

Pupil Premium Spend Plan and evaluation for the 2020.21 Financial Year (actual PP Grant allocation £79, 355)

Item	Rationale	Principle aim	Activities (not exhaustive)	Number of PP pupils targeted	Cost (spend on disadvantaged pupils not full cost of provision)	Indicators of impact
<b>Learning Mentor</b>	<b>Many PP pupils lack confidence and may have practical barriers to learning, emotional needs may also be a block. LM will work to remove barriers</b>	To remove barriers to learning and to support the development of confident learners with a growth mind-set	<ul style="list-style-type: none"> <li>• One to one and group sessions</li> <li>• Drawing therapy</li> <li>• Social skills group</li> <li>• Leading on school council and developing pupil voice</li> </ul>	Proportion of salary	£30, 335	Improved attitude and learning disposition – case study
<i>Evaluation: Invaluable support work engaging in addressing barriers to learning, particularly valuable over the covid pandemic, essential safeguarding impact too.</i>						
<b>Better Reading Support Partners</b>	<b>Literacy is crucial, young learners need a solid foundation in reading that will support the development of their learning across the curriculum. BRSP enables this for children who are at risk of low attainment in this area, particularly at KS1.</b>	To raise attainment in reading through a programme of taught lessons and parent school links	<ul style="list-style-type: none"> <li>• Training for teaching assistants and Lead teacher</li> <li>• Significant initial start-up costs – ongoing resource top-up and additional staff training</li> <li>• Staffing @ 5 hours per week x 3</li> </ul>	43% (20) of the children who will or have benefitted from this provision are PP	£13, 440	Individual progress Salford assessments on entry and exit Feedback from parents – rapid progress in reading
<i>Evaluation: Partial closure due to covid has impacted the work with only one clear term over the financial year. However all partners have transferred the hours during closure to support across school</i>						
<b>Project X code</b>	<b>A lack of confidence and motivation to read is an issue for some PP pupils. This provision works with highly motivational texts in a supportive way and is proven to be effective across the primary phase.</b>	To raise engagement and attainment in reading in KS1	<ul style="list-style-type: none"> <li>• One TA at 5 hours per week</li> </ul>	tbc	£6, 600	Individual progress assessments on entry and exit Feedback from parents – improved attitude to reading and learning
<i>Evaluation: Only one term for this year but investment in books and staffing enables greater support across lockdown.</i>						

<b>Reading Eggs</b>	<b>Maintaining motivation amongst younger learners needs a range of texts and activities. This programme engages pupils – effective for before school groups for KS1 and lower KS2, and for use at home for all year groups from 1 to 6</b>	Improve attainment and progress in reading and phonic knowledge across all year groups	<ul style="list-style-type: none"> <li>Subscription</li> <li>Staffing is voluntary</li> <li>Daily sessions before school for target (PP) children</li> </ul>	All DA pupils	£1, 225	Phonics assessments and case studies Disposition to reading, engagement with learning
<i>Evaluation: Helps with phonic knowledge – high scores in phonics check, PP pupils' attainment was good in year 2 Autumn term phonics check.</i>						
<b>Additional staffing in year 1</b>	<b>Children do not always make the transition to KS1 from Reception without a slowing of the progress of their learning. Staffing enables the provision of more play based learning PP group need rapid progress High outcomes at end of year 1 (re 93%, wr 93%, ma 93%)</b>	To support transition from EYFS to KS1 to enable greater progress in KS 1, particularly of PP group	<ul style="list-style-type: none"> <li>Additional EY qualified staff in year 1 for term one</li> </ul>	8 children	£18, 606	Good progress over KS1
<i>Evaluation: Valuable support offered through this post – year 1 made very good progress over Autumn term 20 and staffing has enabled greater support for remote learning during periods of closure.</i>						
<b>EMA teacher time on:</b> <ul style="list-style-type: none"> <li><b>Induction of mid-term entrants</b></li> <li><b>Additional support for the assessment of provisions and the development of English for learners in the early stages</b></li> </ul>	<b>Mobility among PP pupils means that their schooling is interrupted and progress is slower. High quality induction enables this.</b>  <b>Many Pupil Premium learners are in the early stages of English acquisition and intensive work can enable rapid progress.</b>	To engage with parents to enable learning to take place as soon as possible for new arrivals and to identify any individual learning needs  To maintain records of individual progress, assess and develop programmes of support	<ul style="list-style-type: none"> <li>One day per week set aside for this work, including PP children</li> <li>One day per week</li> </ul>	25 children have joined the school since September  10 mid-term entrants have EAL and are PP There are 52 PP children with EAL across the school	£10, 912	Successful model – support quickly put in place enabling good progress from low starting points  Pupil progress meetings and strong progress data
<i>Evaluation: Mobility remains high and well above average</i>						

<b>Supplementing Breakfast and After School Club places</b>	<b>Some PP children may not have access to extended day offer without financial support. This provision enables social inclusion and practical support.</b>	Support for children and families to minimise disadvantage and facilitate learning	<ul style="list-style-type: none"> <li>Free and subsidised places in out of school hours activities including Breakfast</li> </ul>	Flexible offer according to need – currently 6 breakfast club places and 5 after school club	£5, 000	Disposition to learning qualitative data
<b>Supplementing Instrumental tuition</b>	<b>PP pupils may miss out on educational opportunities due to a lack of resources. These provisions lead to more self-confidence and an improved disposition to learning.</b>	Enabling equality of access to a fuller range of learning opportunities	<ul style="list-style-type: none"> <li>Drumming for all KS2</li> <li>Guitar, violin, piano individual</li> <li>Recorder for year 3 and individuals</li> </ul>	56 children in KS2 10 children with individual 2 recorder learners	£4, 485	Disposition to learning qualitative data
<b>Supplementing trips, workshops and</b>	<b>Families may struggle to contribute financially and these experiences support effective learning</b>	Ensuring that no child misses out because of disadvantage – enriching the curriculum and providing quality input	<ul style="list-style-type: none"> <li>Termly trips</li> <li>Workshops – e.g. Young Shakespeare, Be the Best You Can Be</li> </ul>	43% of children will not be excluded from any activity for which we require a parental contribution	£2, 000	Participation in all activities by all
<i>Evaluation:</i>						

**Total grant = £117, 480      Total spend = £119, 177**