participation levels and attendance.</p> <p>Lessons learned/next steps: We remain committed to this approach although are not able to plan clubs until medical guidance allows.</p>

3. Desired outcome	• Chosen action/approach/cost	Evidence/Rationale	• Expected Impact	Impact
<p>4. To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in school and inter-school sports. Support will have a positive impact on self-esteem and participation levels.</p>	<ul style="list-style-type: none"> • Playground training for SMSAs. • Sports Assistant to support playtimes and After School Clubs and provide organised games to facilitate and promote good behaviour. • Provide additional club opportunities including AGT for sport and 'Change for Life' programme. <p>Cost: £5500</p>	<p>The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).</p>	<ul style="list-style-type: none"> • Improved outcomes in behaviour in the classroom. Afternoon behaviour issues are dealt with quickly. • More opportunities for pupils to be involved in sport and inter-school sports. • Evidence of support having a positive impact on self-esteem and participation levels. 	<p>Autumn 2019- Spring 2020 We remain committed to enabling every pupil to access quality, physical experiences such as:</p> <ul style="list-style-type: none"> • Sporting competitions in school • Borough competitions • Coaching • Clubs and classes • Daily mile <p>Lessons learned/next steps: Each class has PE weekly. Some year groups are continuing with the daily mile. Pupils also have access to Go Noodle and other online resources that promote health and fitness. We remain committed to this approach although are not able to plan for clubs until medical guidance allows.</p>

Other approaches

Desired outcome	Chosen action/approach/cost	Evidence/Rationale	Expected Impact	Impact
<p>1) Improved outcomes for all pupils.</p>	<p>Inclusion Manager (Senior Leader) to co-ordinate and evaluate all pupil premium interventions and assess the level of impact and work collaboratively with the Attendance Officer.</p> <p>Purchase of Provision Map – online reporting tool to track provisions and impact and progress of Pupil Premium children.</p> <p>Cost: £2320</p>	<p>A Senior Leader is needed to co-ordinate all the professionals and staff and evaluate the impact of Pupil Premium interventions.</p>	<p>Improved outcomes for all pupils. Evidence evaluated by all staff. Baseline data and end of intervention data show next steps for these pupils.</p>	<p>Autumn 2019- Spring 2020 The Inclusion Manager helps with the organisation of resources and assessments of pupils. The impact has been considerable by allowing the Inclusion Manager to co-ordinate and evaluate a range of services and interventions including Speech and Language therapy, Educational Psychologist support, Drama Therapist, Learning Mentors and the Pupil Premium Champions as well as monitoring attendance and actioning early support. The school has invested in an online reporting tool to support the recording, monitoring and evaluation of interventions and pupil data is starting to be input.</p> <p>Lessons learned/next steps: School to continue to develop its use of the online reporting tool to support the recording, monitoring and evaluation of interventions.</p>