

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Holy Trinity CE Primary School				
Academic Year	2019/20	Total PP budget	£88,740	Date of most recent PP Review	N/A
Total number of pupils	255	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Sept 2020

2. Current attainment (Summer data 2018-19)		
	<i>Pupils eligible for PP (your school)</i>	
% achieving expected standard or above in reading, writing & maths	42%	(National average 51.4%)
% making expected progress in reading (as measured in the school)	59.6%	
% making expected progress in writing (as measured in the school)	61.7%	
% making expected progress in mathematics (as measured in the school)	72.3%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language and vocabulary knowledge/acquisition when entering school
B.	Lower attainment in core subjects across the school compared with non-PP pupils
C.	Low self-esteem, resilience and confidence
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower cultural capital – gap in wider experiences at home compared with Non-PP peers.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Pupils use a richer and wider vocabulary. Pupils ask for clarification of word meanings. Pupils are aware of how to learn a new word. Parents of EYFS are aware of the importance of vocabulary and the number of words a child should know.	Books evidence pupils' ability to apply their knowledge. Class environments promote extended and specific vocab. Adults model use of wide vocabulary. Classroom observations show pupils staff promote and support high levels of language and pupils are using higher levels of language.

B.	PP pupils to make greater progress in core subjects.	PP pupils make at least expected and in some cases accelerated progress in reading, writing and maths
C.	Pupils demonstrate more confidence in class, initiating discussions around their learning. Pupils' resilience is raised, showing that they persevere with challenging learning.	Pupil voice demonstrates raised confidence and self-esteem. Pupil books show pupils have persevered with a task when they have found it difficult.
D.	Pupils have access to a range of activities, off-site visits and different experiences as part of the school curriculum.	Pupils are able to talk and write about wider experiences from opportunities provided by school through the curriculum covered. Raised cultural capital is shown through their understanding of the content covered in the curriculum.

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Staff INSETs on Greater Depth, focusing on how to provide opportunities for more able pupils.</p> <p>Leaders to attend external training, including partnership training on Greater Depth.</p> <p>Data tracking of more able children and discussed at pupil progress meetings.</p> <p>Materials purchased to support moderation of Greater Depth.</p>	<p>A. Increase in % of more able pupils reaching GDS, including pupils that achieved Level 2A/3 at KS1 to reach 'Greater Depth' by the end of Key Stage 2.</p>	<p>Mid – High</p> <p>KS2 results for Greater Depth: Pupils performed well in Maths & Writing, which was the focus of our training for staff around greater depth, with pupils achieving higher than national average attainment in the following:</p> <ul style="list-style-type: none"> o Maths PP GD: National 16%, HT 25% o Writing PP GD: National 11%, HT 12.5% <p>KS1 results for greater depth They are below national average for writing, however the maths results show higher attainment:</p> <ul style="list-style-type: none"> o Maths PP GD: National 12%, HT 14% 	<p>We will continue with a focus on extending pupils to achieve greater depth within any INSET training led in school. Pupil Progress meetings will continue to focus on expected progress measures for pupils based on EYFS and KS1 results, to ensure they are on track to achieve greater depth if they achieved exceeding/greater depth in EYFS/KS1.</p>	<p>Training – BPSI hours - £1878</p> <p>Cost – Materials £150</p>

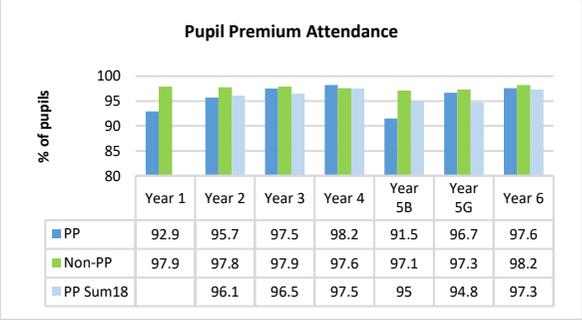
<p>Thorough analysis of data using SPTO and Route Map to track pupil progress and review with staff at termly pupil progress meetings.</p>	<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p>	<p>Mid-High Comparison of gap between PP and Non-PP</p> <p>2018-29 KS1 cohort</p> <table border="1" data-bbox="674 204 1243 311"> <thead> <tr> <th></th> <th>W</th> <th>R</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>2018 (Y1)</td> <td>-26%</td> <td>3%</td> <td>9%</td> </tr> <tr> <td>2019 (Y2)</td> <td>0%</td> <td>9%</td> <td>-24%</td> </tr> </tbody> </table> <p>2018-29 KS1 cohort</p> <table border="1" data-bbox="674 343 1243 450"> <thead> <tr> <th></th> <th>W</th> <th>R</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>2018 (Y5)</td> <td>-64%</td> <td>-69%</td> <td>-39%</td> </tr> <tr> <td>2019 (Y6)</td> <td>-46%</td> <td>-36%</td> <td>-19%</td> </tr> </tbody> </table> <p>End of Key Stage results show that the interventions and support put in place over the 2018-19 academic year had an impact in the majority of core curriculum areas at the end of KS1 & KS2, with the PP v Non-PP gap closing in most cases. In majority of year groups, the attainment gap is seen to be closing in most subject areas (see internal data for further gap analysis in other year groups).</p>		W	R	M	2018 (Y1)	-26%	3%	9%	2019 (Y2)	0%	9%	-24%		W	R	M	2018 (Y5)	-64%	-69%	-39%	2019 (Y6)	-46%	-36%	-19%	<p>Continue with interventions in place to target PP pupils to make expected or better progress. These pupils need to continue to be a focus during Pupil Progress meetings throughout the year.</p> <p>Continue to monitor, track and analyse pupil attainment and progress to evaluate strategies in place throughout the year.</p> <p>Where gaps remain, target interventions and staff training on how to support pupils. Focus on training to impact on quality first teaching to impact on a wider group of pupils.</p>	<p>SPTO cost: £243</p>
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<p>Continuing 2nd year with Achievement for All, receiving support from Paddy McCaffrey, achievement coach</p>	<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p>	<p>Mid-High Attendance of families attending Structured Conversations increased over the 2nd year of the project. Outcomes from these meetings have reached into many areas including: parental engagement, pupils' engagement with homework, communication around needs to support learning in the classroom, peer friendships and confidence in class. INSETs lead by Achievement Coach have been relevant to what is going on in school e.g. emotion coaching INSET. Resources on the online tool 'The Bubble' have been useful to support monitoring of PP such as the 'schools activity mapping tool' and pupil resources, such as resilience audits & pupil passports of activities for the Summer break.</p>	<p>We budgeted to take part in the project for 2 years. We have gained useful approaches, particularly around parental engagement with structured conversations. This will continue to be an approach used to reach out to parents of PP pupils.</p> <p>The INSETs and training led by the achievement coach focused on issues identified as barriers to learning, such as language development and dealing with behaviour through emotion coaching.</p> <p>It worked well for a new lead to Pupil Premium to have focused time with an achievement coach to review strategies in place. We will not continue with the programme itself but will be continuing the practices put in place by the pupil premium lead and the achievement coach.</p>	<p>AFA cost - £4150 a year</p>																								
<p>School improvement priority linked to achievement in writing – use of Power of Reading texts and planning from the teaching sequences.</p>	<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p>	<p>Mid-High In 66% of classes we saw the attainment gap between PP and Non-PP pupils closing. In some classes as much as much as 62% compared with data at the end of last year, meaning PP outperformed NonPP pupils in that class.</p>	<p>We will be continuing with Power of Reading as an approach to use quality text based units to base English lessons on and inspire writing outcomes. We will also continue to supplement this with writing across the</p>	<p>£81 website subscription</p>																								

		Monitoring showed that pupils are being exposed to high quality texts and teaching sequences support talk for writing in preparation for final writing outcomes.	curriculum, linked to the curriculum areas being studied each term. We will continue to review the teaching of English and Writing this year, to support pupils in making progress in writing.	
Take part in the 'Schools Partnership Programme'. Our data shows that Pupil Premium will be part of the focus from the review. January review – marking and feedback was identified as an area to focus on. Policy was reviewed by staff in a workshop, developed by SLT and is now being implemented.	B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.	High Process of peer review is very impactful in training up leaders through quality training and opportunities to work across the partnership schools. Improvement Champions gained new tools to facilitate INSETs, encouraging the staff to be part of the review process and setting new actions. Our focus on Pupil Premium highlighted the use of feedback to support learning. The marking policy has been amended and adopted in class to give more focused feedback.	We will be continuing to be part of the Peer Review Partnership, which is contributing to part of an Education Endowment Fund (EEF) project. We will be taking part in a second round of reviews, which will lead to staff development and action plans put in place.	Cost: £1000
Whole staff training from the Educational Psychologist on resilience in Autumn term Training from AFA coach Paddy on resilience in Spring term	C. PP pupils that demonstrate low resilience are more able to attempt challenges in their learning and show more confidence in their abilities.	Mid Staff training impacted on whole school approaches. Resilience in all pupils is still noted as an area where further strategies can be put in place to ensure we promote resilient attitudes in pupils.	We will continue with developing resilience, alongside self-esteem and confidence in pupils.	Ed psych hours: INSET 2 Hours (total cost listed below)
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Pupils in Year 6 targeted for support in after school GDS writing group	A. Increase in % of more able pupils reaching GDS, including pupils that achieved Level 2A/3	High KS2 Results for writing: Writing PP GD: National 11%, HT 12.5% KS1 Results for Maths: Maths PP GD: National 12%, HT 14%	Strategies put in place for achieving 'greater depth' in those areas worked well in supporting pupils make expected progress from attainment levels.	HLTA in class support and booster before school, approx.

<p>Pupils in Year 2 maths targeted for GDS support</p>	<p>at KS1 to reach 'Greater Depth' by the end of Key Stage 2.</p>	<p>Achieved above national in focus areas for Greater Depth</p>	<p>We will continue to use targeted support before or after school for 'greater depth' in KS2 and use of focused interventions for PP pupils in KS1</p>	<p>£108 a week = £3780</p> <p>Additional sessions with DHT, during school hours & before school sessions = £10,000</p>																				
<p>Pupils in all year groups will receive additional support from teachers and TAs if they are identified as not currently on track for meeting the standard in writing or maths. These interventions include: social skills, lego therapy, power of 2, spelling and handwriting programmes, phonics and reading support, rapid reading.</p> <p>Senior leaders and class teacher will lead breakfast and after school booster clubs for maths for Year 6.</p> <p>Teachers and support staff will support PP pupils in lessons who are not on track for ARE.</p>	<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p>	<p>Mid- High</p> <p>Results show that in some classes, the attainment gap was closing with PP pupils making good or better progress. However some results show that the gap remains (see internal data analysis for figures).</p> <p>Many of the support and interventions listed demonstrated that the pupils made progress from starting points at the beginning of the intervention, even if this did not result in the children reaching expected attainment levels for their year group.</p> <p>PP End of Key Stage Results - % reaching ARE</p> <table border="1" data-bbox="674 866 1243 1038"> <thead> <tr> <th>2018-19</th> <th>W</th> <th>R</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>KS1 – Year 2</td> <td>67%</td> <td>83%</td> <td>50%</td> </tr> <tr> <td>National</td> <td>54.9%</td> <td>62%</td> <td>62.5%</td> </tr> <tr> <td>KS2 - Year 6</td> <td>50%</td> <td>50%</td> <td>63%</td> </tr> <tr> <td>National</td> <td>67.9%</td> <td>62%</td> <td>67.4%</td> </tr> </tbody> </table>	2018-19	W	R	M	KS1 – Year 2	67%	83%	50%	National	54.9%	62%	62.5%	KS2 - Year 6	50%	50%	63%	National	67.9%	62%	67.4%	<p>We will be continuing to use focused support for pupils related to their needs and barriers to learning. We will be reviewing which interventions will be used for this current cohort of pupils. All additional support will be regularly reviewed and discussed at Pupil Progress Meetings.</p>	<p>HLTA hours 10 sessions a week, £180 a week = £6300</p> <p>Additional TA hours in bulge year – 15 hours a week, £210 a week = £7980</p> <p>Additional TA hours for support in class & interventions – 15 hours a week, £210 a week = £7980</p> <p>Additional support staff in afternoons, £105 a week = £3675</p>
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<p>Targeting particular Pupil Premium families to take part in 'Structured Conversations.</p> <p>Particular pupils targeted for support from FLO, including timetabled sessions, groups & ad</p>	<p>B. Close the gap in attainment between PP and non-PP in targeted cohorts across the school.</p> <p>C. PP pupils that demonstrate low resilience are more able to attempt challenges in their learning and show</p>	<p>Mid- High</p> <p>Feedback from staff and pupil voice show positive impact stories from the use of Structured Conversations e.g. increased parental engagement, pupils' engagement with homework, communication around needs to support learning in the classroom, peer friendships and confidence in class</p> <p>Feedback from staff and pupil voice show some pupils have built on their resilience in class. However, some</p>	<p>(See above for comments on Structured Conversations)</p> <p>We will be continuing with this approach to liaising with PP parents.</p> <p>We will continue with targeted support from the FLO to focus on particular needs of pupils and link to our focus on resilience, self-esteem and confidence.</p>	<p>Cost – £20,000 FLO Hours</p> <p>£10,000 DHT Hours</p>																				

hoc support when needed.	more confidence in their abilities.	pupils needs to continue with further support in this area.		
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Family liaison officer and admin staff to monitor pupils and follow up quickly on absences.</p> <p>Quick response by admin team to make calls when children are not present in school.</p> <p>Working with the Educational Welfare Officer Services for persistent absences</p>	D. Increased attendance rates for pupils eligible for PP.	 <p>Overall attendance: PP = 96.4%, NonPP = 95.9% Authorised absences: PP = 2.7%, NonPP = 2.9% Unauthorised absences: PP 0.9%, NonPP = 1.2%</p>	<p>Strategies put in place around attendance have had a positive effect on whole school attendance and punctuality but particularly on PP pupils. PP attendance and absence data across the school is stronger than NonPP pupils.</p> <p>We intend to continue with strategies put in place as they are having a positive impact on attendance and punctuality.</p>	<p>Cost – £15,000 Flo hours £825 EWO hours £1330 TA morning hours</p>

6. Planned expenditure

Academic year	2019-20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
INSETs/training linked to developing vocabulary through the curriculum and the use of key vocabulary in planning.	A. Pupils use a richer and wider vocabulary. Pupils ask for clarification of word meanings. Pupils are aware of how to learn a new word. Parents of	Pupils need to learn 2,000 words a year to achieve 5 GCSEs. A lot of research into the language starting points of pupils from disadvantaged backgrounds. Vocabulary learning is central to children's and adult's success in school and life.	Monitoring of books, planning, lessons and newsletters sent out to parents. Pupil voice around children's understanding of high level language for their age group.	English Lead Curriculum Lead PP Lead	Termly monitoring Supply cost £400 per term £1200

<p>Word of the week promoted around the school each week for pupils to embed in their own learning/writing/talk.</p> <p>Key vocabulary for each topic included in termly newsletter to parents.</p> <p>Professional development teachers generally and specifically on reading comprehension</p> <p>Purchase 5x Communicate In Print</p>	<p>EYFS are aware of the importance of vocabulary and the number of words a child should know.</p> <p>Parents support teaching new and specific vocabulary at home in different contexts to embed the new vocabulary.</p> <p>Improved understanding of inference and skills required. PP pupils to reach similar level in reading to non PP pupils and gap closing.</p> <p>Class teachers use symbols and visual stimulation to engage children in topics, support independence and remove barriers to reading and writing to include all children with learning. Vocabulary support for focus subject areas.</p>	<p>Research shows (e.g. Scarborough's reading rope 2001) shows a close correlation between reading comprehension and vocabulary.</p> <p>Language and oracy is linked to understanding, memory, engagement and achievement. Poor language is associated with misbehaviour.</p> <p>EEF Toolkit rates reading comprehension strategies highly. High Quality First Teaching and professional development of staff is found to have the greatest impact as it is embedded in everyday practice.</p> <p>Visuals are memorable whereas the spoken word is fleeting and easily forgotten when children have poor language. Supports understanding and memory. Visuals can be used in working wall to support children with independence and metacognitive skills.</p>	<p>Monitoring of children using the new word orally and in written work. Class rewards in place for children who achieve this. Classroom environment checks termly with feedback and actions.</p> <p>Evaluation of staff training by all staff attending.</p> <p>Observations and monitoring of pupils within the reading comprehension group. Early career teacher to observe group and given time to discuss how to implement strategies in class.</p> <p>Classroom environment checks termly with feedback and actions. Book looks by subject leaders. Monitoring of progress off PP/SEN pupils. Lesson observations.</p>	<p>English Lead</p> <p>Curriculum Lead</p> <p>PP Lead</p> <p>English lead</p> <p>PP Lead</p> <p>PP Lead</p>	<p>Termly monitoring Supply cost £400 per term £1200</p> <p>Supply to cover teacher £200 TA in Y6 with targeted pupils £17 per hour x 38 weeks £3230</p> <p>5 licenses £459 + VAT £559</p>
<p>Metacognitive learning – what they need to do to be successful – focus on helping pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning.</p>	<p>C. Pupils demonstrate more confidence in class, initiating discussions around their learning. Pupils' resilience is raised, showing that they persevere with challenging learning.</p>	<p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i> (DFE: 2015) states that successful schools focused on developing metacognitive/independent learning.</p> <p>EEF state that a focus on Metacognition is a high impact, low cost approach.</p>	<p>Staff training for staff on what explicit strategies to teach pupils to help them plan, monitor, and evaluate specific aspects of their learning. Monitor opportunities given to pupils to use these strategies with support, and then independently. Lesson observations on how the classroom environment promotes and</p>	<p>PP Lead</p> <p>Subject leader</p>	<p>Termly monitoring Supply £200 per term £600 EP training teachers £500 Resources £100</p>

			develops metacognitive talk related to the lesson objective.		
Developing peer learning strategies – use of cross-age tutoring and peer assisted learning.	C. Pupils demonstrate more confidence in class, initiating discussions around their learning. Pupils' resilience is raised, showing that they persevere with challenging learning.	<i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i> (DFE: 2015) states that successful schools focused on developing peer learning strategies. EEF state that a focus on peer tutoring has a moderate impact for a low cost.	Monitoring of peer learning taking place in lessons. Pupil voice to get pupil opinion on how their peers support their learning. Evidence in books of peer learning and the outcomes.	PP Lead Subject Leaders	Termly monitoring Supply £200 per term £600 EP training teachers £500 Resources £100
Whole school approach to new PSHCE scheme – use of Heart Smart	C. Pupils demonstrate more confidence in class, initiating discussions around their learning. Pupils' resilience is raised, showing that they persevere with challenging learning.	EEF Guide to Pupil Premium (2019) notes a successful school that adopted a whole school approach to PSHCE. Quality first teaching is known to be the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' (EEF: 2019). Staff have had recent training on this new scheme to ensure a consistent approach is adopted across the school.	Monitoring of the teaching and learning of PSHCE Pupil voice Monitoring of behaviour incidents and how they are resolved.	PP Lead SLT Subject Leaders	Termly monitoring Supply cost £400 per term £1200
Pupil Premium Champion to cover maternity for deputy. (0.6)	Lead support, interventions and monitor progress of disadvantaged pupils in our school.	Deputy Headteacher leading support programme has gone on maternity leave.	PP pupils make progress and gap between PP pupils and non PP pupils decreases.	HT /Governors	£16450 £26,239
Total budgeted cost					£26,239

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading intervention - PP identified as low progress in reading to read every day with an adult	B. PP pupils to make greater progress in core subjects.	<i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i> (DFE: 2015) states that a building block to success is to 'have an individualised approach to addressing barriers to learning and emotional support, at an early stage'.	Monitoring of reading interventions Data analysis to measure impact. Discussions during Pupil Progress meetings	PP Lead English Lead	Termly review £600 x3 £1200

		Early intervention for reading and intervention around reading throughout the school will have a wider impact on other subject areas.			
<p>Targeted interventions/ academic support set up to be run by teachers and TAs targeted at specific needs of pupils. Teachers and support staff will support PP pupils in lessons who are not on track for ARE. Interventions include language, social skills, and maths.</p>	<p>B. PP pupils to make greater progress in core subjects. Close the gap between PP pupils and non PP pupils.</p>	<p>EEF Guide to Pupil Premium (2019) encourages the use of a tiered approach – teaching, targeted academic support & wider strategies. Targeted academic support will work alongside the quality first teaching in class to support PP pupils to access and develop their learning through strategies such as pre-teaching.</p>	<p>Monitoring of interventions taking place. Lesson observations of support within lessons. Provision mapping evaluation of impact to review interventions planned. Pupil Progress Meetings to review progress of pupils in interventions.</p>	<p>PP Lead Subject Leaders SENCO</p>	<p>Termly monitoring HLTA hours 10 sessions a week, £180 a week = £6300</p> <p>Additional TA hours in bulge year – 15 hours a week, £210 a week = £7980</p> <p>Additional TA hours for support in class & interventions – 15 hours a week, £210 a week = £7980</p> <p>Additional support staff in afternoons, £105 a week = £3675</p> <p>Additional support staff in afternoons £105 a week £3675</p>
<p>Targeting particular Pupil Premium families to take part in “Structured Conversations”</p>	<p>Close the gap between PP and non PP pupils in the school in targeted cohorts. Empower parents of PP pupils and engage them in the learning.</p>	<p>Increased parental engagement and communication around the needs of the pupils supports learning, confidence and social skills of pupils in class. Parents are more likely to increase cultural capital of home environment. (see last year)</p>	<p>PP meetings Staff, parent, pupil feedback Monitoring of PP pupils in books/observations and data.</p>	<p>FLO PP class teachers</p>	<p>FLO hours/salary £20,000</p>
<p>Particular pupils and families including special guardianships, LAC receive support from Family Liaison Officer who is full time (mental health first aider) to</p>	<p>Support and early intervention for vulnerable pupils and families. Support for pupils with challenging behaviour, social emotional and mental</p>	<p>Pupils of families from disadvantaged areas are more likely to have mental health difficulties. Disadvantaged pupils are higher than national average. Good attendance improves results for pupils.</p>	<p>Incidents of behaviour are monitored. Pupils with social, emotional and mental health thrive and progress. Wellbeing of pupils is good. Pupil voice.</p>	<p>FLO</p>	

ensure emotional support.	health issues. Monitoring of attendance.				
Family Liaison Officer and admin staff to monitor pupils and follow up on absences. Work with EWO.	Increased attendance for PP pupils	Attendance improves academic progress.	PP attendance and punctuality monitored.	FLO Admin staff	£5000
HEWS	Pupils demonstrate resilience in school and are able to rise to the challenges they face.	Further specialist support in school for pupils who are anxious or have a barrier to learning which is because of their mental health and wellbeing.	Case studies Pupil/teacher/parent questionnaire pre and post intervention. Pupil Progress Meetings and data.	SENCO PP FLO	£65810
Total budgeted cost					£55,810

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planning opportunities to broaden experiences and engage pupils in the curriculum	D. Pupils have access to a range of activities, off-site visits and different experiences as part of the school curriculum to add to cultural capital.	EEF Guide to Pupil Premium (2019) encourages the use of a tiered approach – teaching, targeted academic support & wider strategies. This strategy includes the specific teaching of the curriculum and wider strategies that support pupil understanding of context of learning.	Monitoring of curriculum planning Evidence in books of impact of wider opportunities Pupil voice	PP Lead Curriculum Lead	Termly monitoring £500 Trips/journeys £1400
Planning extra-curricular opportunities for pupils to showcase strengths that may be non-academic e.g. HTSA Talent Show	D. Pupils have access to a range of activities, off-site visits and different experiences as part of the school curriculum. C. Pupils demonstrate more confidence in	Rationale is based on allowing pupils opportunities to develop their confidence in areas that extend beyond the academic work in class. By providing opportunities to excel in other areas, pupils will find more opportunities to be successful and develop own self-esteem.	Pupil voice and staff questionnaires to measure impact on self-esteem and confidence	PP Lead	Termly monitoring £500 Swimming/school visitors £500

Artists in school KS1/2	<p>class, initiating discussions around their learning</p> <p>Art to be embedded across the curriculum. Knowledge of skills and artists enhanced for pupils. Additional cultural capital.</p>	EEF additional input into cultural capital builds on a growing body of knowledge around how more economically disadvantaged pupils can be supported to engage with arts and culture and the positive impact this has on their lives.	Monitoring of curriculum planning to increase skills in art. Evidence in books and displays. Pupil voice and teacher confidence in teaching the subject.	Subject lead PP	<p>Training £2880 Resources £700</p> <p>£6480</p>
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Total budgeted cost **£88,529**

7. Additional detail

Additional spending linked to Pupil Premium 2018-19 Review:

Free School Meals checking service £459

Materials to support Quiet Room at lunch playtimes £100

Additional HIST hours – approx. £1000

HEWs cost – approx. £1350

Educational Psychologist – approx. £1620

Pupil Meals for Pupil Premium - £7000

Swimming financial support - £200

Y5 Residential - £510

Y6 School Journey - £840

Total spent: £13,079

2018-19 Funds allocated = £92,700

2018-19 Grand total of spending = £107,451