



Catch-up Pupil Premium Plan 2021-2022

Summary information		
School	Lighthorne Heath Primary School	
Total number of pupils	20	<p>Covid Catch-up Premium £3,600 (£80 per pupil) <i>Summer holidays multi-sports</i> <i>Summer holidays and 1:1 / small group tuition</i> CPD <i>Drawing & Talking; Book-making INSET; EYFS & KS1 The New Reading Framework; CLPE Reading training; CLPE Reading training.</i> Resources <i>Luis & Sofia Spanish resources & dual language books</i> Subscriptions <i>C.L.P.E. Power of Reading; Espresso; FFT; Sing-Up; Kapow Music; Primary Quality Mark; EAL QM; R.E. QM; Cornerstones Maestro; Floppy's Phonics; Times Table Rock Stars; History Association</i></p> <ul style="list-style-type: none"> • Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance. • While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. • To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.
		<p>Recovery Premium £2,900 (£145 per pupil) CPD <i>BR@P; Floppy's Phonics online cpd; Debbie Hepplewhite Phonics International cpd; Boosting Reading at Primary BR@P training</i> Additional T.A. Support <i>S.C. September-December 2 x days per week</i></p> <p>support the quality of teaching, such as staff professional development provide targeted academic support, such as tutoring deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support Like the pupil premium, schools can: spend the recovery premium on a wider cohort of pupils than those who attract the funding direct recovery premium spending where they think the need is greatest</p>
		<p>School-led Tutoring Programme (part of National Tutoring Programme) £2,227.50 <i>September 2021 – July 2022 S.S. 0.4</i></p> <p>Funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium, per school. 75% of the cost is subsidised in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium. New route to offer a more localised approach to tutoring by giving schools direct funding to source their own tutors. This will enable schools to use internal or external capacity to meet the diverse needs of their pupils. Some schools might choose to use teachers or teaching assistants who are more familiar with their pupils to deliver tutoring, whilst others might choose to buy in local tutoring provision.</p>

			<p>The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education.</p> <p>All eligible schools will be required to identify pupils in receipt of School-Led Tutoring in their School Census return. The School Census is a statutory data collection and collects data termly over the course of the academic year. The census dates are as follows: • autumn census - 07 October 2021 • spring census - 20 January 2022 • summer census - 19 May 2022</p>
		Pupil Premium £26,900	

Rationale Statement for Lighthorne Heath Primary School Catch-up Strategy

Leaders are committed in ensuring catch-up funding is used effectively to make the greatest difference to children's outcomes after the Covid-19 lock down. Leaders recognise that inevitably there will have been an impact on all of our pupils, regardless of age, academic ability or social background. During the national closures all pupils had access to online learning through the school's website and the we-learn platform. In addition, some of our families who had limited or no access to technology, received paper packs of lessons and activities suitable for their age group. Throughout the lockdown there was a high level of engagement from the vast majority of children and families. Lighthorne Heath remained open for the children of key workers and vulnerable pupils. During the Summer holidays in 2020, the school's Covid catch-up funding was used to offer one-to-one tuition, led by class teachers. Additionally, there were opportunities for children to socialise with one another again through participation in multi-sports Summer holiday clubs and Forest School sessions (every child in school was invited to take part, with good attendance).

Although we were able to continue with curriculum coverage throughout the lockdown, it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch-up strategy at Lighthorne Heath is to raise the attainment of all pupils to close the gap created by Covid-19 school closure.

Teachers gathered assessment information during the first few weeks of September. This baseline information has been used to structure interventions across all children, addressing any gaps in learning and gaps in coverage, with a particular focus on mathematics, phonics and reading in KS1 and early language skills in EYFS.

Monitoring and Measuring the Impact of the Catch-up and Pupil Premium Funding

The in-year planning of targeted interventions (based on evaluation of impact) is determined in a similar way to how Pupil Premium funding is driven. This is through the analysis of pupil level data and pupil progress review meetings which take place at least termly, or more frequently where required for particular individuals, cohorts or interventions.

All parents and carers have been informed of their children's achievement through termly online meetings on Microsoft Teams were informed of Autumn assessment information early in the Autumn term through consultations. The next assessment drop will take place towards the end of the Autumn term. Decisions about which pupils should be subject to which interventions or additional support are made dynamically, according to need, and always on the basis of evidence. Underachieving pupils are identified, as well as those pupils who require additional input to achieve higher levels if they are not on track to make expected or better progress.

We expect all pupils to achieve highly and to make at least good or better progress from their starting points. Those children whose progress has slowed as a result of Covid-19 will be targeted for additional support. High ability pupils will be targeted through additional challenge so attainment outcomes will be at least in-line with or better than the GD national average figures at the end of key stage 2.

All pupils are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives and broaden their views, and equips them with life skills. Any child who we feel requires additional support pastorally or socially as a result of Covid-19 will be targeted for additional support.

Transition in the Autumn term 2021 and the re-set of children's mental health and wellbeing will be a focus throughout the Autumn term for whole cohorts.

Barriers to future attainment

Academic barriers

A.	Children's limited language and levels of oracy on entry to school in EYFS
B.	Securing basic skills in writing particularly with grammar, sentence composition, handwriting and spelling
C.	Gaps in early reading, phonics, writing and maths
D.	Poor social, emotional and mental health

Intended outcomes

A.	At the end of key stage 1 and 2, 100% of disadvantaged pupils without SEND meeting ARE in writing, reading and maths
B.	Attainment in reading and mathematics at the end of KS2 and sustain the high proportions of pupils achieving GDS in RWM
C.	Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid-19
D.	Attainment for all children is at least in line with national data for GLD and KS1

Planned expenditure			Budget:		
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?
Staff to deliver additional phonic teaching for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term in Year 1. Phonics to be delivered through interventions in Year 3 for those children who didn't retake the phonics screen in Year 2.	Phonic screen checks in Year 2 and Year 1 to be comparable to national outcomes.	Phonic teaching can give up to 4 months impact (EEF Toolkit).	Phonic data reports	RH, JM, KH, SS	End of each half term to adjust intervention groups according to findings. Phonics data gathered every 4 weeks.
Daily phonic interventions in Year 1 and Year 2 facilitated through the use of additional TA time.	All children to repeat phases in Year 1. All children to increase their phonic score at each assessment drop.	Phonic teaching can give up to 4 months impact (EEF Toolkit).	Intervention data		Phonics data collected every 4 weeks Year 2 Phonics Screening Check November 2021 Year 1 Phonics Screening Check Summer 2022
Pre-teaching and post-teaching intervention 1:1 and small groups planned and delivered across every class by class teachers based on formative assessment. Pupil progress meetings in Autumn 2 to evaluate children not on track for ARE. Use of FFT data to support target-setting.	Attainment for pupils in line with national for Reading, Writing and Mathematics	Intervention groups reflected in the Provision Map and measured for progress. Small group tuition can give up to 4 months impact (EEF Toolkit).	SENDCOs to monitor efficacy of interventions through observations and scrutiny of intervention records and data. Pupil interviews.	JM, JW	Termly
EYFS staff to attend NELI training (Nuffield Early Language Intervention) and deliver programme in small group and individual sessions over 20 weeks in order to improve children's language and early literacy skills	All secure in the understanding of early oracy and literacy, communication skills.	EEF study of the NELI programme found that it increased the language skills of 4-5-year-olds by an additional 3 months. Oral language interventions can give up to 5 months impact (EEF Toolkit).	Monitor impact of programme through observations, assessment scores.	RH, JM, JW	Autumn term

	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?
	<p>Teaching Assistants to receive refresher training on BR@P intervention, and new TAs to receive full training. All Y2-Y6 TAs to deliver BR@P as a regular intervention.</p> <p>BR@P is a 10 week intervention programme delivered one-to-one, by a trained adult 3 times per week. Each session lasts 15 minutes and includes:</p> <ul style="list-style-type: none"> • Practising independent reading skills on familiar texts • Ongoing assessment • Working on unfamiliar text with support, leading to independence and understanding 	<p>Boosting Reading @ Primary (BR@P) is designed to improve the use of reading strategies and develop understanding; it enables children to become successful, independent readers who read with enjoyment. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds Providing training to the staff that deliver small group support is likely to increase impact</p>	<p>Boosting Reading @ Primary is recognised as an effective intervention by the European Centre for Reading Recovery at the Institute of Education, University of London, and is included in Every Child a Reader. Standardised test scores report an average gain of 6-9 months in reading age. Qualitative gains include improvement in pupils' independence, confidence, and enjoyment of reading.</p>	<p>SENDCO and English Leader to monitor efficacy of interventions through observations and scrutiny of intervention records and data</p>	<p>RH, LC, JM, JW – leads All TAs running intervention</p>	<p>Implementation reviewed January 2022 as part of SENDCo monitoring Refresher training booked with Michelle Deeming March 2022</p>
	<p>Introduction of KS2 Reading Passports and promotion of reading at home activities to incentivise children and families, including Super Star Readers reading suitcase.</p>	<p>All children to be reading regularly for pleasure</p>		<p>Reading sack winners nominated by class teachers based on number of home-reading sessions. English Lead publishes photographs / winners on school newsletters.</p>	<p>RH, LC – Leads All CTs</p>	<p>English Lead monitoring pupils' reading diaries December 2021 February 2022</p>

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<p>Reading Recovery National one-to-one catch-up programme by a specialist teacher for up to 20 weeks of daily, half-hour lessons. Reading Recovery pedagogy will be combined with Collaborative learning techniques and Phonics activities to develop reading skills. Regional Reading Recovery on-going professional development for the specialist teacher</p>	<p>Activities which are carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge and improve comprehension and fluency.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. (EEF Toolkit)</p>	<p>Tracking data Coaching & observations by Reading Recovery Teacher Leader</p>	<p>DN Michele Deeming – Leicester City Council</p>	<p>Termly</p>
<p>Investment in a range of high-quality, evidence-based CPD opportunities, including:</p> <ul style="list-style-type: none"> • C.L.P.E. An Introduction to Phonics and Early Reading for KS2 (JL & LR) • C.L.P.E. Understanding the Reading Journey: Planning for Progression in Years 5-6 (JE, CB, JVS, KG, CC) • C.L.P.E. Understanding the Reading Journey: Planning for Progression in Years 3-4 (JL, LR, KC, RK, SM, KH) • C.L.P.E. Understanding the Reading Journey: Planning for Progression in Years 1-2 (EL, CD, RK, CP) • C.L.P.E. English Subject Leader (LC, RH, JW) • C.L.P.E. The Power of a Rich 	<p>Teachers have the necessary skills and knowledge to respond to deliver quality first teaching of reading and understanding of the Simple View of Reading</p>	<p>Quality-first teaching. Research conducted by the C.L.P.E.</p>	<p>CPD reflections</p>	<p>LC & RH – Leads JW & CG All class teachers</p>	<p>CPD programme revised at end of each half term. CPD reflection logs for all staff.</p>

	<p>Reading Classroom - Reflecting Realities Nurturing Reader Identity (RK, JE, RH, JW)</p> <ul style="list-style-type: none"> • C.L.P.E. An Introduction to Meeting the Needs of Children with English as an Additional Language (RK, CG, JW, JE) • C.L.P.E. Planning a Text Based Curriculum in Years 1 and 2 (JL, SE, KH, CP) • C.L.P.E. Planning a Text Based Curriculum in Years 1 and 2 (JL, SE, EL, CP, RK, SS, KH) • C.L.P.E. Planning a Text Based Curriculum in Years 3 and 4 (JL, LR, RK, SM) • C.L.P.E. Planning a Text Based Curriculum in Years 5 and 6 (JvS, KG, CB, JE, LC, CG, JW, CC) • E.E.F. Use of Metacognitive Strategies (all) • C.L.P.E. Power of Pictures (RH, JW, disseminated to all staff) • Paul Johnson's INSET on using book-making to raise attainment in writing (all staff) 					
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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?
<p>Maths mastery – Power Maths</p> <p>In mastery learning, learning outcomes will be kept constant but the time needed for pupils to become proficient or competent at these objectives will be varied. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests before moving on to new material.</p>	<p>All pupils to achieve deep understanding and competence in the relevant mathematics topic. Teaching for mastery will be characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Toolkit)</p>	<p>Regular monitoring – lesson observations, work scrutiny, assessment data</p>	<p>JVS - Lead</p>	<p>Termly</p>
<p>Any pupils who do not achieve mathematics mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>Pre-teaching and post-teaching strategies used as part of quality first teaching. Power of 2 / Plus 1 maths daily interventionsupport to be used for KS 2 children who have missed basic skill development, identify these through formative assessment and tracking data.</p>	<p>All pupils to achieve deep understanding and competence in the relevant mathematics topic.</p> <p>Teaching for mastery will be characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p> <p>Homework has a positive impact on average (+ 5 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (EEF Toolkit)</p>	<p>Pupil Progress review meetings</p> <p>Monitoring of interventions</p> <p>Lesson observations</p>	<p>JVS – Lead</p> <p>KP – SENDCo</p> <p>CG – AHT</p> <p>All CTs and TAs</p>	<p>Termly</p>

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?
<p>Maths Hub CPD: Specialist Knowledge for Teaching Mathematics (SKTM) Early Career Teacher Group</p>	<p>SKTM for ECT: support for primary teachers in first two years of teaching in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom. Teachers will: plan and teach a carefully sequenced and coherent area of maths appreciate the key ideas underpinning the area of maths being taught understand key principles and approaches associated with teaching for mastery understand approaches to assess pupils' prior learning, so that learning sequences take this into account make appropriate use of representations to expose the structure of the maths being taught.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Toolkit)</p>	<p>Monitor ECT attendance at CPD and implementation through coaching from Maths Lead and monitoring activities</p>	<p>JE</p>	<p>Termly review meetings with Maths Hub Lead Teacher (Mark Williams), JVS, RM & JW</p>
<p>Sustaining Mastery Work Group (SPS) Mastering Number Work Group (LHPS)</p>	<p>Teachers will: develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community. Develop a secure</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Toolkit)</p>	<p>Monitor teachers' attendance at CPD and implementation through coaching from Maths Lead and monitoring activities</p>	<p>RM & RH</p>	<p>Termly review meetings with Maths Hub Lead Teacher (Mark Williams), JVS, RM & JW</p>

		understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1. Develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children. Develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures.				
	NECTM Professional Development (PD) Lead and Accreditation Programme	Participants will: Develop knowledge of models of CPD for maths teachers. Consider the themes and issues in teaching maths, and the implications of these in supporting other teachers. Design a professional development programme, deliver it, and evaluate it. Develop relationships with senior leaders to support a sustainable culture of maths CPD. Increase their own subject knowledge and professional practice.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Toolkit)	SLT meetings with Maths Lead Monitoring activities	RM, JVS	Termly review meetings with Maths Hub Lead Teacher (Mark Williams)

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?
Use of TT Rock Stars to plug any multiplication skill gaps in Year 5.	Year 4 Times Table check to be inline with national outcomes. Gaps in Times Tables plugged in Year 5 children.			RM, JVS – Lead RK, SM, CC	TT Rock Stars data - looked at half termly. Maths impact reporting. Class plans.
Individual and small group tutoring One teacher with one to five pupils together in a group.	This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF Toolkit)			

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?
Pupil well-being - River Bear Yoga - Drawing & Taking - Emotion Coaching CPD	To provide early intervention mental health support. To support low level (low intensity) mental health needs such as low mood, anxiety & phobias through short term pieces of work.		Half-termly SEMH review meetings with well-being team.	JL – P.E. Lead JW – Senior Mental Health Lead	Half-termly SEMH review meetings JW, CG, LC, JM, KP, TF, VD-G Monitoring of RBY as part of P.E. monitoring, led by JL
Education Mental Health Practitioners through School Mental Health Team (MHST) To provide early intervention mental health support. To support children, young people and their families to achieve positive mental wellbeing. To offer short term support to children who are experiencing symptoms of mild to moderate (low intensity) mental health difficulties. This might include anxiety (for example; separation anxiety, panic, some lower impact obsessions and compulsions, phobias, generalised anxiety (worry and social worries) and low mood. To offer some support for difficulties that might require a more intensive approach and to signpost to other services.	Parent/Carer Work: 6-8 sessions (usually up to an hour each) using a blended approach, using video platforms, telephone work and face to face sessions to teach parents/carers 'therapist skills'. Parents/carers work either in a group setting or as a 1:1 or 2:1. Whole School Approach: staff training, classroom workshops and help to develop a whole school approach, to include the school community and all aspects of school life. Individual low intensity cognitive behavioural therapy: using a guided self-help approach, together with the young person, make a 'toolbox' of strategies which equips the young person with skills to build their emotional resilience. Encourage young people to reflect on and adapt thinking patterns and behaviours that may be contributing to their difficulties. Help them identify healthy coping mechanisms which support them to feel more empowered. Usually offer between 6 – 8 x 1:1 sessions. Individual high intensity cognitive behavioural therapy: a higher number of treatment sessions enabling therapy with a greater level of detail and complexity. High intensity therapists work with the anxiety disorders previously referenced, in addition to Obsessive Compulsive Disorder (OCD), Social Anxiety, Post Traumatic Stress Disorder (PTSD) and Health Anxiety.	Currently in the Trailblazer stage, our school is part of the first wave of this national project and so is part of learning how this will work in practice. Research shows that if parents/carers are taught the skills to work with their children, they bring the expertise in terms of knowing what is likely to work, what may be more challenging and how to best communicate, for the best outcomes. Whole school approach aims to promote resilience, problem solving and develop coping strategies to support good mental health.	Education Mental Health Practitioners (EMHPs) are part of the government's Mental Health Support Team's (MHST) plans for schools to provide early intervention mental health support. Through assessments, evidence based (proven to work) individual & group pupil work, shared decision making with pupils, family parenting groups, onward signposting to more specialist teams and whole school projects.	LC, CG, JM – Mental Health Leads JW – senior Mental Health Lead	Termly reviews with Victoria McKean, SMHT

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?
Junior Leadership Mental Health Ambassadors				JW – senior Mental Health Lead	Termly reviews against objectives in Mental Health Action Plan
<p>Therapeutic, cross-curricular Arts Project for all children in Y2 and additional targeted support for Y2 pupils, led by Artist-in-Residence and Counsellor.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Research summarises the impact of arts participation on academic outcomes. Arts engagement is valuable in and of itself.</p>	<p>Collaborative learning: Art project asks will be designed carefully so that working together is effective and efficient, and enable pupils to participate. All pupils will be encouraged to talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p>	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. (EEF Toolkit)</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p>	<p>Interviews with external professionals delivering the project and Y2 class teachers</p> <p>Pupil interviews to reflect on process and outcomes</p>	<p>JW – Lead</p> <p>RK, CP – Y2 class teachers</p>	<p>December 2021 on completion of the project and installation of works - JW</p>
<p>Staff well-being</p> <ul style="list-style-type: none"> - Regular well-being events planned for the school community, in line with school ethos and values of UNICEF Gold Rights Respecting School - Refresh Mental Health First Aiders training for staff trained over 3 years ago - Staff well-being survey / meetings - Workload survey 	<p>Social, emotional and mental health needs of children and staff are met and school is a safe place for all</p>	<p>Support given focusing on social, emotional and mental health learning can give moderate impact with moderate costs with + 4 months progress (EEF Toolkit)</p>	<p>Monitor action plan</p> <p>Staff wellbeing surveys</p> <p>SMH pupil wellbeing surveys</p> <p>Boxall Profiles</p>	<p>LC, CG, JM & JW</p> <p>Mental Health first Aiders</p>	<p>Termly (December, March and June)</p>

	<ul style="list-style-type: none">- Completion of mental health action plan- Advanced Drawing and Talking training to build delivery capacity					
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Monitoring and Measuring the Impact of the Pupil Premium

The in-year planning of targeted interventions (based on evaluation of impact) is driven by pupil level data and pupil progress review meetings which take place at least termly, or more frequently where required (e.g. Year 2 & Year 6), for particular individuals, cohorts or interventions. Decisions about which pupils should be subject to which interventions or additional support are made dynamically, according to need, and always on the basis of evidence. Underachieving pupils are identified, as well as those pupils who may benefit from additional input to achieve higher levels. This utilises both assessment information, which is generated by the intervention itself, as well as assessments of pupils' progress through the school's assessment system.

In measuring the impact of interventions and strategies funded through the pupil premium, we always give due regard to the following basic expectations for the achievement and progress of disadvantaged (and other underachieving) pupils at our school:

- We expect all pupils to achieve highly and to make at least good or better progress from their starting points.
- Disadvantaged pupils are expected to make similar or better progress over time when compared with other pupils across the school (and, where data is available, when compared with other pupils nationally).
- High ability disadvantaged pupils are targeted for attainment outcomes so that they achieve at least in-line with or better than the national average attainment at the end of Key Stage 2. In the majority of year groups, the attainment of disadvantaged pupils is lower; challenging progress and attainment targets should be set so that the gap is closed over time.
- All pupils, including disadvantaged pupils, are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives and broaden their views, and equips them with life skills.

Areas of Support 2020-2021	Details / Examples of Support	Success Criteria Met	Impact
Mental health, social and emotional difficulties	<ul style="list-style-type: none"> • Drawing and Talking (Wave 2 S.E.M.H. intervention for helping children to process childhood trauma) training for JW & CH • River Bear Yoga (yoga poses, breathing exercises, relaxation techniques and mindfulness meditations - whole staff training workshops + resource packs) + yoga mats • Mental Health Lead appointed September 2019 £X • Engagement of Mental Health in School Team (RISE) • Learning Mentors / Nurture Practitioner • Mental Health First Aiders CPD x2 • Counselling Service • Rainbows and Sunshine Nurture Groups • Nurture Lunch Club 	<ul style="list-style-type: none"> • School staff carry out clear analysis of the child/ young person's needs, which includes consideration of behaviours causing concern, possible triggers, the child/ young person's learning needs, and relevant factors external to school (e.g. home situation). • Baseline measures of social/ emotional functioning (e.g. SDQ, Boxall Profile) and/or behaviours (including antecedents and consequences) taken. • Early Help Assessments, where applicable, give an holistic assessment of the child's strengths and needs. 	<ul style="list-style-type: none"> • Improved mental health; increased motivation; and better social interaction with their peers and others (measured by Boxall profiles; pupil surveys; intervention reviews; reports from external agencies etc.). • Pupils more resilient to cope with experiences of adversity or stress (e.g. loss, separation, bullying, stressful family/ home situations, relationship difficulties, trauma).

	<ul style="list-style-type: none"> • Emotion Coaching (to support pupils with Attachment issues) • Lego ABC (1:1 / small group therapeutic Lego) • Mindfulness Minutes • Purchase of resources (e.g. to meet sensory needs, such as wobble cushion / weight blanket / fiddle toy) • 'The Taking Care Project' Protective Behaviours CPD • Home learning, with a focus on emotional well-being '50 ways to Take a Break' • Referrals to Anger Management • Forest Schools (led by 1 x Level 3 Forest Schools Leaders JW and 1 x Level 2 Forest School Assistant MT) • Annual SSS Safeguarding Online training for all staff, including: PREVENT; FGM; So-called Honour Based Violence; Health & Safety; Safer Recruitment 	<ul style="list-style-type: none"> • Referral to external agencies such as Educational Psychology or specialist CAMHS. • Pastoral support plans or positive behaviour plans (or equivalent) developed by school, where appropriate, in consultation with the child and parents / carers. • Range of pro-active whole school strategies in place to promote positive engagement and wellbeing. • Evidence-based individual / group interventions delivered, where applicable, in a planned and targeted way and meeting pupils' emotional needs. • Opportunities within the curriculum and through extra-curricular activities are planned to promote and consolidate social, emotional and mental health (e.g. activities to promote self-esteem, team-working). 	<ul style="list-style-type: none"> • Fewer incidents of behaviour that is disruptive to the learning of themselves and others. • Reduced exclusions.
Cost: £18,368			
Teaching and Learning	<ul style="list-style-type: none"> • Extra 1.0 Teaching Assistant deployed to support pupils with SEND in Y1/2/3 • High ratio of adult to pupil support disadvantaged pupils' learning through in-class support and intervention delivery • 0.2 Specialist Teacher commissioned through Local Authority Specialist Teacher Service (STS) • Educational Psychologist commissioned through Local Authority EPS 10 x half day sessions per year • Specialist teacher employed (40 hours per year) to support the provision for pupils with social interaction and communication difficulties • Termly whole staff twilight CPD to support teaching staff with strategies for disadvantaged pupils with SEND, delivered by school SENDCo 	<ul style="list-style-type: none"> • Wave 1, wave 2 and wave 3 interventions in place to support pupils to make at least expected progress in English and mathematics (see provision map and intervention reviews). • School uses a range of data to identify barriers to learning for disadvantaged pupils with SEND. • Regular parent and carer meetings with SENDCo and / or class teacher for disadvantaged pupils with SEND. • Teachers track pupils progress termly and meet with Senior Leaders in Pupil Progress review meetings. • Senior leaders ensure quality first teaching through targeted continuing professional development for all staff. 	<ul style="list-style-type: none"> • Average impact of the adoption of Floppy's Phonics approach was about an additional five months' progress over the course of the year. • Floppy's Phonics approach was effective in supporting younger pupils to master the basics of reading. • Floppy's Phonics techniques were embedded in a rich literacy environment for early readers and were part of a successful literacy strategy. • Pupils systematically taught the relationship between these sounds and the written spelling

	<ul style="list-style-type: none"> • Fortnightly CPD sessions for TAs to support teaching staff with strategies for disadvantaged pupils with SEND, delivered by senior teachers and subject leaders • Termly CPD sessions for the SENDCo through consortia group and LA network • SENDCO attendance at autism training event • Half termly CPD and networking sessions for the SENDCo with Consortium SENDCo's • Pre-teaching • Over-teaching • Mastery approach in mathematics • Evidence-based interventions, including: Boosting Reading at Primary (BRAP), Talking Partners (EYFS), Speech & Language exercises • New Floppy's Phonics approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. 	<ul style="list-style-type: none"> • School curriculum tailored to meet the needs of all pupils. • Teaching and learning methodologies and pedagogies are regularly reviewed by senior leaders and adapted to meet the needs of disadvantaged pupils with SEND • Consideration, and adoption of, advice from external agencies (e.g. speech and language therapist / education psychologist / health professionals / Specialist Teaching Service / Integrated Disability Service etc). 	<p>patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>
<p>Cost: £31,269</p>			
<p>Addressing any areas for development in teaching</p>	<ul style="list-style-type: none"> • Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. • Implementation of recommended (evidence based) schemes of work to improve pupil progress and attainment across the curriculum, including C.L.P.E. Power of Reading subscription, Cornerstones Maestro subscription, Power Maths • Whole School Continuing Professional Development: <ul style="list-style-type: none"> ○ Sonia Blandford's 'Born to Fail?' twilight & purchase of book ○ Pie Corbett's Talk4Writing CPD ○ Shirley Clarke Formative Assessment DVDs ○ External support from Maths Hub Advisory Teacher Mark Williams ○ Metacognition twilight CPD 	<ul style="list-style-type: none"> • Staff understand our pupils' barriers to learning and how to address these. • Gaps in teachers' subject knowledge are identified through question level analysis on ASP and through monitoring, and used to plan CPD. • Teachers use formative assessment strategies effectively to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or need additional support, enabling pupils to make good progress, achieve well and almost all to catch up. • Teachers give useful written or oral feedback so that pupils improve their knowledge, understanding and skills. 	<ul style="list-style-type: none"> • Improved classroom pedagogy. • Quality First Teaching for every pupil consistently across the school. • Improved pupil outcomes. • Reducing gaps between the achievement of Disadvantaged and Non-Disadvantaged pupils, in-school and compared with national figures. • Accelerated progress of Disadvantaged pupils. • Increased proportions of Good+ teaching.

	<ul style="list-style-type: none"> ○ Book Making led by Paul Johnson ○ KS2 TAs trained in Success at Arithmetic Autumn ● Joint Practice Development Action research triads (Lesson Study) ● Induction for new Class Teachers and Teaching Assistants ● Purchase of whole school resources to match pedagogies: <ul style="list-style-type: none"> ○ Rising Stars Spelling programme ○ Purchase of pupils' exercise books with guidelines to support development of cursive handwriting ○ Mathematics resources 	<ul style="list-style-type: none"> ● Teachers consistently apply the whole school 'reading into writing' and mathematics strategies and policies. ● Teaching staff teach pupils to solve mathematical problems from handling concrete things, to using pictorial icons, and eventually using abstract symbols with confidence. ● Senior leaders support teachers to develop their knowledge of metacognition and self-regulated learning and expect them to be applied appropriately. ● Teachers acquired the professional understanding and skills to develop their pupils' metacognitive knowledge. ● Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning. ● Teachers model their own thinking to help pupils develop their metacognitive and cognitive skills. ● Teachers set an appropriate level of challenge to develop pupils' self-regulation and metacognition. ● Teachers promote and develop metacognitive talk in the classroom. ● Teachers explicitly teach pupils how to organise and effectively manage their learning independently ● Teachers evaluate and review pedagogies based on learning from participating in collaboratively planned JPD Lesson Study action research projects. 	
<p>Cost: £4,520</p>			

<p>Minimising the impact of barriers to learning and promoting cultural capital</p>	<ul style="list-style-type: none"> • Arts participation: involvement in artistic and creative activities, such as dance, drama, music, painting, poetry and creative writing, both as part of the curriculum or as extra-curricular activity. Arts-based approaches used in other areas of the curriculum, such as the use of drama in association with RSC Associate Schools programme to develop engagement and oral language before a writing task. Participation organised as regular weekly or monthly activities, or more intensive programmes including summer school. • Participation in RSC Associate Schools programme • Subsidised trips and visitors to school • Opportunities to work alongside industry professionals, including artists, director mentors etc. • Opportunities to work as part of Junior Leadership Teams to increase Pupil Voice and shape the curriculum 	<ul style="list-style-type: none"> • Pupils cultural capital increased. Pupils have increased knowledge about a wide range of culture, are able to discuss its values and merits, and have been given access to an array of experiences and access to skills development. 	<ul style="list-style-type: none"> • Character-building qualities promoted, leading to well-rounded, global citizens. • Average impact of arts participation on other areas of academic learning was positive but moderate (approximately an additional three months progress). • Improved outcomes have been identified in English, mathematics and science. • Wider benefits of more positive attitudes to learning and increased well-being. • Creative skills and techniques explicitly taught. • Increased access to materials, equipment and cultural experiences (e.g. theatre trips to the RS, Warwick arts Centre and the Belgrade Theatre)
<p>Cost: £1,800</p>			
<p>2020-2021 Overspend -£26,957 met by delegated budget and successful funding bids</p>			