

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

| 1. Summary information        |                             |   |                 |   |        |
|-------------------------------|-----------------------------|---|-----------------|---|--------|
| <b>School</b>                 | Ashby Fields Primary School |   |                 |   |        |
| <b>Academic Year</b>          | 2020-21                     | <b>Total PP budget</b>                  | £83,178         | <b>Date of most recent PP Review</b>                  | Sept20 |
| <b>Total number of pupils</b> | 410                         | <b>Number of pupils eligible for PP</b> | 61 PP<br>10 PP+ | <b>Date for next internal review of this strategy</b> |        |

| 2. Current attainment  |  |   |
|--|--|---|
|  | <b>Pupils eligible for PP<br/>15 children in year 6<br/>Spring 2020 data</b> | <b>Pupils not eligible for PP<br/>45 children in year 6</b> |
| <b>% achieving expected standard or above in reading</b>                     | 64% % at ARE+<br>7% at GD  | 80% at ARE+<br>20% at GD                                    |
| <b>% achieving expected standard or above in writing</b>                     | 71% at ARE+<br>0% at GD  | 68% at ARE+<br>7% at GD                                     |
| <b>% achieving expected standard or above in Maths</b>                       | 64% at ARE+<br>0% at GD  | 61% at ARE+<br>17% at GD                                    |
| <b>% making expected progress in reading (as measured in the school)</b>     | No FFT data available  |   |
| <b>% making expected progress in writing (as measured in the school)</b>     | No FFT data available  |   |
| <b>% making expected progress in mathematics (as measured in the school)</b> | No FFT data available  |   |

| 3. Barriers to future attainment (for pupils eligible for PP)   |
|---|
| <b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i> |

|   |  |  |
|---|--|--|
| <b>A.</b>   | % of PP pupils achieving ARE and GD in maths.  |  |
| <b>B.</b>   | % of PP pupils achieving ARE and GD in reading.  |  |
| <b>C.</b>   | % of PP pupils making accelerated progress in reading, writing and maths.  |  |
| <b>D</b>  | Extend opportunities for children to benefit from a wide range of life experiences.  |  |
| <b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> ) |  |  |
| <b>E</b>  | Multi vulnerabilities (59% of our PP children have multi-vulnerabilities including SEND, medical and SEMH or safeguarding )  |  |
| <b>F</b>  | Attendance (55% of our PP children's attendance was below 96% between Sept-March 2020)<br><br>Between Sept19 and COVID closure PP attendance was 93% compared to whole school at 96%   |  |
| <b>G</b>  | Parental engagement (homework and promoting learning)  |  |
| <b>4. Intended outcomes</b> ( <i>specific outcomes and how they</i>   |  | <b>Strategies to support the intended outcomes.</b>  |
| <b>A &amp; B</b>  | <p>% of pupils achieving ARE and GD in maths and reading will be closer to Non-PP and closer to National expectations through quality first teaching; through the use of pixl interventions; early identification of B1 and A2 children and regular assessment and regrouping of children.</p> <p>In addition, we will hold termly PPM's and weekly breakfast meetings to discuss children's barriers to achievement and ways to overcome these.</p> <p>Introduction of Power Maths to improve maths attainment across the school.</p> | <p>Maths Mastery approach to teaching Maths using Powermaths to be implemented across the school. Practice books to be used with all pupils.</p> <p>Using Pixl to identify key gaps, followed by focus intervention to diminish the gap.</p> <p>1:1 tuition for PP pupils through tutoring.</p> <p>Weekly mentoring system with staff to check in on the wellbeing of the pupils.</p> <p>Weekly book scrutinises by Phase Leaders to ensure high expectations of all children.</p> <p>Year 6 – streaming classes for English and Maths.</p> <p>ERIC and DERICs to be used consistently throughout the school to develop language skills and comprehension skills.</p> <p>Reciprocal reading strategies to be adopted to embed skills in reading comprehension.</p> |
| <b>D.</b>   | % of PP pupils that make accelerated progress will increase through quality first teaching. This will be measured using Arbor, Pixl assessments and through termly PPMs with SLT.  | <p>Paired reading to continue.</p> <p>Class readers to continue to be read daily to promote high quality texts and a love of reading.</p> <p>Speed read checks to be completed in Year 6 to ensure children have the pace to be able to read questions at speed in order to completed the amount needed to succeed.</p> <p>Homework clubs to run weekly where parents attend to learn how to support their children with this.</p>   |

|           |  |  |
|-----------|--|--|
|           |  | <p>Teaching strategies to be filmed and uploaded to our Youtube channel to support parents to help their children to learn.</p> <p>Home/school communication books to be developed to ensure parents are clear about the expectations for children to achieve ARE or GD in each area of the curriculum. This also supports clear guidance on homework expectations.</p>  |
| <b>A.</b> | Extend opportunities for pupil premium children to benefit from a wide range of life experiences.                                  | <p>£100 voucher for parents to use for uniform, trips, clubs, music lessons.</p> <p>Residential trips paid</p> <p>Resource centre/packs to be developed to help parents and children to have access to resources to support learning further at home.</p>  |
| <b>B.</b> | Pupil Premium attendance will be more in line with National at end of the academic year. This will be measured termly using Arbor. | <p>Meetings to be arranged with children who were below 95% attendance last academic year to ascertain any problems with children getting to school.</p> <p>Plans to be put in place to support where necessary.</p> <p>Monitored 6 weekly – if they fall below 96%, a phone call home or a letter to be sent home to discuss with parents.</p> <ul style="list-style-type: none"> <li>- If they fall below 96% in a term, a meeting to be arranged to offer support</li> <li>- If attendance doesn't improve then an attendance plan will be put in place by the Family support worker, DHT or HT.</li> </ul>   |
| <b>C.</b> | Parental engagement will improve and children will complete homework, which will impact on reading, writing and maths.             | <p>Parental engagement in homework club to be monitored in line with monitoring of PP children's homework – support to be offered if needed. All children will receive a text message where homework is not completed and further conversations and support will be offered to PP families.</p> <p>Removing technology barriers where possible will be explored to support children being able to access homework programmes from home. (questionnaire to be devised to find out those struggling with access to devices)</p> <p>Monitored through multi-agency meetings and EHA's.</p> <p>Further monitoring via breakfast meetings. T and then FSW to make contact with families who are regularly not handing homework in. Identify the issues and put a plan in place to support the barriers.</p> |

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|-----------|--|---|
| <b>D.</b> | <b>Multi-vulnerabilities</b> : Children with multi-vulnerabilities will make expected progress from their starting points. | <p>Use of Edukey to track provision and interventions in school.</p> <p>Half termly assessments on interventions.</p> <p>Use of QLA and PLC's to establish gaps and targeted intervention.</p> <p>EP assessments to develop effective strategies for those with multiple needs.</p> <p>Outside agency support targeted to individual children.</p> <p>1:1/ small group tuition to be given to all children in this category (6 hours)</p> |
|-----------|--|---|

| 5. Review of expenditure  |   |  |              |               |              |  |            |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
|---|---|--|--------------|---------------|--------------|--|------------|---------------|--------------|---------------|--------------|-------------|------------|-----------|----|-----|----|-----|----|-----|----|-----------|----|-----|-----|-----|----|-----|-----|------------|--|------|------|-----|---|------|------|--|----------------------|
| Previous Academic Year  |   |  | 2019-2020    |               |              |  |            |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
| i. Quality of teaching for all  |   |  |              |               |              |  |            |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
| Action  | Intended outcome                                    | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).   |              |               |              | Lessons learned (and whether you will continue with this approach) | Cost       |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
| <p>Sarah White coming into school to support maths across the school.</p> <p>Steph Johnson from the Maths hub to work closely with 2 teachers to develop strong practice across the key stages.</p> | <p>% of PP pupils achieving ARE and GD in maths</p> | <ul style="list-style-type: none"> <li>Through the Maths hub, teachers have trained and developed confidence in the delivery of maths mastery and developed an understanding of the core parts to this model; Concrete, pictorial and abstract.</li> <li>Powermaths was brought into school to raise attainment in Maths and the maths leads in school have developed training to support teachers to introduce this into their year groups.</li> </ul> <p>Data impact:</p> <p>Impact data not available from Spring19- Spring20 for EYFS.</p> <table border="1" data-bbox="674 1297 1431 1445"> <thead> <tr> <th>Year 2</th> <th></th> <th>% ARE Reading</th> <th>% GD Reading</th> <th>% ARE writing</th> <th>% GD writing</th> <th>% ARE maths</th> <th>% GD maths</th> </tr> </thead> <tbody> <tr> <td>Spring 19</td> <td>PP</td> <td>50%</td> <td>0%</td> <td>25%</td> <td>0%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Spring 20</td> <td>PP</td> <td>17%</td> <td>17%</td> <td>17%</td> <td>0%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>comparison</td> <td></td> <td>-33%</td> <td>+17%</td> <td>-8%</td> <td>-</td> <td>-33%</td> <td>+17%</td> </tr> </tbody> </table> |              |               |              | Year 2   |            | % ARE Reading | % GD Reading | % ARE writing | % GD writing | % ARE maths | % GD maths | Spring 19 | PP | 50% | 0% | 25% | 0% | 50% | 0% | Spring 20 | PP | 17% | 17% | 17% | 0% | 17% | 17% | comparison |  | -33% | +17% | -8% | - | -33% | +17% | <p>Due to COVID-19, Powermaths was not embedded throughout the school and becomes a focus for this year.</p> <p><b>Target:</b> Children with multi-vulnerabilities in the Year 2 (moving to Year 3) need to be a focus group for 2020-21. 1:1 or small group tuition to be offered to support these children where possible.</p> | <p>N/A as funded</p> |
| Year 2  |   | % ARE Reading  | % GD Reading | % ARE writing | % GD writing | % ARE maths  | % GD maths |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
| Spring 19   | PP  | 50%  | 0%           | 25%           | 0%           | 50%  | 0%         |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
| Spring 20   | PP  | 17%  | 17%          | 17%           | 0%           | 17%  | 17%        |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |
| comparison  |   | -33%   | +17%         | -8%           | -            | -33%   | +17%       |               |              |               |              |             |            |           |    |     |    |     |    |     |    |           |    |     |     |     |    |     |     |            |  |      |      |     |   |      |      |  |                      |

| Year 6     |    | % ARE Reading | % GD Reading | % ARE writing | % GD writing | % ARE maths | % GD maths |
|------------|----|---------------|--------------|---------------|--------------|-------------|------------|
| Spring 19  | PP | 45%           | 27%          | 36%           | 0%           | 27%         | 0%         |
| Spring 20  | PP | 64%           | 7%           | 71%           | 0%           | 64%         | 0%         |
| comparison |    | +19%          | -20%         | +35%          | 0            | +37%        | -          |

Lead teacher in school to teach drama in every class to model how this can be used to inspire and develop higher level writing.

% of PP pupils making accelerated progress in reading, **writing** and maths

- Confidence of teachers to use strategies such as Conscious Alley and Hot seating to explore children's understanding of texts, developing inference skills. This model has been used along side Eric, Derics and reciprocal readers.

**Progress data**

**Combined progress**

|                        | EYFS PP          | Non PP | Year 2 PP | Year 2 Non PP | Year 6 PP | Year 6 Non PP |
|------------------------|------------------|--------|-----------|---------------|-----------|---------------|
| <b>July 2019 ARE+</b>  | Sept baseline 0% | 0%     | 17%       | 83%           | 8%        | 31%           |
| <b>GD</b>              | 0%               | 0%     | 0%        | 0%            | 0%        | 0%            |
| <b>March 2020 ARE+</b> | 67%              | 58%    | 17%       | 51%           | 50%       | 49%           |
| <b>GD</b>              | 0%               | 3%     | 0%        | 4%            | 0%        | 5%            |

**Impact**

- Progress in combined data shows that in EYFS and Year 6 the impact of drama, ERIC/DERICs and PIXL analysis have all impacted on combined progress data.
- In Year 2 concerns remain with PP children who have multi-vulnerabilities and the impact their needs are having on their educational attainment and progress.

Training was successful and refresher sessions will be offered to staff via 1:1 meetings or in staff meetings where requested. We have seen evidence of drama being used during learning walks to enhance children's understanding of texts they are exploring in class.

**Target:** Children with multi-vulnerabilities in the Year 2 (moving to Year 3) need to be a focus group for 2020-21. 1:1 or small group tuition to be offered to support these children where possible.

£1848.28

| To purchase No More Marking comparative data programme                            |  | <ul style="list-style-type: none"> <li>Greater confidence in teachers assessments.</li> <li>Consistency in moderation across the school.</li> <li>Targeted groups are more specific.</li> </ul>  | This will continue as a useful way to moderate with schools across the UK.   | £595.00            |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
|---|--|--|--|--------------------|------|--------------|-------|-------------|-------|-------------|-------|------------|--------|------------|-----------|------------|-----------|------------|------|---------|---------------------|--|-----------------|---|------|----|-------|---|-------|---|---|---------|
| To purchase NUMBOTS.  | % of PP pupils achieving ARE and GD in maths   | <p><b><u>KS1 Numbots data</u></b></p> <p>The data below shows how many days children across the whole school logged on to use their maths app in line with homework expectations. As a school we expect in one year for children to have logged on 117+ days</p> <table border="1" data-bbox="674 512 1494 831"> <thead> <tr> <th>Usage / days active</th> <th>Number of children</th> </tr> </thead> <tbody> <tr> <td>0-20</td> <td>222 children</td> </tr> <tr> <td>21-40</td> <td>31 children</td> </tr> <tr> <td>41-60</td> <td>14 children</td> </tr> <tr> <td>61-80</td> <td>4 children</td> </tr> <tr> <td>81-100</td> <td>3 children</td> </tr> <tr> <td>101 – 120</td> <td>4 children</td> </tr> <tr> <td>121 – 140</td> <td>3 children</td> </tr> <tr> <td>140+</td> <td>1 child</td> </tr> </tbody> </table> <p><b><u>KS1 PP children accessed it as follows:</u></b></p> <table border="1" data-bbox="674 927 1494 1118"> <thead> <tr> <th>Usage / days active</th> <th>Number of children (out of 22PP children in KS1)</th> </tr> </thead> <tbody> <tr> <td>0 attempts made</td> <td>8</td> </tr> <tr> <td>1-20</td> <td>11</td> </tr> <tr> <td>21-40</td> <td>1</td> </tr> <tr> <td>41-60</td> <td>2</td> </tr> </tbody> </table> | Usage / days active  | Number of children | 0-20 | 222 children | 21-40 | 31 children | 41-60 | 14 children | 61-80 | 4 children | 81-100 | 3 children | 101 – 120 | 4 children | 121 – 140 | 3 children | 140+ | 1 child | Usage / days active | Number of children (out of 22PP children in KS1) | 0 attempts made | 8 | 1-20 | 11 | 21-40 | 1 | 41-60 | 2 | <p>Numbots and TT Rockstars will continue to be used. A plan to relaunch and make this more exciting to children will be planned to encourage children to access it more regularly.</p> <p>A survey has been sent out to determine if there is a technology barrier for completion of maths homework. This will provide crucial information to form a plan of support for all children.</p> | £289.80 |
| Usage / days active   | Number of children   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 0-20  | 222 children   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 21-40   | 31 children  |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 41-60   | 14 children  |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 61-80   | 4 children   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 81-100  | 3 children   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 101 – 120   | 4 children   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 121 – 140   | 3 children   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 140+  | 1 child  |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| Usage / days active   | Number of children (out of 22PP children in KS1)   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 0 attempts made   | 8  |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 1-20  | 11   |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 21-40   | 1  |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| 41-60   | 2  |  |  |                    |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |
| B1 and A2 interventions set up from week beg 9.9.19 – reviewed at each data drop. | <p>% of PP pupils achieving ARE and GD in maths</p> <p>% of PP pupils making accelerated</p> | <ul style="list-style-type: none"> <li>Data is unavailable for the end of year due to COVID-19.</li> </ul>   | This rigorous intervention schedule and breakfast meeting approach will continue to be delivered this year. Predictions for the end of year last year were looking positive and analyse shows that rapid progress is made using this approach. | £35755,05          |      |              |       |             |       |             |       |            |        |            |           |            |           |            |      |         |                     |  |                 |   |      |    |       |   |       |   |   |         |

|  |   |  |  |  |
|--|---|--|--|--|
| <p>Weekly breakfast meetings with Year groups 2-6 to discuss progress within therapies, barriers to learning and support.</p> <p>Dots to be put onto books, so that all staff know who the B1 and A2 children are and how to support them in their learning.</p> | <p>progress in reading, writing and maths</p> |  |  |  |
|--|---|--|--|--|

## ii. Targeted support

| <b>Action</b>  | <b>Intended outcome</b>   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b>                      |
|--|---|---|--|----------------------------------|
| <p>Nurture breakfast<br/>Nurture Lunch</p>           | <p>Confident learners who are emotionally stable to engage in learning</p>      | <p>8 children attended this support intervention. This allowed children to transition between home to school in a calm, relaxed way. It helped children to verbalise their emotions by talking about anything that was upsetting them ahead of going into class. It helped them to regulate their emotions before starting their learning. It helped them to identify what may be a trigger in their day, looking at their timetables and allowing staff to support them to manage any difficulties. It allowed some children who had left the house without food to have something to eat to support their concentration and engagement in learning as their basic needs were met.</p> | <p>To continue this year.</p>  | <p>£1583.40</p>                  |
| <p>Educational psychologist &amp; Play therapist</p> | <p>% of PP pupils making accelerated progress in reading, writing and maths</p> | <p>Our Educational psychologist identifies difficulties and provides appropriate strategies to support children with their learning and other additional needs. This year this support has helped children to access education and classroom activities alongside their peers and achieve well from their individual starting points.</p>   | <p>To continue this year.<br/><br/>Money carried forward from last year to ensure children are seen by the EP 2020-21.</p> | <p>£751.67<br/><br/>£9560.00</p> |

4/65 (6%) children received support from the Educational psychologist. The children who were prioritised were identified due to additional needs (CIC) to support with transition and two children who are also SEND and required advice to support an application for an EHCP. Due to the nature of the reasons for support, the children made progress but not accelerated progress from their starting points. Plans were in place and interventions regularly analysed and progress was made.

**Data for Child A**

|                | <b>Sept 2019</b>    | <b>(Jan as he didn't sit Spring tests due to COVID)</b> |
|----------------|---------------------|---|
| <b>Reading</b> | No assessment taken | SS85  |
| <b>Writing</b> | WA Y4               | WT6   |
| <b>Maths</b>   | SS86                | SS96  |

Due to COVID-19, other children who were identified for support were not seen. These children have become priority for 2020-21.

Our school counsellor/play therapist works with our most vulnerable pupils, where school intervention and impact has not been rapid enough. The children's SDQ scores increase, indicating an increased level of mental health and wellbeing.

The children that work with her are selected through a referral process and one of the strands we look at is behaviour in school.

- 8/65 (12%) children received weekly support from a counsellor due to traumas they have suffered. All of these children fall into the multi-vulnerability group. This support continued virtually during the lockdown period.

**End of Spring 2020 Data**

|                | <b>Reading</b> | <b>Writing</b> | <b>Maths</b> |
|----------------|----------------|----------------|--------------|
| <b>Child 1</b> | WT Y4          | WT Y4          | WT Y4        |
| <b>Child 2</b> | ARE Y6         | WT Y6          | ARE Y6       |
| <b>Child 3</b> | WT Y2          | WT Y2          | ARE Y2       |



|  |   | <table border="1"> <tr> <td><b>Child 4</b></td> <td>WA Y5</td> <td>WT Y5</td> <td>WA Y5</td> </tr> <tr> <td><b>Child 5</b></td> <td>WT Y2</td> <td>WT Y1</td> <td>Expected standard Y1</td> </tr> <tr> <td><b>Child 6</b></td> <td>WT Y3</td> <td>WT Y3</td> <td>WT Y3</td> </tr> <tr> <td><b>Child 7</b></td> <td>ARE Y6</td> <td>WT Y6</td> <td>WT Y6</td> </tr> <tr> <td><b>Child 8</b></td> <td>ARE Y6</td> <td>WT Y6</td> <td>WT Y6</td> </tr> </table>   | <b>Child 4</b>  | WA Y5                                 | WT Y5  | WA Y5   | <b>Child 5</b> | WT Y2 | WT Y1 | Expected standard Y1 | <b>Child 6</b> | WT Y3 | WT Y3 | WT Y3 | <b>Child 7</b> | ARE Y6 | WT Y6 | WT Y6 | <b>Child 8</b>  | ARE Y6   | WT Y6 | WT Y6 |  |  |
|--|---|--|---|---------------------------------------|--|---|----------------|-------|-------|----------------------|----------------|-------|-------|-------|----------------|--------|-------|-------|---|--|-------|-------|--|--|
| <b>Child 4</b>   | WA Y5   | WT Y5  | WA Y5   |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| <b>Child 5</b>   | WT Y2   | WT Y1  | Expected standard Y1  |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| <b>Child 6</b>   | WT Y3   | WT Y3  | WT Y3   |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| <b>Child 7</b>   | ARE Y6  | WT Y6  | WT Y6   |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| <b>Child 8</b>   | ARE Y6  | WT Y6  | WT Y6   |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| <p>1:1 Tuition for all PP children</p> <p>Small targeted focused intervention out of class for reading, writing and maths.</p> | <p>% of PP children achieving ARE and greater depth in maths.</p> <p>% of PP pupils making accelerated progress in reading, writing and maths</p> | <p>Small group tuition were set up following analysis of the PIXL assessments.</p> <p>In addition 3 children had 1:1 tuition for 1 hour per week</p> <p><b>IMPACT</b></p> <ul style="list-style-type: none"> <li>1 Year 5 child has reached working towards the expected standards in Year 6 across all areas, which means she is now attaining in line with her peers.</li> <li>1 child in Year 6 made Greater depth in reading, ARE in writing and working towards Year 6 standards in maths.</li> <li>1 Child in Year 6 made ARE in reading, writing, maths and combined at the end of the academic year.</li> </ul> <p>All CIC received 1.5 – 2hours of 1:1 support on educational and SEMH targets each week.</p> <p><b>9 Children in Care (CIC)</b></p> <table border="1"> <thead> <tr> <th></th> <th>% of children on track to reach ARE +</th> <th>% of children that made expected progress from their starting points</th> <th>% of children that made accelerated progress from their starting points</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>67%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>67%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>44%</td> <td>67%</td> <td>22%</td> </tr> </tbody> </table> |   | % of children on track to reach ARE + | % of children that made expected progress from their starting points | % of children that made accelerated progress from their starting points | Reading        | 56%   | 67%   | 22%                  | Writing        | 56%   | 67%   | 0%    | Maths          | 44%    | 67%   | 22%   | <p>To continue this academic year.</p> <p>1:1 tuition is having a good impact on attainment and accelerating progress. This model needs to be reflected for all children with multi-vulnerabilities identified.</p> <p>All CIC will receive 1:1 tuition this academic year.</p> | <p><b>1:1 tuition</b></p> <p>£1, 705</p> <p><b>Small Group Literacy &amp; maths</b></p> <p>£9,430.60</p> |       |       |  |  |
|  | % of children on track to reach ARE +   | % of children that made expected progress from their starting points   | % of children that made accelerated progress from their starting points                       |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| Reading  | 56%   | 67%  | 22%   |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| Writing  | 56%   | 67%  | 0%  |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| Maths  | 44%   | 67%  | 22%   |                                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |
| <p>Building relationships with parents through informal coffee mornings, offering workshops during</p>                         | <p>Attendance of PP children will increase</p>  | <p>Family support worker joined Ashby Fields in February 2020 and began to look at the children who were persistently absent from school. Some initial contact was made but then schools went into lockdown and so this stopped.</p>   | <p>1. Initial contact being made for those whose attendance has fallen below 85% already.</p> | <p>£5778.88</p>                       |  |   |                |       |       |                      |                |       |       |       |                |        |       |       |   |  |       |       |  |  |

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| <p>these on homework etc.</p> <p>Absence letters to be sent home termly.</p> <p>Parent contract meetings for persistent absences.</p>   | <p>(42% of our PP children's attendance was below 95% last year)</p>                               | <p>Analysis showed that our multi-vulnerable PP children were those that were frequently absent from school and have become the targeted ones to track this academic year.</p>   | <ol style="list-style-type: none"> <li>2. Attendance support plans to be created and reviewed with parents regularly.</li> <li>3. EHA's to be offered to those families where needed.</li> </ol>   |                   |
| <p>Implement homework club after school on a Tuesday.</p> <p>Parent partnership</p>   | <p>Parental engagement</p>   | <p>Homework club was offered to all children to support those struggling with homework and access to Computing equipment.</p> <p>Homework learning walks were completed and saw that as the weeks progressed, less parents attended with their children. Before closure, 5 children attended homework club from this group of children.</p>  | <ol style="list-style-type: none"> <li>1. Pupil and parent voice surveys on homework and barriers to completion.</li> <li>2. Computing survey to go out to parents to see who has access to equipment to be able to complete homework set.</li> <li>3. Support plan to be put in place to ensure children regularly read and complete spellings and timetables.</li> </ol> | <p>£7000</p>      |
| <p>Targeted interventions with pre and post assessments to show progress from starting points.</p> <p>Tray tasks to support basic skills and over-learning to embed these skills.</p> | <p>Children with multi-vulnerabilities will make expected progress from their starting points.</p> | <ul style="list-style-type: none"> <li>• 5/65 (8%): children received a different curriculum for English and Maths due to being significantly behind in their learning. These children also had access to tray tasks in the class to support overlearning of basic skills.</li> <li>• A further 8/65 (12%) children received targeted support via their PEP's for SEMH and learning needs.</li> <li>• 8/65 (12%) children received weekly support from a counsellor due to traumas they have suffered. This support continued virtually during the lockdown period.</li> <li>• 4/65 (6%) children received support from the Educational psychologist. Due to COVID-19, other children who were identified for support were not seen. These children have become priority for 2020-21.</li> </ul> | <p>All children who are identified as needing tray tasks will have a personal education plan written which will be shared with parents/carers and reviewed each half term with a member of SLT.</p> <p>Targeted interventions to continued and to be tracked via Edukey.</p>   | <p>£14,111.27</p> |

| (Inclusion team support – SEMH based)  |  |   |   |                 |
|--|--|---|---|-----------------|
| <b>iii.</b>  |  |   |   |                 |
| <b>Action</b>  | <b>Intended outcome</b>  | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b>     |
| <p>£100 voucher for uniform, trips, clubs, out of school club.</p> <p>Paid residential trips</p> | <p>Extend opportunities for children to benefit from a wide range of life experiences.</p> | <p>Through the £100 voucher scheme we have been able to ensure children have received treatment for headlice, received school uniform and have had appropriate shoes that fit them. The children have also benefitted from having their parents at performances, watching how amazing they are.</p> <p>Without this scheme, many children would have missed out on class trips and therefore limiting their life experiences.</p> <p>Due to COVID-19, the residential did not go ahead as planned. For our Year 4 children, their residential has been re-arranged for 2021, where we will pay for the children to have the opportunity to experience a range of activities.</p> <p>£100 voucher for uniform, trips, clubs, out of school club. 44% of uptake this year.</p> <p>Everyone had requested support with paying for residential but that was postponed due to COVID-19</p> | <p>To continue 2020-21.</p> <ol style="list-style-type: none"> <li>1. Quantify what outside experiences the children have via pupil voice.</li> <li>2. Promote the use of afterschool sports clubs.</li> <li>3. Continue to work with families to ensure PP children attend school trips and residential and have the same experiences as their peers.</li> <li>4. FSW to support families to manage money to be able to pay for the deposits for residential.</li> <li>5. FSW to ensure PP families know that they can get support from school for: uniform, clubs and trips.</li> </ol> | <p>£1861.67</p> |
| <p>Identify a group of Governors to look at vulnerable children across the school.</p>           | <p>To challenge and support school to meet the needs of vulnerable pupils.</p>             | <p>Action achieved and Governors made one visit before the lockdown in March.</p>   | <p>Continue September 2020. Governors assigned Paul Davies and Nick Willmott.</p>   |                 |

|  |                          |  |   |                  |
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| Edukey – provision map for tracking PP interventions | Tracked provision        | Provision map programme to support the tracking of interventions including pre and post assessments, to analyse progress made for individual children.   | This will continue to be used to track provision, progress and impact next academic year. | £815             |
| My concern – safeguarding programme                  | Tracks and logs concerns | This programme has transformed the way concerns are logged and managed in school. DSL's have full chronology of the concerns, actions and outcomes and can attach minutes of meetings, documents from other professionals and court orders. Teachers are able to log concerns straight away and also see the full chronology of what has happened with something that they have raised. Tas and office staff also have access to this and LTS are able to discuss concerns and log them with the class teachers. | This will continue to be used throughout the school.                                      | £760.75          |
|  |                          |  | <b>Total spending</b>   | <b>£91846.22</b> |

## 6. Planned expenditure

**Academic year**                      **2020-2021**

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

### i. Quality of teaching for all

| Action  | Intended outcome                             | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead | When will you review implementation? |
|---|--|--|--|------------|--------------------------------------|
| Powermaths to be embedded throughout school.<br><br>PIXL assessments to continue to be rigorous to identify targeted groups to ensure children progress at a more rapid pace. | % of PP pupils achieving ARE and GD in maths | Analysis of data impact from other schools show that Powermaths has a good impact on raising the standard of maths through a mastery approach.<br><br>Analysis of PIXL targeted groups has shown that it drive data forward through early identification in gaps in learning and providing therapies to support bridging these gaps. | Weekly breakfast meetings with SLT will monitor the impact of these interventions and ensure children are being stretched to reach their potential.<br><br>Weekly book looks by phase leaders. SLT book looks.<br><br>Learning walks and observations. | SLT        | Termly                               |

|   |  |  |  |                                  |             |
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|   |  |  | Pupil progress meetings.   |                                  |             |
| To purchase No More Marking comparative data programme  |  | This programme is being purchased to support National moderation, giving us comparative data for writing our children are producing.   | Placed onto the assessment calendar to ensure pieces of writing are uploaded in the correct time scale.  | Emma Ramm                        | Termly      |
| To purchase NUMBOTS.  | % of PP pupils achieving ARE and GD in maths   | Numbots and TTRockstars both support the building blocks for learning in maths teaching subitising, fluency in mental addition and subtraction skills. This leads to TTRockstars which support building fluency in timestable facts and corresponding multiplication facts. By building these skills, we could raise the attainment and progress for PP children. We need to remove the barriers to ensure this happens. | Monitoring of PP children completing homework.<br><br>Survey to parents to support removing barriers to completing this.<br><br>Award to be used as an incentive to inspire children to complete it daily.   | Arlena /Vicki Supported by Gemma | Half termly |
| B1 and A2 interventions set up from week beg 9.9.19 – reviewed at each data drop.<br><br>Weekly breakfast meetings with Year groups 2-6 to discuss progress within therapies, barriers to learning and support. | % of PP pupils achieving ARE and GD in maths<br><br>% of PP pupils making accelerated progress in reading, writing and maths | PIXL QLA analysis will inform teachers of cohort gaps and those for specific groups of children. B1 and A2 children will be identified and PLC's will be set up to ensure gaps are being addressed through therapies.<br><br>1:1 intervention will be given to identified pupils through the use of PIXL assessments.<br><br>Maths Mastery will underpin all maths taught in school and will                             | Weekly breakfast meetings with SLT will monitor the impact of these interventions and ensure children are being stretched to reach their potential.<br><br>Weekly book looks by phase leaders. SLT book looks.<br><br>Learning walks and observations.<br><br>Pupil progress meetings. | SLT                              | Termly      |

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| Dots to be put onto books, so that all staff know who the B1 and A2 children are and how to support them in their learning. |  | development the children's ability to problem solve and reason their answers  |   |              |                   |
| 1:1 Tuition for all PP children<br><br>Small targeted focused intervention out of class for reading, writing and maths.     | % of PP children achieving ARE and greater depth in maths.<br><br>% of PP pupils making accelerated progress in reading, writing and maths | Short focused 1:1 sessions enable pupils to close the gap on key areas of learning.<br><br>Pre-teaching of subjects in groups enable confidence of pupils when they are taught back in class. | 6x a year termly PPMS.<br>Weekly feedback to teacher.<br>Breakfast meetings – analysis of the QLA and PLC's.  | SLT          | 6 times per year. |
| Implement homework / booster clubs to support children with gaps in their maths knowledge.                                  | Parental engagement<br><br>% of PP children knowing timestables in line with age expectations.   | Developing positive relationships with parents will hopefully encourage them to come into school, ask for help when needed and increase support with learning at home.                        | Rigorous monitoring of homework and attendance and follow up calls to be made when the evidence shows that this is not being consistently completed.<br>Support plan to be developed. | All teachers | 6 x per year.     |
| <b>Total budgeted cost</b>  |  |   |   |              | <b>£64,517,37</b> |

## ii. Targeted support

| Action                             | Intended outcome  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead     | When will you review implementation? |
|------------------------------------|---|--|---|----------------|--------------------------------------|
| Nurture breakfast<br>Nurture Lunch | Confident learners who are emotionally stable to engage in learning | Developing self-esteem, confidence teambuilding in a small safe environment has a positive impact on progress and attainment in the classroom. | Termly questionnaires- Self-esteem and monitoring of progress and attainment in PPMs. | Inclusion Team | Termly                               |

|  |   |   |   |  |              |
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| Educational psychologist & Play therapist  | % of PP pupils making accelerated progress in reading, writing and maths                    | Identifying key barriers to learning either academically or SEMH will then enable children to develop strategies that will help them make progress.   | Pupil voice<br>IEP's<br>Provision map<br>SDQ's and emotional wellbeing checklists.  | Gemma Harvey                                     | Termly       |
| <p>TO ensure the FSW monitors and works with families where attendance is impacting on the child's learning.</p> <p>Building relationships with parents through informal coffee mornings, offering workshops during these on homework etc.</p> <p>Absence letters to be sent home termly.</p> <p>Parent contract meetings for persistent absences.</p> | Attendance of PP children will increase   | <p>Developing strong relationships with parents is essential in raising attendance. Informal coffee mornings with our Inclusion team will support this and enable them to also put on workshops needed as well.</p> <p>Absence letters sent home by the headteacher, these will be graded according to persistence.</p> <p>Inclusion team and HT to have contract meetings for persistent absences to ensure parents are aware of the impact of children missing education.</p> | <p>Termly monitoring of attendance. Informal questionnaires with parents.</p> <p>Monitor termly letters and feedback from conversations with family support worker.</p> <p>Termly monitor of attendance for individual PP children.</p> | <p>Emma Mudge</p> <p>Monitoring Gemma Harvey</p> | 6 x per year |
| <p>Targeted interventions with pre and post assessments to show progress from starting points.</p> <p>Tray tasks to support basic skills and over-learning to embed these skills.</p>  | Children with multi-vulnerabilities will make expected progress from their starting points. | <p>Supporting children with multiple difficulties, ensuring they have a team around them to support SEMH needs, family support and learning needs.</p> <p>Regular meetings with parents to discuss their children's progress and next steps.</p>  | <p>Use of edukey to track provision and interventions in school.</p> <p>Half termly assessments on interventions.</p> <p>Use of QLA and PLC's to establish gaps and targeted intervention.</p>  | GH and CG  | 6 weekly     |

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|  |  | <p>Ensure there are readily available resources to help parents to help their children at home.</p> <p>Through coffee mornings, find out what support sessions would be supportive for parents.</p> | <p>EP assessments to develop effective strategies for those with multiple needs.</p> <p>Outside agency support targeted to individual children.</p> |  |  |
|--|--|---|---|--|--|

**Total budgeted cost    £29,252.63**

**7. Additional detail**

Total planned expenditure will be £93,770.

Due to school closures we will be using some of last years funding to support this years plan.