

**Spalding Parish Church of England Day School Pupil Premium Strategy Statement 2020-21**

*Jesus said: 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.' Therefore we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.*

**1a. Summary information**

<b>School</b>	<b>Spalding Parish Church of England Day School</b>				
<b>Academic Year</b>	2020-21	<b>Number on roll</b>	522	<b>Proportion of disadvantaged pupils</b>	21.3% (Oct. 20 24.3%)
<b>Pupil premium allocation this academic year</b>	£ 154,295.00	<b>Date of most recent PP review</b>	February 2020 as part of QA3 - carried out by SEA (VM) and DCEO (TA)	<b>Date for next internal review of this strategy</b>	Dec-21
<b>Statement authorised by</b>		<b>Pupil Premium Lead</b>	Emily Hill	<b>PP Governor</b>	Emma Rains

**1b. PP pupil information**

Year group		Number of pupils in each PP category						Total PP Grant	Total PP Service Grant	Target for % reaching age related expectations (ARE) in R, W, M			July outcomes 2021		
		FSM	FSM6	LAC	PLAC	Total PP	Service children			R	W	M	R	W	M
		£1,345	£1,345	£2,345	£2,345	£310									
<b>Nursery</b>	@ Jan census	0	0	0	0	0	0	£0	£0						
<b>Rec</b>	@ Jan census	13	0	0	0	13	0	£17,485	£0						
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Y1</b>	@ Jan census	10	1	0	0	11	0	£14,795	£0	74%	68%	74%			
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Y2</b>	@ Jan census	7	0	1	0	8	1	£11,760	£310	69%	62%	69%			
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Y3</b>	@ Jan census	16	5	0	1	22	0	£30,590	£0	57%	57%	71%			
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Y4</b>	@ Jan census	14	4	0	1	19	1	£26,555	£310	75%	71%	67%			
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Y5</b>	@ Jan census	15	2	0	1	18	0	£25,210	£0	58%	58%	67%			
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Y6</b>	@ Jan census	13	6	1	0	20	0	£27,900	£0	72%	72%	78%			
	Newcomers after Jan census	0	0	0	0	0	0								
<b>Total</b>	@ Jan census	88	18	2	3	111	2	£154,295	£620						
	Newcomers after Jan census	0	0	0	0	0	0								

## 2. Disadvantaged pupil performance overview for last academic year

NB: This will be affected by COVID 19 – data for 2019/20 is based on February AQA results. There was no end of key stage statutory data for 2020.

### Scores Standards Whole School Overview (LAAT) - Disadvantaged

Whole School | Assessment Year 2019-2020 | Spring Mid Term | Including Leavers

		Reading			Writing			Maths			GPVS		
		ARE+%	National	Variance	ARE+%	National	Variance	ARE+%	National	Variance	ARE+%	National	Variance
Year: 0 (+) (Nat. 2017)	EXS+	-	-	-	-	-	-	-	-	-	-	-	-
	GDS	-	-	-	-	-	-	-	-	-	-	-	-
Year: 1 (+) (Nat. 2017)	EXS+	-	76.9%	-	-	73.7%	-	-	78.5%	-	-	-	-
	GDS	-	18.6%	-	-	10.9%	-	-	13.3%	-	-	-	-
Year: 2 (+) (Nat. 2017)	EXS+	66.7% (10/15)	74.9%	-8.2% -1p	20.0% (3/15)	69.2%	-49.2% -7p	40.0% (6/15)	75.6%	-35.6% -5p	33.3% (5/15)	-	-
	GDS	13.3% (2/15)	25.0%	-11.7% -1p	0.0% (0/15)	14.8%	-14.8% -2p	13.3% (2/15)	21.7%	-8.4% -1p	0.0% (0/15)	-	-
Year: 3 (+) (Nat. 2017)	EXS+	30.8% (4/13)	74.9%	-44.1% -5p	30.8% (4/13)	69.2%	-38.5% -4p	46.2% (6/13)	75.6%	-29.5% -3p	30.8% (4/13)	-	-
	GDS	7.7% (1/13)	25.0%	-17.3% -2p	0.0% (0/13)	14.8%	-14.8% -1p	0.0% (0/13)	21.7%	-21.7% -2p	0.0% (0/13)	-	-
Year: 4 (+) (Nat. 2017)	EXS+	75.0% (15/20)	73.1%	1.9% 0p	40.0% (8/20)	78.4%	-38.4% -7p	60.0% (12/20)	78.6%	-18.6% -3p	55.0% (11/20)	78.0%	-23.0% -4p
	GDS	15.0% (3/20)	26.9%	-11.9% -2p	5.0% (1/20)	20.1%	-15.1% -3p	25.0% (5/20)	26.6%	-1.6% 0p	15.0% (3/20)	35.6%	-20.6% -4p
Year: 5 (+) (Nat. 2017)	EXS+	22.2% (4/18)	73.1%	-50.9% -9p	15.8% (3/19)	78.4%	-62.6% -11p	42.1% (8/19)	78.6%	-36.5% -6p	36.8% (7/19)	78.0%	-41.1% -7p
	GDS	5.6% (1/18)	26.9%	-21.4% -3p	0.0% (0/19)	20.1%	-20.1% -3p	5.3% (1/19)	26.6%	-21.3% -4p	15.8% (3/19)	35.6%	-19.8% -3p
Year: 6 (+) (Nat. 2017)	EXS+	76.5% (13/17)	73.1%	3.4% 0p	41.2% (7/17)	78.4%	-37.2% -6p	76.5% (13/17)	78.6%	-2.2% 0p	76.5% (13/17)	78.0%	-1.5% 0p
	GDS	17.6% (3/17)	26.9%	-9.3% -1p	0.0% (0/17)	20.1%	-20.1% -3p	11.8% (2/17)	26.6%	-14.8% -2p	35.3% (6/17)	35.6%	-0.3% 0p

**Key Stage 2 Groups**

% Expected/ Higher Standard	Reading			Writing			GPS			Maths			Combined		
	School 2018	School 2019	National 2019	School 2018	School 2019	National 2019	School 2018	School 2019	National 2019	School 2018	School 2019	National 2019	School 2018	School 2019	National 2019
All	60.3/20.6	71.7/20.0	73.2/26.9	73.0/19.0	80.0/25.0	78.5/20.2	60.3/19.0	76.7/28.3	78.1/35.9	54.0/7.9	85.0/21.7	78.7/26.6	47.6/4.8	66.7/11.7	64.8/10.5
Disadvantaged	41.7/8.3	61.5/23.1	62.1/16.9	50.0/8.3	76.9/0.0	67.9/11.4	33.3/0.0	69.2/15.4	67.7/24.9	28.6/0.0	84.6/7.7	67.5/15.7	25.0/0.0	61.5/0.0	51.5/4.8
Other		74.4/19.2	77.9/31.2		80.9/31.9	83.0/23.8		77.1/31.3	82.8/40.9		85.1/25.6	83.4/31.2		62.5/14.6	70.9/13.2

**Key Stage 1 Groups**

% Expected/ Higher Standard	Reading			Writing			Maths		
	School '18	School '19	National '19	School '18	School '19	National '19	School '18	School '19	National '19
All	68.5/24.7	73.9/30.7	74.9/25.0	61.8/19.1	61.4/13.6	69.2/14.8	78.7/33.7	78.4/27.3	75.6/21.7
Disadvantaged	71.4/14.3	75.0/18.8	62.0/13.8	64.3/14.3	62.5/0.0	55.0/7.2	78.6/28.6	81.3/12.5	62.6/11.8
Other	68.0/26.7	73.6/33.3	78.2/27.9	61.3/20.0	61.1/16.7	72.8/16.6	78.7/34.7	77.8/30.6	78.9/24.2

Phonics	Year 1				Year 2			
	School 2018	School 2019	LA 2019	National 2019	School 2018	School 2019	LA 2019	National 2019
All	76.7	70.8	80.6	81.9	85.2	83.0	91.0	91.4
Disadvantaged	62.5	75.0	68.1	70.7	87.5	80.0	85.0	85.0
Other	79.7	70.6	83.8	84.4	84.9	83.6	92.9	93.2

**EYFS Groups**

% Expected Standard	GLD	ATP	All Goals	Prime Goals	C&L	PD	PSE	Spec. Goals	Lit.	Mat.	UTW	EAD
All	73.8	34.6	73.8	77.5	81.3	88.8	85.0	73.8	73.8	73.8	87.5	95.0
Disadvantaged	100.0	36.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Other	72.0	34.5	72.0	76.0	80.0	88.0	84.0	72.0	72.0	72.0	86.7	94.7

*"It's a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions." – Marc Rowland 2020*

2A. Quality Education for All						
<b>Barriers to learning these aims and activities to address:</b>						
Lack of consistency in Quality of Education, subject knowledge and confidence, workload and wellbeing						
<b>EEF research supports these aims as being the most effective at closing the gap.</b>						
Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Quality First Teaching	<ul style="list-style-type: none"> <li>Whole school CPD linked to SDP priorities</li> <li>PP Champion to ensure PP high profile with clear focus on monitoring and review (£5382.00 - 0.5 day a week)</li> <li>T &amp; L lead driving improvements within QFT (£10764.00 - 1 day a week)</li> <li>Whole school strategies and inclusive teaching that are focussed on the needs of the learners rather than the label (£3296.00 - 2 hrs a week)</li> <li>Bespoke mentoring and coaching (£8190.00 - 5 hrs a week)</li> <li>Staff well-being methods (£1394.25 - 1 hr a week)</li> <li>CPD on the effective use of TAs (£2520.00 - 3 hrs fortnightly)</li> <li>Sharing of good practice in house and across schools (1,560.00 - 2 hrs week)</li> <li>Participation in Achievement for All programme (£12,000.00)</li> <li>Right from the Start training from SEA (N/A - Inset hours)</li> </ul>	£ 45,000.00	EH	05/07/2021	<p>Whole school ethos, high expectations and collective ownership is clearly evident. Behaviour is positively managed by all staff.</p> <p>Surveys and low sickness absence rate of staff indicate staff retention and well-being is having a positive effect on the most disadvantaged. Improved absence rates of PP children - in line with attendance of all.</p> <p>External validation of senior/middle leaders reconfirms their judgements on the Quality of Education are accurate and improving (Term 2 - SLT, Term 4 - Core SLs, Term 6 - Foundation SLs)</p> <p>Curriculum lead driving subject leader development - subject leaders have confidence to carry out monitoring and plan/action further developments with clear evidence of improvement at end of year.</p> <p>Learning walks and lesson visits show that whole school strategies are being applied consistently across all classes. Where it is not, this is addressed swiftly. Triangulation of the monitoring of assessment, books and learning confirms that the quality of education is consistently good or better in all areas and in all subjects (Term 2 - 80%, Term 4 - 90%, Term 6 - 100%) with cycle of observation – support – revisit embedded. Where it is not, plans/actions are in place to evidence rapid improvement.</p> <p>Key performance outcomes are strong and evidence impact of work driving quality of teaching with evidence of accelerated learning, particularly for vulnerable groups</p> <p>The school is in a position to share own good practice with others.</p> <p>Data indicates that attainment gap between PP children and non-PP children is narrowing significantly. Even more importantly, PP children are making better progress than their peers so they don't just catch up, but indeed get ahead.</p> <p>Increased number of PP children achieve ARE and GD.</p>	A
Early Years intervention (+6mths)	<ul style="list-style-type: none"> <li>CPD for EY staff so enable them to fully support and extend their interaction with children and enrich their learning through play (£250 - CPD)</li> <li>NELI assessment for all EYFS children (provides a baseline from which to build (£1000.00 - 20 hrs cover for training, 32 hrs cover for assessment)</li> <li>Wellcomm assessment for all EYFS and Year 1 children (provides a baseline from which to build (£800.00 - 40 hrs cover for assessment)</li> <li>Bespoke planning of provision and teaching to address key areas of weakness within the ELGs identified through ongoing assessment (Within planned whole school CPD - Oracy/Metacognition)</li> <li>Bespoke resources to enhance provision areas identified above (£250.00)</li> <li>High quality CPD and resources on early phonics (Training/resources included within scheme purchased in 19/20 academic year)</li> <li>Parental engagement activities, eg. learning cafes or 'share a book time' (£200.00)</li> <li>Blended learning: eg. 'Live' or recorded online phonics and number lessons</li> <li>Visitors from a range of professions (depending on restrictions)</li> <li>EYFS end of year celebration</li> </ul>	£ 2,500.00	EH	05/07/2021	<p>NELI assessment shows progress for each child compared to initial baseline.</p> <p>Wellcomm assessment shows progress for each child compared to initial baseline.</p> <p>Reading age also shows improvement over the year. For those where their reading age is lower than their chronological age, the gap is closing.</p> <p>SENDCO is fully aware of those with significant needs with actions in place to address.</p> <p>Average points progress for PP children is greater than that of non-PP children. An increase in PP children achieve GLD.</p> <p>Monitoring activities show consistent approaches to assessing and teaching phonics across the school. PP pupils make at least expected progress in phonics.</p>	A

## 2A. Quality Education for All

### Barriers to learning these aims and activities to address:

Lack of consistency in Quality of Education, subject knowledge and confidence, workload and wellbeing

EEF research supports these aims as being the most effective at closing the gap.

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Meta-cognition, as well as building confidence and resilience (+8mths)	<ul style="list-style-type: none"> <li>CPD led by SLT</li> <li>Mental Health and Well-Being working party tried and tested strategies (£715.00 - 1 hr per fortnight MHWB Lead)</li> <li>Staff to undertake relevant research (£800.00 - 3hrs release time for CTs for research)</li> <li>Staff use evidence-based whole-class teaching interventions</li> <li>Monitor and review impact of CPD, research and practice (£420.00 - 10 hrs T&amp;L Lead)</li> <li>Introduction and/or embedding of 'learning powers'</li> <li>Peer reviews (if feasible to happen)</li> </ul>	£ 2,000.00	DM	05/07/2021	Learning walks and lesson visits show that strategies are being used to enhance learning consistently across the school. Pupils can set and review their own challenging, but realistic goals. By establishing clear processes before, during and after a task, pupils will have got into the habit of self-reflection. Pupils are able to reflect on what went well and what they would do differently next time.	A
Effective feedback (+8mths)	<ul style="list-style-type: none"> <li>CPD (£800.00)</li> <li>Working party tried and tested strategies</li> <li>PP children first ethos</li> <li>Staff use evidence-based strategies</li> <li>Share, monitor and review good practice</li> <li>Moderation of practice either within or across hub schools</li> <li>Policy update (£1656.00 - 1 day per term)</li> </ul>	£ 2,500.00	EH	05/07/2021	Learning walks and lesson visits show that strategies are being used to enhance learning consistently across the school. Data, book scrutiny, lesson visits and pupil voice indicate that feedback is effective at driving progress and raising standards. Revised policy, driving improvements, reflects changes made through research conducted/ participation in working party with findings shared with other Trust schools.	A
Collaborative learning and whole class response to strategies (+5mths)	<ul style="list-style-type: none"> <li>CPD (£400.00)</li> <li>Critical thinking strategies</li> <li>Staff use evidence-based strategies eg. Peer learning; think, pair share, self scaffolding, flat chat; 'I wonder...books' (£400.00 - resources)</li> <li>Share, monitor and review good practice</li> <li>Peer reviews (£1200.00 - 0.5 day per term cover and T&amp;L support)</li> </ul>	£ 2,000.00	EH	05/07/2021	Learning walks and lesson visits show that critical thinking strategies are being used to enhance learning consistently across the school. Data, book scrutiny, lesson visits and pupil voice indicate that feedback is effective at driving progress and raising standards. Medium term and weekly planning has clearly identified use of strategies. Learning walls, topic themed knowledge organisers and pupil's resources and subsequent work reflect use of strategies	A
Ensure curriculum meets needs of all pupils with pupils making progress in all aspects of the curriculum	<ul style="list-style-type: none"> <li>Whole school CPD linked to curriculum</li> <li>CPD linked to Recovery Curriculum (300.00)</li> <li>Bespoke training and coaching - subject leaders (£2000.00 - 1 day per term Curriculum Lead and SL release time)</li> <li>CPD linked to curriculum and curriculum monitoring (£1500.00)</li> <li>Sharing of good practice in house and across schools (£1394.25 - 1 hr a week)</li> <li>Participation in Mobilise (£2800.00 - Mobilise for 20/21 and 21/22)</li> </ul>	£ 8,000.00	KB	05/07/2021	Outcomes/progress in line with national average expected standard in SATs. PP pupils in line with all children nationally or the gap is at least closing. Evidence that PP children are making better progress than their peers so gap is starting to close. Key performance outcomes are strong and evidence impact of work driving quality of teaching with evidence of accelerated learning, particularly for vulnerable groups	A

## 2A. Quality Education for All

### Barriers to learning these aims and activities to address:

Lack of consistency in Quality of Education, subject knowledge and confidence, workload and wellbeing

EEF research supports these aims as being the most effective at closing the gap.

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Development of Early language and early reading	<ul style="list-style-type: none"> <li>CPD linked to Phonics for relevant staff</li> <li>((Training/resources included within scheme purchased in 19/20 academic year)</li> <li>Early language CPD</li> <li>Peer observations</li> <li>(£800.00 - 1 hr per week release time)</li> <li>Reading/language resources (e.g. Widgit)</li> <li>(£450.00 - Widgit)</li> <li>£1000.00 - Additional resources)</li> <li>CPD from Equate</li> <li>(£500.00 - cover for CPD included in English Hub offer)</li> <li>Participation in Oracy project with Voice 21</li> <li>(£1200.00 - Cost of programme)</li> <li>(£1392.00 - 1 day a short term Oracy Lead)</li> <li>(£625.00 - 1 day a long term Oracy Champion)</li> </ul>	£ 6,000.00	AC	05/07/2021	<p>Oracy assessment shows progress compared to initial baseline.</p> <p>Reading age also shows improvement over the year. For those where their reading age is lower than their chronological age, the gap is closing.</p> <p>SENDCO is fully aware of those with significant needs with actions in place to address.</p> <p>Average points progress for PP children is greater than that of non-PP children.</p> <p>Monitoring activities show consistent approaches to assessing and teaching phonics across the school. PP pupils make at least expected progress in phonics.</p>	A
Improve Writing outcomes across the school	<ul style="list-style-type: none"> <li>Whole school CPD linked to approach to Writing - 'Writing for a Purpose' (Within planned Inset)</li> <li>Resources to support development of Writing, including IT resources</li> <li>(£1200.00 - resources)</li> <li>Termly moderation activities linked to purpose</li> <li>(£600.00 - resources and time)</li> <li>Sharing of good practice in house</li> <li>(£1560.00 - 2 hrs per week)</li> <li>Termly English Cluster with Keystone TSA</li> <li>(£500.00 - Course costs/cover)</li> <li>Trust English Subject Leader Termly CPD</li> <li>(£1000.00 - Course costs/cover)</li> </ul>	£ 5,000.00	AC	05/07/2021	<p>Outcomes/progress in line with national average expected standard in SATs.</p> <p>PP pupils in line with all children nationally or the gap is at least closing.</p> <p>Evidence that PP children are making better progress than their peers so gap is starting to close.</p> <p>Consistently good or better teaching of writing will mean that children are able to write at length across the curriculum therefore improving their progress.</p> <p>In year tracking grids at end of year evidence clear impact for PP pupils in all year groups</p>	A
<b>Total projected spend on Quality Education for All</b>		£		73,000.00		

## 2B. Targeted Academic Support

### Small group or 121 tuition

(this is in addition to, not a replacement for, quality first teaching)

#### Barriers to learning these aims and activities address:

Engagement in intervention and home learning, including deprivation issues and language barriers resulting in lack of access/engagement.

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Blended learning	<ul style="list-style-type: none"> <li>Blended learning: eg. 'Live' or recorded online phonics and number lessons for targeted children (3000.00 - Release time within year groups to record sessions)</li> <li>Blended learning – 121/small group catch up tuition (3000.00 - Release time within year groups to deliver sessions)</li> <li>IT equipment to access home learning (replace net books and use current bank for remote learning where needed) (£9,000.00 - IT equipment and subsequent resources)</li> </ul>	£ 15,000.00	KB	05/07/2021	<p>SPCEDs has taken steps to further mitigate for the disadvantaged children in case of a further lock-down.</p> <p>Engagement with remote learning is high in all year groups and where there is not engagement, the school has removed barriers to overcome this.</p> <p>PP children have access to technology that allows them to catch up in their learning and not fall further behind.</p> <p>PP pupils in line with all children nationally or the gap is at least closing.</p> <p>Evidence that PP children are making better progress than their peers so gap is starting to close.</p>	A
Early Years intervention (+6mths)	<ul style="list-style-type: none"> <li>Bespoke planning of provision and teaching for specific groups of children/individuals according to their specific needs/gaps within ELGs (Within normal provision)</li> <li>Speech and language toolkit/screening - NELI/Wellcomm (Projected spend in 2A)</li> <li>Bespoke staffing, eg. speech and language specialist, SENCo, CTs/TAs/ trained in delivering interventions, EAL TA support (£500.00 - CPD/cover/release time to train others)</li> <li>CPD - NELI initial training (10 hours per staff member) (Projected spend in 2A)</li> <li>Intervention programme - NELI/Wellcomm (£750.00 - Release time within year groups to deliver sessions)</li> <li>Bespoke resources to support specific interests (£250.00 - Resources)</li> <li>Direct parental support - SENCo/SEMH TA (£500.00 - 1 hr a fortnight scheduled support)</li> <li>Blended learning – 121/small group catch up programmes (£750.00 - Release time within year groups to deliver sessions)</li> </ul>	£ 3,000.00	SB	05/07/2021	<p>NELI assessment shows progress for each child compared to initial baseline.</p> <p>Wellcomm assessment shows progress for each child compared to initial baseline.</p> <p>Reading age also shows improvement over the year. For those where their reading age is lower than their chronological age, the gap is closing.</p> <p>Average points progress for PP children is greater than that of non-PP children.</p> <p>An increase in PP children achieving GLD.</p>	A
Raise attainment in Maths (+5mths)	<ul style="list-style-type: none"> <li>Maths booster/homework club for PP children</li> <li>£4000.00 - Weekly before/after school sessions)</li> <li>121 tuition, inc. more able for accelerated learning - Third Space</li> <li>£4000.00 - Third Space 121 tuition</li> <li>Trust MathsSubject Leader Termly CPD (£500.00 - Course costs/cover)</li> <li>Evidence based Catch Up programme CPD - Number Sense (£1000.00 - Course costs/cover)</li> <li>Further CPD linked to development of Maths - EEF materials, Maths Mastery Work Group (£500.00 - Course costs/cover)</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></p> <p>KS2/3 version <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/</a></p>	£ 10,000.00	KR	05/07/2021	<p>Increased number of PP children achieve expected standard in SATs.</p> <p>Use of catch-up programme, including evidence based catch up programmes, demonstrates accelerated progress.</p> <p>PP pupils in line with all children nationally or the gap is at least closing.</p> <p>Evidence that PP children are making better progress than their peers so gap is starting to close.</p>	A

## 2B. Targeted Academic Support

### Small group or 121 tuition

(this is in addition to, not a replacement for, quality first teaching)

#### Barriers to learning these aims and activities address:

Engagement in intervention and home learning, including deprivation issues and language barriers resulting in lack of access/engagement.

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Improve reading understanding and reading for pleasure	<ul style="list-style-type: none"> <li>Additional phonics catch up intervention (£1000.00 - Release time for relevant staff)</li> <li>Reading booster/homework club for PP children (£4000.00 - Weekly before/after school sessions)</li> <li>Trial Lexplore with identifiedpupils/classes (£800.00 - Cost of programme/release time/time to implement intervention)</li> <li>Consolidate Herts reading project: reciprocal reading, echo reading and paired reading (£1200.00 - CT led intervention/release time within school day)</li> <li>Purchase of new, high quality, phonetically decodable books for early reading. Progression through the books mapped out within each colour band and new tracking sheets created to ensure accurate match of reading books to phonics stage. (£1000.00 - Resources)</li> <li>Purchase of additional reading material specifically fro Key Stage 2 pupils to promote love of reading, pupil engament through exciting and age appropriate texts (£600.00 - Resources)</li> <li>VIPERS strategies and resources (£200.00 - Resources)</li> <li>Additional 121 or small group reading – PP children a priority - including regular reading programme (£1200.00 - Regular reading sessions within school day)</li> </ul>	£ 10,000.00	AC	05/07/2021	<p>Increased number of PP children achieve expected standard in SATs.</p> <p>Use of catch-up programme, including evidence based catch up programmes, demonstrates accelerated progress.</p> <p>PP pupils in line with all children nationally or the gap is at least closing.</p> <p>Evidence that PP children are making better progress than their peers so gap is starting to close.</p> <p>Reading age also shows improvement over the year. For those where their reading age is lower than their chronological age, the gap is closing.</p>	A
Total projected spend on Academic Support		£		38,000.00		



## 2C. Wider strategies, including Mental Health and Well-Being

### Barriers to learning these aims and activities address:

Attendance and readiness to learn for the most disadvantaged pupils

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
PP Champion	<ul style="list-style-type: none"> <li>Pupil Premium Champion in place to drive the following: <ul style="list-style-type: none"> <li>- creating a robust plan/audit of resources to mitigate against any future lock-down;</li> <li>- monitoring PP practices throughout school;</li> <li>- evaluating impact of interventions;</li> <li>- evaluating impact of TAs;</li> <li>- carrying out research;</li> <li>- delivering staff training;</li> <li>- 121/small group pupil voice meets;</li> <li>- undertaking CPD;</li> <li>- analysing data</li> </ul> </li> </ul> <p>(£5382.00 - 0.5 day a week)</p>	£ 6,000.00	EH	05/07/2021	<p>SPCEDS has taken steps to further mitigate for the disadvantaged children in case of a further lock-down.</p> <p>PP Champion is able to confidently talk about the progress and proven strategies and impact of PP funding.</p> <p>PP Champion is able to lead by example and support other colleagues on improving their own practice.</p> <p>PP monitoring and evaluation clearly shows effective and consistent practice across school.</p>	A
Attendance	<ul style="list-style-type: none"> <li>Attendance Lead/Attendance Officer in place to drive the following: <ul style="list-style-type: none"> <li>- Ensuring ALL staff are proactive at eliminating poor attendance;</li> <li>- Attendance of and disseminating good practice from CPD;</li> <li>- Liaison with families re attendance;</li> <li>- Support with Early Help;</li> <li>- Attendance panel meetings providing support for families struggling with attendance;</li> <li>- Implementing support from LA EWO;</li> </ul> </li> </ul> <p>(£4095.00 - 0.5 day a week Attendance Lead) (£5000.00 - 2 hrs a day Attendance Officer) (£1000.00 - CPD/EWO Support/Resources from LA)</p> <p><a href="https://marymered.com/2020/06/11/meeting-the-challenge-of-school-refusal-post-lockdown/">https://marymered.com/2020/06/11/meeting-the-challenge-of-school-refusal-post-lockdown/</a></p>	£ 10,000.00	SB	05/07/2021	<p>Improve attendance of disadvantaged pupils to be in line with national average.</p> <p>Significantly reduce number of disadvantaged persistent absence.</p> <p>Improved absence rates of PP children - in line with attendance of all.</p>	A
Self-regulation and poverty-proofing: children made to feel the same not different (+8mths)	<ul style="list-style-type: none"> <li>Inclusion Lead to support inclusion across the school (£4095.00 - 0.5 day a week Inclusion Lead)</li> <li>EEF research on metacognition embedded (Within planned inset - CPD in October to introduce)</li> <li>Breakfast Club/After School Club (£1000.00 to allow access for PP pupils where required)</li> <li>Achievement for All programme supporting PP pupils to thrive socially, emotionally and academically (£7000.00 - AfA programme and release time for coaching etc.)</li> <li>Bespoke support for LAC child focussing on social and emotional development (£800 - 1 hr weekly support from SEMH TA)</li> <li>CPD (£600.00 - Further CPD for Inclusion Lead/SEMH TA. Disseminated to staff through planned CPD programme)</li> <li>Mental Health and Well-Being working party tried and tested strategies and support (£400.00 - Resources to support wellbeing)</li> <li>Intervention programmes (£1600 - 2 hrs weekly support from SEMH TA)</li> <li>Parental engagement activities (£500.00 - Activities/resources)</li> <li>Whole school awareness of poverty proofing, eg Christmas, holidays, lunch boxes, pencil cases, reading books, uniform (£2000.00 - Resources/Equipment as required)</li> </ul>	£ 18,000.00	SB	05/07/2021	<p>Boxall Profile data or other forms of SDQs show marked improvement in case studies.</p> <p>Analysis of behaviour logs shows that there are fewer PP children involved in incidents/needing time out.</p> <p>Reduction in behaviour incidents.</p> <p>Pupil voice indicates positive views on how bullying is dealt with; for behaviour and in attitudes to learning.</p> <p>PP children able to access support to deal with social and emotional difficulties, eliminating potential barriers to learning.</p> <p>All PP children have the required resources and opportunities to facilitate success at school and are not disadvantaged or made to feel different.</p>	A

## 2C. Wider strategies, including Mental Health and Well-Being

Barriers to learning these aims and activities address:

Attendance and readiness to learn for the most disadvantaged pupils

Main Strategy	Activities	Projected spend	Lead	Target date	Target/success criteria Outcome - to be completed during review (could be rag rated)	RAG rating R= little or no impact A= strategy in motion/ some impact available G= evidence of clear positive impact
Parental support	<ul style="list-style-type: none"> <li>Bespoke staffing - Inclusion Lead and DSL to liaise with families (£2000.00 - Weekly allocated time for liaison)</li> <li>Providing uniform/reminding parents of entitlement to free school uniform in every starter pack for those receiving FSM. (£500.00 - New starters uniform)</li> <li>Home learning/blended learning resources (£2500.00 - Home learning resources with technology also funded in 2B)</li> <li>Learning cafes (£400.00 - Resources/release time when able to do so)</li> <li>Non-threatening open day activities, eg. art or DT workshops (£400.00 - Resources/release time when able to do so)</li> <li>EYFS parent meetings early September (Undertaken outside of school day)</li> <li>Use of phone calls, Zoom or MSTEams to connect with harder to reach parents to openly discuss barriers (£200.00 - Resources as required)</li> </ul>	£ 6,000.00	EH/SB	05/07/2021	Evidence of increased parental engagement. Increased engagement with blended/home learning.	A
Access to real life and wider experiences.	<ul style="list-style-type: none"> <li>Visitors to school from a wide range of professions</li> <li>Subsidise visits to ...eg. universities, theatres, places of worship etc</li> <li>Subsidise residential trip</li> <li>After school clubs - paid clubs or Parish Pioneers provision (£2000.00 - Across all activities)</li> </ul>	£ 2,000.00	EH	05/07/2021	Pupil voice indicate a range of aspirations as a result of the experiences the children have been exposed to. Uptake of after school clubs attended by PP children	A
Nurturing talents and interests	<ul style="list-style-type: none"> <li>Music lessons</li> <li>Sport (although this might also be covered in the sports grant) (£1000.00 - Across all activities)</li> </ul>	£ 1,000.00	EH	05/07/2021	Uptake of PP children. Increased opportunities to activities otherwise inaccessible, e.g. music lessons	A
<b>Total projected spend on Wider Strategies</b>		£		43,000.00		

### 3A. COVID-19 CATCH-UP PREMIUM

The government has announced funding to support children and young people to catch up. This includes a one-off universal catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government have launched the National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

**Accountability:**

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Governors and Trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

NB: The majority of the strategies listed in 3B/C/D are already suggested in the EEF/Gov guidance but we would ask that schools really consider who is the best person to do deliver these strategies. For example, while a TA may be more readily available, a teacher delivering a catch-up programme is more likely to have the greatest impact on progress. Remember that the overriding principle from the evidence is that teaching assistants should be deployed in a way that supplements, not replaces, the teacher and Catch-up funding should not be spent to simply top up TA salaries.

#### Links to key documents to support school decision making:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Guide\\_to\\_supporting\\_school\\_planning\\_-\\_tiered\\_models.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Guide_to_supporting_school_planning_-_tiered_models.pdf)

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

<https://www.teachertoolkit.co.uk/2018/10/21/barack-rosenshine/>

<https://educationendowmentfoundation.org.uk/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Remote\\_Learning\\_Rapid\\_Evidence\\_Assessment.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf)

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

<https://educationendowmentfoundation.org.uk/tools/promising/>

<https://nationaltutoring.org.uk/ntp-tuition-partners>

<https://www.tfaforms.com/4848221>

<https://nationaltutoring.org.uk/ntp-academic-mentors>

<https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>

**SUCCESS CRITERIA:**

**December** – Majority of disadvantaged pupils/pupils identified for Catch Up are now working securely in the previous year group's expectations, including phonics where relevant

Majority of disadvantaged pupils/pupils identified for Catch Up in EYFS are at least working within 30-50 months

80% Quality of Education will be consistently good or better in all areas

**End February/Beginning of March** – Majority of disadvantaged pupils/pupils identified for Catch Up are now beginning to work within the current year group's expectations, including phonics where relevant

Majority of disadvantaged pupils/pupils identified for Catch Up in EYFS are at least working within 40-60 months

90% Quality of Education will be consistently good or better in all areas

**May/June** – Majority of disadvantaged pupils/pupils identified for Catch Up are securely working within their current year group's expectations, including phonics where relevant

Majority of disadvantaged pupils/pupils identified for Catch Up in EYFS achieve GLD

**July** – Maintain quality of teaching so that in Sept/Oct of the following year, disadvantaged pupils/pupils identified for Catch Up are working securely within the previous year and can move on quickly into the next year group's expectations

By July 2021 the Quality of Education will be consistently good or better in all areas (Term 2 - 80%, Term 4 - 90%, Term 6 - 100%)

By July 2021 key performance outcomes are strong and evidence impact of work driving quality of teaching with evidence of accelerated learning, particularly for disadvantaged pupils/pupils identified for Catch Up

Majority pupils, particularly disadvantaged pupils/pupils identified for Catch Up, make at least expected progress in Reading, Writing, Maths and Phonics from their starting points

**At each of the above milestones, the school can evidence that the gap between disadvantaged pupils and non-disadvantaged pupils is closing.**

**Where pupils are disadvantaged and SEND, the school can still evidence good progress, eg. through work scrutiny; meeting EHCP targets; data from intervention programmes.**

**Where schools have used funding to support social and emotional wellbeing, there is evidence that strategies used have been successful.** For example:

-reduced incidents of challenging behaviour

-increased attendance

-improved learning behaviour, such as a recognition of newly acquired resilience and independence

### 3B. COVID-19 CATCH-UP PREMIUM

#### HIGH QUALITY CPD

MAIN STRATEGY	PROJECT SPEND	LEAD	START DATE - END DATE
<p><b>1. High quality teaching for all.</b> Components of effective teaching based on Rosenshine's Principles:</p> <ul style="list-style-type: none"> <li>- explicit instruction</li> <li>- teacher modelling</li> <li>- scaffolding</li> <li>- flexible group</li> <li>- metacognition</li> <li>- developing resilience and independence</li> <li>- effective feedback</li> </ul> <p>Undertake CPD with staff to explore key educational research including Rosenshine's Principles of Instruction, exploring key principles, what do we already do, what could we improve and subsequent implementation and impact</p> <p>Introduce Guidance Report on Metacognition and Self Regulated Learning by EEF. Undertake CPD to explore teacher's beliefs in relation to the psychology and learning and effective strategies</p> <p>Undertake CPD in relation to Oracy to support development of talk and early language linked to curriculum drivers driven by Oracy Champion and supported by Oracy Lead/EAL/Early Language Lead</p> <p>Implement coaching culture with fortnightly cycle of coaching, supported by development of online professional portfolios, e.g. to share research and good practice. (£6000.00 - to include release time/resources/staff support)</p>	£ 6,000.00	EH	05/10/20 05/07/21
<p><b>2. Additional mentoring, support, CPD for early careers teachers</b></p> <p>Participation in ECF programme from Ambition.</p> <p>Weekly coaching sessions with mentors plus support with ECF Lead.</p> <p>Fortnightly coaching with T&amp;L Lead.</p> <p>Bespoke NQT programme of support through Keystone TSA/Additional CPD.</p> <p>Programme of support from T&amp;L Lead for RQTs. (£3000.00 to include release time/resources/staff support/CPD)</p>	£ 3,000.00	DM	05/10/20 05/07/21

<p><b>3. Bespoke CPD on Mental Health and Well-being</b></p> <p>MHWP CPD undertaken by all staff led by MHWP lead, including sessions for specific groups to support roles, e.g. SLT</p> <p>Development of Well Being Working Party to raise profile across school and all aware/onboard.</p> <p>Targeted support for identified staff, e.g. RQTs, re strategies supporting children with SEMH difficulties</p> <p>School or hub support from MHWP working party</p> <p>Mental Health First Aid course for SEMH HLTA</p> <p>Additional CPD to upskill Inclusion Lead/SEMH staff including supervision (£2000 - to include release time/resources/CPD)</p>	£ 2,000.00	SB	05/10/20 05/07/21
<p><b>5. Bespoke CPD for Teaching Assistants</b></p> <p>Training to deliver recognised and reputable intervention programmes, e.g. Number Sense</p> <p>Participation in the MITA project, delivered in house by T&amp;L Lead - fortnightly planned training focussed on cycle of support/training</p> <p>Further CPD on how to support children to develop resilience and independence</p> <p>Support in behaviour management in order to allow TAs to take whole classes for short periods while the teacher leads a group on intervention/catch-up sessions</p> <p>Additional CPD based on needs</p>	£ 1,000.00	EH	05/10/20 05/07/21
<p><b>6. SENDCO training to support children who may be disadvantaged and SEND</b></p> <p>Participation in Trust SEND pilot</p> <p>SLE/ELE Training as SEN specialist</p> <p>Additional CPD as required</p>	£ 1,000.00	SB	05/10/20 05/07/21

<b>7. CPD bespoke for the Early Years, eg:</b>  Undertake CPD to support development of early language, including NELI, Oracy and use of Widget as resource	£ 1,000.00	SLT	05/10/20 05/07/21
<b>8. Curriculum design and planning</b>  CPD for Curriculum Lead re curriculum review and catch up, then disseminated to staff  Bespoke cycle of support for subject leaders led by Curriculum Lead  Recovery Curriculum Training linked to identified needs	£ 1,000.00	KB	05/10/20 05/07/21
<b>9. CPD linked to effective use of technology:</b> <ul style="list-style-type: none"> <li>- curriculum provision for remote learning</li> <li>- remote learning that includes the elements of effective teaching (listed in section 1.)</li> <li>- in case of planned or unplanned full or partial school closure</li> <li>- to support 121/small group remote tuition</li> </ul> SLT undertake CPD in relation to remote learning including DfE and Ed Tech webinars  Writing for a Purpose CPD with Mr P supporting online curriculum delivery  Curriculum session undertaken focussed on blended learning model with same learning undertaken at home/school. Staff meeting undertaken in relation to Remote Learning Plan, tiers of support and other relevant documentation. MS Teams training delivered to all teaching staff with further training accessible via Ark. Further sessions planned linked to other resources, e.g. Microsoft Sway.  Coaching sessions addressing identified specific needs in relation to remote learning  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf</a> <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/</a> <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/">https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</a>	£ 1,000.00	SLT	05/10/20 11/121
<b>Total projected spend on CPD/Quality First Teaching</b>	£ 16,000.00		

### 3C. COVID-19 CATCH-UP PREMIUM

#### TARGETED SUPPORT

MAIN STRATEGY	PROJECT SPEND	LEAD	START DATE - END DATE
<b>1. 121 Tuition.</b>  Third Space Maths Intervention programme focussed on closing gaps in learning based on diagnostic assessment and weekly input (£4000.00)  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli">https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#neli</a> <a href="https://nationaltutoring.org.uk/ntp-tuition-partners">https://nationaltutoring.org.uk/ntp-tuition-partners</a> <a href="https://www.tfaforms.com/4848221">https://www.tfaforms.com/4848221</a>	£ 4,000.00	KR	14/09/20 12/07/21
online			
(Nat.) Tuition Partner (NTP)			
<b>2. Small Group Tuition.</b>  Year 6 - Small group tuition in Reading and Maths, before and after school, 4 groups weekly (£2250.00 - 3 hrs (45 minute sessions, 2 Reading and 2 Maths) per week October to June)  Year 5 - Small group tuition in Reading and Maths, after school, 3 groups weekly. 3 additional groups within school day - CT led (£1687.50 - 2 hrs 15 minutes (45 minute sessions covering Reading and Maths) per week October to June)  Year 4 - Small group tuition in Reading and Maths, after school, 3 groups weekly. 3 additional groups within school day - CT led (£1406.25 - 2 hrs 15 minutes (45 minute sessions covering Reading and Maths) per week January to July)  Year 3 - Small group tuition in Reading and Maths, after school, 2 groups weekly. 2 additional groups within school day - CT led (£937.50 - 1 hr 30 mins (45 minute sessions covering Reading and Maths) per week January to July)  Year 2 - Small group tuition in Reading and Maths, before and after school, 6 groups weekly (£2250.00 - 3 hrs (30 minute sessions, 3 Reading and 2 Maths) per week October to June)  Year 1 - Small group tuition within school day - CT and TA led	£ 9,000.00	EH	02/11/20 12/07/21
face to face			
teacher already on sch payroll			
<b>3. Additional mentoring, support, CPD for early careers teachers</b>  (As per 3B including projected spend)		DM	05/10/20 05/07/21



<b>4. Creating a language rich environment in the Early Years and bespoke small group support within it.</b>  Small group interventions (based on NELI/Wellcomm assessments) - CT led (£1000.00 - 4 hrs per week)	£ 1,000.00	AC	02/11/20 05/07/21
<b>6. Interventions that support social/emotional needs</b>  SEMH interventions (in addition to current model) specifically focussed on SEMH needs of pupils falling behind led by SEMH HLTA (£2000.00 - 5 hrs per week for 20 weeks)	£ 2,000.00	SB	02/11/20 02/04/21
<b>7. Bespoke needs for children who are both disadvantaged and SEND</b>  Small group interventions (Year 2 - Year 6) for identified pupils focussed on basic skills - TA led (£2000.00 - 5 groups weekly, 1 hrs per week for 20 weeks)	£ 2,000.00	EH/SB	02/11/20 02/04/21
<b>Total projected spend on CPD/Quality First Teaching</b>	£ 18,000.00		

### 3D. COVID-19 CATCH-UP PREMIUM

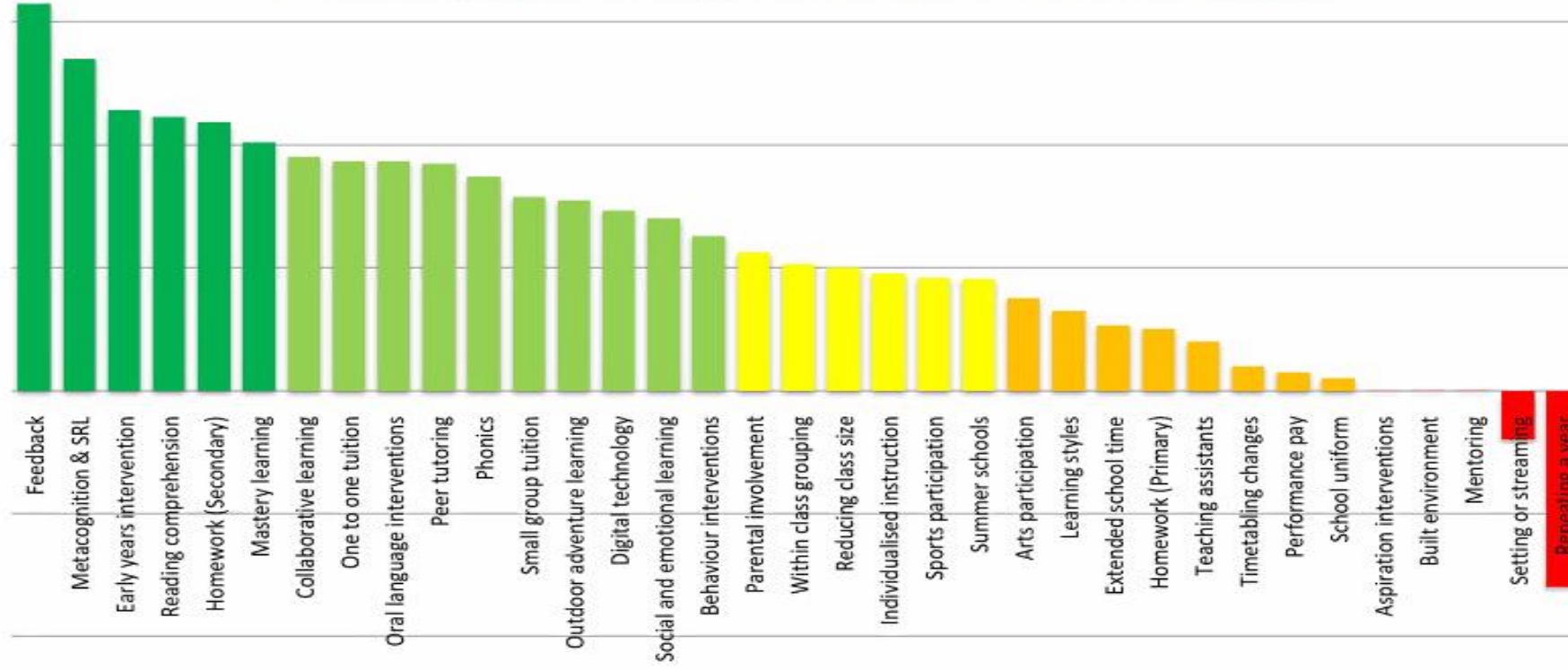
#### WIDER STRATEGIES

MAIN STRATEGY	PROJECT SPEND	LEAD	START DATE - END DATE
<b>1. Working with families, eg:</b> <ul style="list-style-type: none"> <li>- to address low attendance</li> <li>- increase engagement</li> </ul> <p>Undertaken within our current attendance offer allowing some funding for additional hours, e.g. for translation of materials, EAL support at meetings or resources to support attendance (£500.00 - staffing/resources)</p>	£ 500.00	SLT	05/10/20 05/07/21
<b>2. Making technology accessible by providing devices eg.</b> <ul style="list-style-type: none"> <li>- for online 121 tuition</li> <li>- improving school-based resources for remote learning</li> </ul> <p>Purchase bank of 15 iPads to enhance current provision (3 banks purchased previous academic year) (£4500.00 - Resources)</p>	£ 4,500.00	JW	05/10/20 11/12/20
<b>3. Access to out of hours activities</b> <p>Paid clubs or Parish Pioneers provision (£1000.00 - Funding of places)</p>	£ 1,000.00	JW	05/10/20 05/07/21
<b>4. Other</b> <p>Additional resources, e.g. Maths, to provide individual equipment/concrete resources for pupils including those self isolating (£1000.00 - Resources)</p>	£ 1,000.00	KR	05/10/20 11/12/20
<b>Total projected spend on CPD/Quality First Teaching</b>	£ 7,000.00		

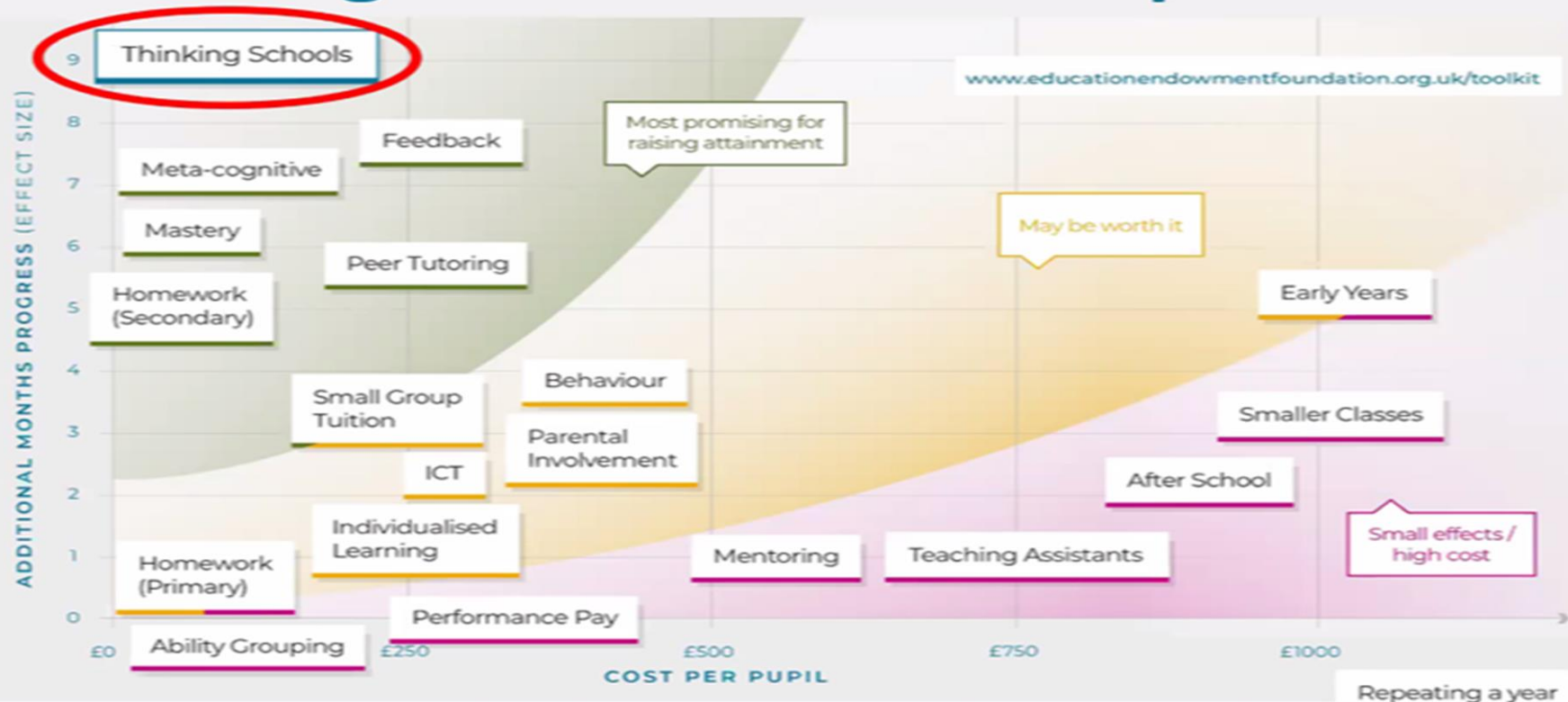
Staffing costs, e.g. TA top up		Total projected spending	£ 154,000.00	Variance +/-	-£ 154,000.00
<b>Catch-Up Premium Funding</b>		£80 per pupil taken from October census		3 Installments: Autumn, Early Spring, Summer.	
Quality First Teaching/CPD	£ 16,000.00	Targeted Support	£ 18,000.00	Wider Strategies	£ 7,000.00
<b>Catch-Up Premium Funding given in total</b>	£ 41,200.00	Total projected catch-up premium spending	£ 41,000.00	Variance +/-	£ -

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring coaching culture valued by all with sessions undertaken without interruption</p> <p>Ensuring consistency of approach resulting in good practice in all classrooms</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>HLTA support within each Year Group</p> <p>Time built into current timetables for coaching</p> <p>Group discussions/conferences in place re QoE and subsequent monitoring allowing sharing of good practice and strategies for improving practice</p>
Targeted support	<p>Ensuring sufficient release time for PP Champion to train/coach staff and monitor impact</p> <p>Ensuring interventions are undertaken as planned and Pupils not attending before/after school intervention as recommended</p> <p>Access to curriculum/intervention as a result of language barriers (potentially both parent and child)</p> <p>Attendance, particularly in relation to over anxious parents given current circumstances and pupils then missing greater proportion of school</p>	<p>PP Champion diarising planned activities to ensure training/coaching/support undertaken as per plan</p> <p>Class timetables/provision maps updated to include any planned intervention with</p> <p>Engagement of parents/carers to encourage attendance. Use of alternative strategies including use of MS Teams, where physical issues apply, for example parents/carers working hours</p> <p>Use of additional resources to support, e.g. Widget. Use of EAL TAs to support</p> <p>Attendance Action Plan in place with clear actions to address and respond to identified needs. Use of MS Teams to address attendance concerns/undertake attendance meetings</p>
Wider strategies	Engaging the families facing most challenges	<p>Newly appointed Inclusion Lead to be first point of contact and to also continue to liaise effectively with outside agencies</p> <p>SLT have identified children who may be most at risk, so proactive strategies can be planned before return to school</p> <p>Resources in place to support, including technology where relevant, e.g in case of self isolation</p>

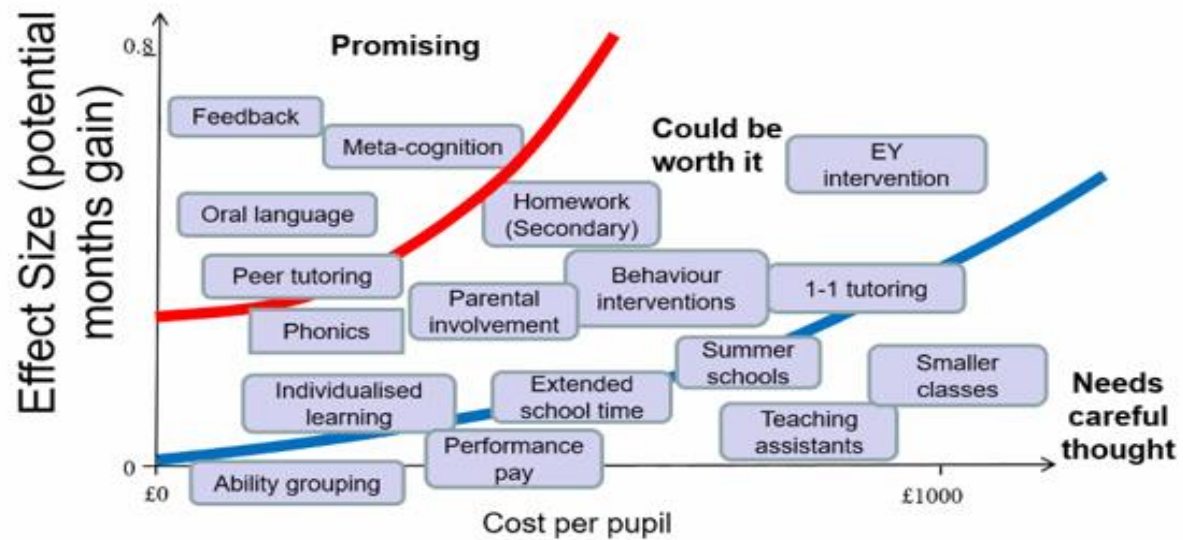
## Ranking of Effects in the Toolkit



# Thinking Schools: Cost 'v' Impact



# Overview of value for money



**Barriers might include the following, as found in DfE research: School cultures and practices: supporting the attainment of disadvantaged pupils**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730628/London\\_Effect\\_Qual\\_Research - Research Report FINAL v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)

- QFT (Quality First Teaching if not already secure and consistent)
- Early Help and safeguarding needs
- Attendance particularly persistent absence
- Mobile pupils
- Parental engagement
- SEND combined with Pupil Premium needs
- Social and emotional needs, resilience
- Early Literacy, speech and language (EYs),

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=294&t=Teaching%20and%20Learning%20Toolkit&e=294&s=>

- Phonics (Y1) Reading engagement, experience of writing, reading fluency, parental support(KS1&2), literacy skills (KS3 &4)
- Readiness for learning, learning behaviours, behaviour
- Wider 'life' experiences, aspirations, life skills,
- Low starting points