

## Pupil Premium Strategy Statement 2020-2021 Holy Cross Primary CVA



***The following Evidence and Guidance have been used to inform this strategy:***

***“School plans that address high-quality teaching, targeted academic support, and wider strategies, enacted with skill and determination, will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.”***

*(<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>)*

Guidance/Evidence Document	Link
Pupil premium: allocations and conditions of grant 2020 to 2021	<a href="https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021">https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021</a>
The EEF Guide to the Pupil Premium	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>
Service Pupil Premium: what you need to know (updated 4 January 2021)	<a href="https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know">https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know</a>
Pupil premium: effective use and accountability	<a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a>

Funding information 2020-2021	
Total number of pupils on roll	203
Total number of pupils eligible for PPG	19
Amount of PPG received per pupil	£ 25,555
Number of pupils eligible for LAC and PLAC premium	6
Total LAC and PLAC premium received	£14,070
Number of pupils eligible for service premium	8
Total service premium received	£2,480
Total amount of PPG received	£42,105

#### Summary of PPG spending in academic year 2019-2020

### Objectives

#### **Objectives in spending PPG funding:**

##### **2019 - 2020 targets**

- To raise attainment in English and Maths with a specific focus on reading
- To continue to improve Quality First Class Teaching in school, ensuring we include learning behaviours, resilience and early identification of needs. This will be achieved through access to high quality CPD for all staff.
- To improve attendance for PP children, as at present we are on a downward trend in the past 2 years. This will be achieved through monitoring and parental engagement.
- To enhance our provision for Nurturing Groups and 1:1 mentoring within school.
- To continue to develop before and after school provision with Breakfast club and After School Club.

#### **Objectives in spending PLAC Premium funding:**

##### **2019 - 2020 targets**

- To enhance our provision for Nurturing Groups and 1:1 mentoring within school.

- To continue to develop before and after school provision with Breakfast club and After School Club.

***Objectives in spending Service Premium:***

***2019 - 2020 targets***

- The support the emotional health and well-being of the service pupils while parents are away on duty. This will involve additional 1:1 time with their teacher, HLTA or time in the nurture group at lunchtimes.

### **Summary of spending and actions taken**

- Pupil Premium funding this year has been spent on several initiatives throughout school that were designed for raising attainment amongst the PP children, improving attendance and working on the social and emotional well-being of these pupils.
- Support for funding Before and After School Club provision has been very successful this year with more PP pupils attending these sessions. This was aimed at targeting a wider approach such as club to help develop social relationships, as well as ensuring children have access to breakfast before school.
- There has been a large focus on Nurture groups this year and we have been working hard at ensuring vulnerable pupils have access to small groups. These groups have taken place in The Sunshine Room (newly adapted AP (alternative provision) room that was previously the TA room) and the Cosy Cabin. This was also intended to target pupils' resilience and confidence when building social relationships and when accessing their academic work.
- Timely and focused conversations with parents and pupils around attendance as this had been identified as needing improvement as previous years has seen a decline in this.
- The HLTA has been allocated time each half term to monitor the attendance of the pupil premium children and arrange follow up telephone meetings with any parents of children whose attendance has fallen below 96%.
- The HLTA has also held 1:1 mentoring session to support pupils' emotional health and well-being.

<b>Record of PP funding spending by item / project</b>			
Attendance support	£3,345	To increase the overall school attendance to be in at least in-line with national and to decrease the amount of persistent absence through parental engagement	Overall school attendance is now currently at
Nurture Group Initial Development	£4,714 x two TA's £2,755 one teacher	To introduce a scheme for pupils to access that works on nurturing, self-esteem, confidence and social skills. To develop staff skills in Nurture interventions. To ensure a safe space / room / area is available to access the intervention.	We have now introduced a working timetable that incorporates Nurture interventions. We have identified several children that are enjoying this time sharing, playing games, cooking and Forest skills.
Focused TA support targeting Maths and English interventions	£20,362	TA's continue to follow a timetable that clearly shows identified pupils that require additional intervention and support. This can be 1-1, small group, pre teaching and post teaching.	
Supporting identified pupils to access the before and after school provision.	£2,829	To increase pupil participation in before and after school provisions.	Intake has increased with pupil numbers going up and parents accessing PP funding. They have access to a healthy breakfast and tea in school.
Staffing	£1,350 x 6 staff meetings	To continue to develop high quality leadership and management at all levels to enable Holy Cross to build on its success.	School as accessed several training course through staff meetings to develop their skills.
<b>Teaching Support</b>			<b>£1350</b>
<b>Academic Support</b>			<b>£23,707</b>
<b>Wider Approaches</b>			<b>£ 12,257</b>

## Outcomes

In attendance for 27 pupils, 16 pupils (59%) improved their attendance over the Spring Term. Whilst 6 pupils (22%) saw a slight decline in their attendance. The final 5 pupils (18%) remained at 100%. Additional support has been offered to some which was accepted.

We are now successfully running several nurture groups during the week. Pupils are assessed prior to attending sessions and targets clearly identified. TA's support their emotional well-being and social skills through targeted activities that involve cooking, games and forest work. There have also been some 1:1 and 1:2 social and emotional lunchtime support groups set up with teaching assistants over lunchtime to support and encourage positive play and positive relationships.

Breakfast Club and After School Club has seen an increased intake of pupils that are accessing the provision and using PP money to help support this. This is enabling parents to work and leave their child in a structured provision within school. This is also ensuring the our disadvantaged children are having breakfast before they start the school day.

Staff have a wider knowledge of Attachment Disorders amongst some of our PLAC pupils through professional development during staff meetings, where outside trainers have provided guidance of some of the areas in development these pupils may need extra provision. This has included support from the LA SBAP team.

TA provision is continuing to be in place for 1:1 and small group interventions that focus on reading and practical Maths using concrete manipulatives. We have invested in additional manipulatives to support children's mathematical understanding. These groups are running in the classroom as well as in additional areas. Some of this funding is linked with pupils that are identified as SEND as well as pupil premium to enhance their provision.

Due to school closure linked to COVID-19 in March 2020, we did not fulfil all of our targets as we would have hoped. Therefore, these targets will be reviewed and carried forward, as required, to next academic year for our pupil premium children.

**With schools being closed due to Covid-19, there are no SAT'S results for year 2 and year 6 pupils. Instead all pupils have been teacher assessed as of school closure March 2020. No national percentages have been released yet.**

### **Attainment of PP pupils over last 3 years**

<b>Reading</b>					
	<b>cohort</b>	<b>Teacher assessed greater depth</b>	<b>Teacher assessed expected</b>	<b>Teacher assessed</b>	<b>Teacher assessed</b>

						Working towards		Pre-key stage standards	
2020	All	School	National	School	National	School	National	School	National
Key Stage 1 Yr2	29	0%		17%		63%		3%	
FSM	4	0%		0%		75%		25%	
Key stage 2 Yr6	30	18%		45%		24%		3%	
FSM	3	0%		66%		33%			
2019	All	School	National	School	National	School	National	School	National
Key Stage 1 Yr2	29	24%	25%	76%	75%	17%	17%	7%	7%
FSM	4	0%	27%	100%	78%	0%	15%	0%	5%
Key stage 2 Yr6	30	30%	27%	73%	73%				
FSM	5	40%	31%	80%	78%				
2018	All	School	National	School	National	School	National	School	National
Key Stage 1 Yr2	30	17%	26%	77%	75%	20%	17%	0%	2%
FSM	4	25%	29%	50%	79%	50%	15%	0%	2%
Key stage 2 Yr6	31	16%	28%	71%	75%				
FSM	1	0%	33%	0%	80%				
Writing									
	cohort	Teacher assessed greater depth		Teacher assessed expected		Teacher assessed Working towards		Teacher assessed Pre-key stage standards	
2020	All	School	National	School	National	School	National	School	National
Key Stage 1 Yr2	29			14%		67%		3%	
FSM	4					75%		25%	

Key stage 2 Yr6	30	10%		48%		30%		3%	
FSM	3			66%		33%			
<b>2019</b>	<b>All</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
Key Stage 1 Yr2	29	21%	15%	69%	69%	21%	22%	10%	8%
FSM	4	0%	17%	0%	73%	100%	20%	0%	6%
Key stage 2 Yr6	30	37%	20%	87%	78%				
FSM	5	100%	87%	40%	24%				
<b>2018</b>	<b>All</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
Key Stage 1 Yr2	30	10%	16%	70%	70%	23%	22%	0%	2%
FSM	4	25%	18%	50%	74%	25%	20%	0%	2%
Key stage 2 Yr6	31	19%	20%	87%	78%				
FSM	1	0%	24%	100%	83%				

**Maths**

	cohort	Teacher assessed greater depth		Teacher assessed expected		Teacher assessed Working towards		Teacher assessed Pre-key stage standards	
		School	National	School	National	School	National	School	National
<b>2019</b>	<b>All</b>								
Key Stage 1 Yr2	29			20%		60%		3%	
FSM	4			0%		75%		25%	
Key stage 2 Yr6	30	24%		48%		15%		3%	
FSM	3	33%		33%		33%			
<b>2019</b>	<b>All</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
Key Stage 1 Yr2	29	21%	22%	76%	76%	17%	18%	7%	6%
FSM	4	0%	24%	100%	79%	0%	16%	0%	4%

Key stage 2 Yr6	30	27%	27%	87%	79%				
FSM	5	20%	31%	100%	83%				
2018	All	School	National	School	National	School	National	School	National
Key Stage 1 Yr2	30	17%	22%	73%	76%	20%	18%	0%	2%
FSM	4	25%	25%	50%	80%	50%	15%	0%	2%
Key stage 2 Yr6	31	71%	76%	6%	24%				
FSM	1	0%	28%	100%	80%				

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Attendance over 3 years									
	2020			2019			2018		
	cohort	Persistent absentees 10% or more		cohort	Persistent absentees 10% or more		cohort	Persistent absentees 10% or more	
	All	School	National	All	School	National	All	School	National
Number on roll	207			187	13%	8.4%	191	5.2%	8.7%
FSM	29			20	6%	8.6%	20	15%	16.5%



## 1. Summary information

## Pupil Premium Review Self-Evaluation Form 2020-2021

School	Holy Cross Primary Catholic Voluntary Academy				
Academic year	2020-2021	Total pupil premium (PP) budget	£42,105	Date of most recent PP review	-
Total number of pupils	203	Number of pupils eligible for PP	33	Date for next internal strategy review	October 2021

## 2. Current attainment

	Pupils eligible for PP in the school	National average
% pupils achieving expected standard or above in reading, writing and maths	%	%
% pupils making expected progress in reading (as measured in the school)	%	%
% pupils making expected progress in writing (as measured in the school)	%	%
% pupils making expected progress in mathematics (as measured in the school)	%	%

## 3. Barriers to future attainment (for pupils eligible for PP)

## Academic barriers (such as poor oral language skills)

A	<p><b>Teaching Support – High Quality staff Continued Professional Development</b>  <i>Ensure all teaching staff and teaching assistants have received access to high quality professional development. This will include:</i></p> <ul style="list-style-type: none"> <li>• <i>Adapting teaching pedagogy to meet the needs of pupils accessing learning remotely – use of Microsoft Teams.</i></li> <li>• <i>Memory and Retrieval Practice (Daisy Christodoulou)</i></li> <li>• <i>Rosenshine’s Principles of Instruction (Tom Sherrington)</i></li> <li>• <i>Knowledge Organisers (Mary Myatt)</i></li> <li>• <i>Subject Specific teaching of Vocabulary Instruction (Isobel Beck – Tier 2/3 vocabulary focus)</i></li> <li>• <i>Reading Instruction – Closing the Reading Gap (Alex Quigley)</i></li> <li>• <i>Doug Lemov – Teach Like a Champion (Effective classroom strategies – pedagogy)</i></li> </ul>
B	<p><b>Teaching Support - Support for Early Career teachers</b>  <i>Ensure the RQT has access to the CPD required to support her continued professional development. (Quality Phonics Instruction – Sounds-Write CPD)</i></p>

C	<p><b>Targeted Academic Support</b> – Structured Interventions  <i>Focus on quality and targeted Homework, re-teaching and retrieval practice, pupils' poor vocabulary and communication skills.</i></p>
D	<p><b>Targeted Academic Support</b> – Small group tuition  <i>Diagnostic assessment to be used to identify gaps for disadvantaged pupils and others pupils impacted by school closure.</i></p>
E	<p><b>Targeted Academic Support</b> – one to one support  <i>Diagnostic assessment to identify pupils who need further specific and targeted 1:1 intervention.</i></p>
F	<p><b>Wider Strategies</b> – Behaviour approaches</p> <ul style="list-style-type: none"> <li>• <i>Impact on pupils' Positive Learning Behaviours during time working from home remote learning.</i></li> <li>• <i>Impact of general behaviour expectations and rewards/sanctions will need revisiting after pupils start to return to school. Understanding in how behaviour expectations have adapted to take account of COVID restrictions and how pupils with additional needs in behaviour need support.</i></li> </ul>
G	<p><b>Wider Strategies</b> – Breakfast and After School Club  <i>Pupils to have access to a healthy breakfast and routine start to the morning before they start learning time in classes.</i></p>
H	<p><b>Wider Strategies</b> – Increasing Attendance  <i>To monitor engagement of pupils working remotely from home as well as attendance of those still expected to attend school.</i></p>
<p>Additional barriers (including issues which also require action outside the school such as low attendance rates)</p>	
I	<p><b>COVID-19 School Closure – remote home learning</b></p> <ul style="list-style-type: none"> <li>• <i>To provide disadvantaged pupils with access to an electronic device to allow them to access remote learning at home and to be able to complete assignments.</i></li> <li>• <i>To monitor the engagement of the disadvantaged pupils' engagement in remote home learning.</i></li> </ul>
J	<p><b>COVID-19 School Closure – social, emotional, mental health and well-being support</b></p> <ul style="list-style-type: none"> <li>• <i>To keep in touch with the disadvantaged pupils and other vulnerable pupils who are not currently attending school to monitor their social and emotional health and their well-being.</i></li> <li>• <i>Additional training to support increasing social, emotional and anxiety needs (ELSA/ Mental Health First Aider/Forest School).</i></li> </ul>

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	Disadvantaged pupils have access to high quality remote teaching and have access to a device to achieve this.	<ul style="list-style-type: none"> <li>• Parent questionnaire feedback</li> <li>• Pupil Voice</li> <li>• Pupil engagement</li> <li>• Quality of work submitted via Assignments/Dojo.</li> <li>• Access DfE free laptops for schools</li> </ul>
B	<p>Disadvantaged pupils are closing their communication and vocabulary gaps across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Explicit teaching of vocabulary across the curriculum</li> <li>• Regular use of memory and retrieval strategies</li> <li>• Increased use of talk/dialogic strategies (<i>Talk Like a Champion techniques</i>) in the classroom, as more pupils return to school from remote learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessments will show disadvantaged pupils starting to close gaps in reading and writing.</li> <li>• End of unit assessments across the curriculum will show disadvantaged pupils improved understanding and application of subject specific vocabulary.</li> <li>• Increased % of disadvantaged pupils achieving ARE in line with their non-disadvantaged peers in Reading, Writing, Maths and RE.</li> </ul>
C	<p><i>(Talk Like a Champion)</i> To re-establish <b>procedures</b> and <b>routines</b> for classroom behaviour and attitudes in school and pupils' <b>positive learning behaviours</b> as more pupils return to school.</p> <p>To re-develop <b>active participation</b> – Writing / Talking / Listening as more pupils returning to school.</p>	<ul style="list-style-type: none"> <li>• Classroom observations and learning walks show evidence of pupils actively listening/talking and engaging positively in their learning.</li> <li>• Classroom observations and learning walks show pupils display good behaviour and attitudes with a clear expectation and understanding of classroom rules.</li> <li>• Pupil Voice</li> </ul>

D	<p>Disadvantaged and Vulnerable pupils with additional social, emotional and well-being needs are well supported through 1:1, small group or whole class strategies:</p> <ul style="list-style-type: none"> <li>• Forest school</li> <li>• ELSA support</li> <li>• Mentoring support – anxiety intervention</li> <li>• Nurture group (including small groups at lunchtime)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Parent Feedback</li> <li>• Boxall Profile pre/post assessment</li> </ul>
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### 5. Review of expenditure

Previous academic year	2019-2020	Quality of teaching for all		
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
<ul style="list-style-type: none"> <li>• To continue to improve Quality First Class Teaching in school, ensuring we include learning behaviours, resilience and early identification of needs. This will be achieved through access to</li> </ul>	<p>To continue to develop high quality leadership and management at all levels to enable Holy Cross to build on its success.</p> <p>To improve and develop teachers' pedagogy in strategies that are research informed.</p>	<p>Staff meetings were planned and informed by the School Development Plan.</p> <p>Some CPD was accessed using the ResearchEd recorded videos (<i>Daisy Christodoulou and Alex Quigley</i>)</p> <p>CPD will be accessed next academic year via the OLOL Teaching school (<i>Tom Sherrington and Mary Myatt</i>)</p> <p>Lack of national attainment data due to all national statutory assessments being cancelled for summer 2020. End of Spring Term 2020 was final teacher assessment judgement made.</p>	<p>A further diagnostic assessment is required for September 2020 when all pupils return to school. This is necessary to help identify specific gaps due to extended absence from school. (<i>Look in to STAR assessments for Reading and Maths</i>)</p> <p>Further funding for whole staff CPD is required throughout the next two academic years to ensure staff are updated on the latest research evidence for</p>	£1,350

<p>high quality CPD for all staff.</p>			<p>high impact classroom teaching and learning strategies.</p>	
<ul style="list-style-type: none"> <li>To raise attainment in English and Maths with a specific focus on reading</li> </ul>	<p>TA's continue to follow a timetable that clearly shows identified pupils that require additional intervention and support.</p> <p>This can be 1-1, small group, pre teaching and post teaching.</p>	<p>Teaching assistant time was re-deployed from lunchtime break to intervention support at lunchtimes. This included targeting pupils who were identified by class teachers as benefitting from additional positive play or social interaction (adult supported) time with small groups and peers.</p> <p>Daily teaching session on every class timetable for the teaching of reading. In Year 1, this was focused on word reading/phonics. In Year 2, once a week of VIPERS.</p> <p>In KS2, a minimum of three sessions a week for reading (VIPERS).</p> <p>Whole staff CPD with support from Maths SLE to develop teacher CPD in concrete, pictorial and abstract teaching strategies.</p> <p>Audit of whole school maths resources to develop use of concrete manipulatives for understanding maths.</p>	<p>Due to COVID whole school closure in March 2019, pupils who were being targeted were no longer in school.</p> <p>September 2020 – continue to identify targeted pupils (if COVID social distancing restrictions allow).</p> <p>Pupils had limited access to concrete manipulatives in Maths from their time at home.</p> <p>Issue with pupils accessing individual reading books due to risk of transmission of COVID virus. Therefore, whole school investment in rising stars online reading books. This needs to continue for at least one more academic year due to further risk of school closure throughout 2020-2021 academic year.</p>	<p>£20,362</p>

Targeted support

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
<ul style="list-style-type: none"> <li>To improve attendance for PP children, as at present we are on a downward trend in the past 2 years. This will be achieved through monitoring and parental engagement.</li> </ul>	<p>To increase the overall school attendance to be in at least in-line with national and to decrease the amount of persistent absence through parental engagement</p>	<p>Overall school attendance summary is:</p> <p>Sept 2019-March 20<sup>th</sup> 2020 – 95.9%</p> <p>Sept 2019-March 2020 for Pupil Premium:</p> <ul style="list-style-type: none"> <li>FSM – 94.7%</li> <li>Service – 98.3%</li> <li>PLAC – 84.8%</li> <li>EAL – 94.5%</li> <li>SEND – 93.1%</li> </ul> <p>Sept 2020 – 22/02/2021 – 97.6%</p> <p>Sept 2020 Pupil Premium – 22/02/2021 – 97.3%</p>	<p>Allocate HLTA hours specifically to monitor the disadvantaged pupils' attendance. This will be reviewed each half term.</p> <p>Half termly meetings to be held with any pupils who are falling below 96%. Discuss what reasons are for the absence and if any support can be provided for the family.</p>	<p>£3,345</p>
<ul style="list-style-type: none"> <li>To enhance our provision for Nurturing Groups and 1:1 mentoring within school.</li> </ul>	<p>To introduce a scheme for pupils to access that works on nurturing, self-esteem, confidence and social skills.</p> <p>To develop staff skills in Nurture interventions.</p> <p>To ensure a safe space / room / area is</p>	<p>We have now introduced a working timetable that incorporates Nurture interventions. We have identified several children that are enjoying this time sharing, playing games, cooking and Forest skills.</p> <p>Nurture groups closed in March 2020 with whole school closure. Upon return to school for some year groups, class bubbles were introduced as part of the school risk assessment, so only individuals or small groups could be supported by the adult working with a particular bubble, as we were limiting the crossing of adults across different bubbles.</p>	<p>Look to invest in Boxall Profiles upon all pupils returning to school in September 2020. This will help identify more diagnostic social and emotional well-being needs for individual pupils who may need support upon their return to school.</p> <p>HLTA to continue requesting for pupils to be referred to her regarding pupils who are</p>	<p>£4,714 x 2 (Teaching assistants)</p> <p>£2,755 (teacher support)</p>

	available to access the intervention.		<p>returning to school with increased anxiety or general concerns about their mental health and well-being.</p> <p>Forest school may need to be limited to some classes due to reducing the adult crossing bubbles.</p> <p>Look to have two additional adults ELSA trained throughout academic year 2020-2021.</p>	
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Other approaches

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
<ul style="list-style-type: none"> <li>To continue to develop before and after school provision with Breakfast club and After School Club.</li> </ul>	To increase pupil participation in before and after school provisions.	Intake has increased with pupil numbers going up and parents accessing PP funding. They have access to a healthy breakfast and tea in school (up to March 2020).	<p>Due to school closure on March 2020, breakfast and after school club closed.</p> <p>We managed to re-open breakfast and after school club for these year groups returning to school from June-July (Rec, Y1, Y6). But only very few numbers of critical worker parents pupils' attended.</p> <p>Impact of COVID may affect opening/closure of breakfast</p>	£2,829

and after school club throughout academic year 2020-2021.

6. Planned expenditure

Academic year

2020-2021

Quality of teaching for all

Action

Intended outcome(s)

What is the evidence and rationale for this choice?

How will you ensure it is effectively implemented?

Staff lead

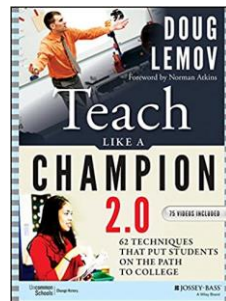
When will you review implementation?

*(Talk Like a Champion)*  
To re-establish **procedures** and **routines** for classroom behaviour and attitudes in school and pupils' **positive learning behaviours** as more pupils return to school.

To re-develop **active participation** – Writing / Talking /

- Classroom observations and learning walks show evidence of pupils actively listening/talking and engaging positively in their learning.
- Classroom observations and learning walks show pupils display good behaviour and attitudes with a

*The EEF Guide to the Pupil Premium.*  
*The EEF Guide to supporting school planning: A tiered approach 2020-2021.*  
*Pupil Premium: Effective use and accountability (DfE)*  
*Doug Lemov – Teach Like a Champion 2.0*



The above documents and guidance have been referred to and have informed the strategy decisions to ensure research informed practice is implemented to improve pedagogy for all learners.


Staff meeting time will be allocated to ensure high quality CPD is being accessed by whole staff.

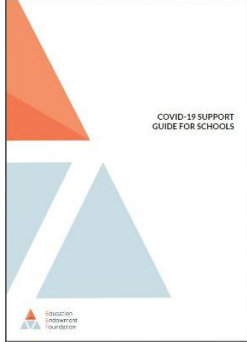
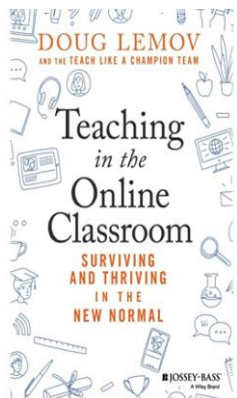
Coaching and mentoring by SLT to support teachers and TAs in implementing strategies from Teach


TMc/CH/SBru

Termly




Listening as more pupils returning to school.	<p>clear expectation and understanding of classroom rules.</p> <ul style="list-style-type: none"> <li>Pupil Voice shows evidence that pupils are clear about behaviour expectations and pupils can name the school positive learning behaviour focus areas.</li> </ul>	 <p>EEF – Improving Behaviour in Schools</p>	Like a Champion.		
Total budgeted cost	£15,000				
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Disadvantaged pupils have access to high quality	All disadvantaged pupils who need	<a href="https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice">https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice</a>	In week two of any remote teaching or	CH	Initially – weekly

<p>remote teaching and have access to a device to achieve this.</p> <p>Teachers to access CPD to develop their pedagogy for remote teaching during partial school closure.</p>	<p>access to a device will have one.</p> <p>All disadvantaged pupils who need additional data usage or a 4G router to allow them access to remote learning will have one.</p> <p>Teachers and support staff will be confident in teaching remotely to the pupils learning from home using Microsoft Teams.</p>	 <p>COVID-19 SUPPORT GUIDE FOR SCHOOLS</p> <p>EEF COVID-19 Support Guide for Schools</p>  <p>DOUG LEMOV AND THE TEACH LIKE A CHAMPION TEAM</p> <p>Teaching in the Online Classroom</p> <p>SURVIVING AND THRIVING IN THE NEW NORMAL</p> <p>JOSSEY-BASS A Wiley Brand</p> <p>Doug Lemov – Teaching in the Online Classroom</p> <p>The above documentation has been accessed to support with strategy decisions in what remote learning opportunities will be offered different key stages for remote learning.</p>	<p>whole school closure, send out a parent questionnaire to review access to remote teaching at home. Then repeat the parent questionnaire in week two of the following half term to see if parent view suggests improvement has been made from the first questionnaire.</p> <p>Does the parent view suggest remote teaching has improved from the first lockdown in March 2020?</p>	<p>Support from OLOL Trust DPS and IT.</p>	<p>CH available on request to support class teachers 1:1.</p> <p>NO to also support on request with technical issues.</p> <p>Primary IT (CTK) to offer IT support as requested.</p> <p>CH to monitor throughout each half term as required for each class.</p>
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			<p>Pupil voice regarding their access to remote learning from home. Links will also be made to the school remote teaching plan.</p>		
<p>Implement high quality teaching and learning strategies that will target disadvantaged pupils' communication and vocabulary gaps across the curriculum.</p>	<p>Disadvantaged pupils are closing their communication and vocabulary gaps across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Explicit teaching of vocabulary across the curriculum</li> <li>• Regular use of memory and retrieval strategies</li> </ul> <p>Increased use of talk/dialogic strategies</p>	<p>EEF Preparing for Literacy (EYFS)  EEF Improving Literacy in Key Stage One Guidance report  EEF Improving Literacy in Key Stage Two Guidance report</p>  <p>Staff CPD time to be allocated to explore these documents and their recommendations for improving pedagogy in the classroom.</p>	<p>Diagnostic assessments will show disadvantaged pupils starting to close gaps in reading and writing.</p> <p>End of unit assessments across the curriculum will show disadvantaged pupils improved understanding and application of subject</p>		

	(Talk Like a Champion techniques) in the classroom, as more pupils return to school from remote learning.		specific vocabulary.  Increased % of disadvantaged pupils achieving ARE in line with their non-disadvantaged peers in Reading, Writing, Maths and RE.		
Total budgeted cost	£12,000				
Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Disadvantaged and Vulnerable pupils with additional social, emotional and well-being needs are well supported through 1:1, small group or	Disadvantaged and vulnerable pupils have access to additional social and emotional support, as required.  Pupils with additional anxiety / well-being needs are being supported effectively	DfE guidance – <a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a>  EEF guidance for Social and Emotional Learning: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	Baseline assessments, including Boxall Profiles and school devised assessments.  Pupil Voice	JS	Half termly (or earlier depending on the need of the pupils)

<p>whole class strategies:</p> <ul style="list-style-type: none"> <li>• Forest school</li> <li>• ELSA support</li> <li>• Mentoring support – anxiety intervention</li> <li>• Nurture group (including small groups at lunchtime)</li> <li>• Breakfast and After school club provision</li> <li>• Extra curriculum activities</li> </ul>	<p>by the trained ELSA or HLTA through 1:1 intervention for anxiety.</p>	 <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS Guidance Report</p> <p>Education Endowment Foundation</p> <p>Department of Education</p>	<p>Teacher feedback observations of how pupils are interacting and engaging with their learning in the classroom.</p>		
<p>Total budgeted cost</p>	<p>£15,000</p>				

## 7. Additional detail

There may be further school closures due to COVID-19 throughout the academic year and beyond. Despite this unknown factor, we will endeavour to continue working through the actions highlighted above and use the pupil premium funding as effectively as we can depending on the circumstances facing schools.

Our priority will continue to be the pupils' emotional and social well-being and supporting our pupils with their re-integration in to school in relation to behaviour attitudes and expectations in the classroom. Some pupils may need additional support with this than others and support will be directed as required.

We will continue to work in a research informed way to ensure we are implementing the most effective teaching and learning strategies to inform high quality pedagogy.

Funding has not been allocated as specifically as the previous year, as we are taking in to account that we are anticipating unprecedented circumstances throughout academic year, including further school closures and changes in teaching pedagogy to accommodate high quality remote teaching and learning. Therefore, funding will be re-directed throughout the academic year depending on external COVID-19 circumstances and the needs of the pupils, who may be spending extended periods of time away from school.