

## Pupil premium strategy / self-evaluation

1. Summary information					
School	Flowery Field				
Academic Year	2020/21	Total PP budget	£297 918	Date of most recent PP Review	Sept 20
Total number of pupils	667	Number of pupils eligible for PP	194	Date for next internal review of this	Jan 21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	76%	76%
Progress measure reading		
Progress measure writing		
Progress measure maths		

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> )		
A.	Low attainment on entry to school and readiness to learn	
B.	Speech and Language difficulties	
C.	Under developed cultural literacy	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
D.	Parental support including supporting SEMH needs	
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Barriers to learning removed, as additional intervention to support as required	Improved outcomes and progress
B.	Pupils with poor communication skills on entry to school are targeted for intervention	Improved outcomes
C.	All pupils equipped with transferable learning skills to raise aspirations	Improved engagement
D.	Parents to be fully supported to meet their children's needs.	Support to be put into place

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019/20</b>		
<b>i. Quality of teaching for all</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> (and whether you will continue with this approach)	<b>Cost</b>
Discrete arithmetic teaching Focused input on task design bridging the gap between fluency and deeper reasoning tasks	To redress the balance between fluency, problem solving and deeper reasoning tasks	Evidence of improvement in the teaching of Maths. Evidence of fluency, problem solving and deeper reasoning tasks within all year groups.	Current practice needs to remain in place.  We are aware of emerging gaps from Covid closures, this will be addressed through detailed closing the gap planning and targeted interventions.	£3000

<p>Forest School Sessions for all pupils</p> <p>Dance curriculum R-Y6</p> <p>Before and after school clubs</p>	<p>Disadvantaged pupils to have the opportunity to participate in a range of cultural opportunities to develop transferable learning skills</p>	<p>All children have accessed at least half term Forest School Provision, we have seen an improvement in children's learning behaviours as a result, as documented in individual case studies.</p> <p>All children have accessed weekly dance lessons to complement their creative arts curriculum</p>	<p>All children will continue to access Forest school Provision. Progression of skills document to be introduced to ensure progress is evident between and across phases.</p> <p>Dance provision to continue, maximising links with other curriculum subjects.</p>	<p>£3000</p>
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**ii. Targeted support**

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>Morning provision focusing on school readiness (smile club), Reading and Maths</p> <p>TA support targeted to areas of greatest need dependent upon</p>	<p>To ensure that Pupil Premium reach their expected milestones and the gap is narrowed</p>	<p>Increase in attainment and progress within all year groups</p> <p>End of Key Stage data continues to demonstrate that we are closing the gap with previous years.</p>	<p>Consider how we can support children attaining GDS</p>	<p>£145 030</p>

<p>Observations carried out in EYFS</p> <p>Targeted pupils received 1-1/small group support</p> <p>Staff trained to deliver SALT effectively</p> <p>Additional TA support for targeted pupils</p>	<p>To ensure that pupils with poor communication skills on entry to school are targeted for intervention</p>	<p>Observations carried out in EYFS enabling early identification/</p> <p>All targeted pupils received 1-1/small group support</p> <p>Staff trained to deliver SALT effectively Appropriate resources in place to support SALT and deliver effective teaching.</p> <p>Listening and Attention 75% (79%)</p> <p>Understanding 71% (76%)</p> <p>Speaking 79% (80%)</p>	<p>Consider use of WELCOMM resource to support identification of need and target support accordingly.</p>	<p>£10712.20</p>
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### iii. Other approaches

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>Follow up attendance immediately once registers have been completed</p> <p>Target families of pupils who are persistently late/Attendance below 92%</p> <p>Action plans in place for pupils with attendance below 90%</p>	<p>To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning</p>	<p>Attendance 95% for PP children</p> <p>Reduction from 28 pupils to 14 pupils.</p>	<p>Continued use of robust systems to monitor and support attendance and punctuality.</p>	<p>£22895</p>

<p>Identification of pupils who will benefit from individualised counselling support.</p> <p>Delivery of social group interventions throughout all Key Stages</p> <p>Delivery of daily sessions promoting transferable learning skills alongside positive behaviour management.</p> <p>Alternative lunchtime provision</p>	<p>To ensure that Pupil Premium are equipped with transferable learning skills to raise aspirations</p>	<p>7 PP children have accessed support from the school counsellor - all pupils have demonstrated improvement in their SEMH needs and are accessing school</p> <p>Reduction in number of children removed from classroom and playground</p>	<p>Audit of lunchtime provision to ensure it continues to address emerging needs.</p> <p>Expansion of pastoral team required due to the level of rising need.</p> <p>Increase capacity of school counsellor to ensure children receive timely support.</p>	<p>£65627</p>
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## 6. Planned expenditure

Academic year	2020/21
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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?
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<p>Focused input on AFL strategies as part of our work on signature pedagogy. Lesson Study in place focusing on AFL strategies.</p>	<p>To enable all children to be successful, independent and reflective learners.</p>	<p>Links with our AIP for 2020-21 and our Ofsted priorities.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p>	<p>Focus of AIP half termly review by SLT  Lesson Walkthrough/Pupil Voice and Book scrutiny.  Pupil Progress Meetings</p>	<p>CS/KP/PG/PS</p>	<p>Half Termly (In House) Termly via AIC</p>
<p>Forest School Sessions for all pupils  Dance curriculum R-Y6  Before and after school clubs</p>	<p>Disadvantaged pupils to have the opportunity to participate in a range of cultural opportunities to develop transferable learning skills</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>   <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>PG to oversee outdoor learning opportunities and complete termly monitoring cycle   KH to oversee dance and extra-curricular provision</p>	<p>PG   KH</p>	<p>Termly impact report   Termly impact report</p>
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Morning provision focusing on school readiness (smile club), Reading and Maths TA support targeted to areas of greatest need dependent upon analysis of data FFT support to address early reading behaviours.	To ensure that Pupil Premium reach their expected milestones and the gap is narrowed	Links to our 20/21 AIP.  Although children perform in line nationally by the end of KS2 we continue to address the within school gap  We are concerned about the impact of Covid School Closures and have proven evidence of the impact of this catch up provision.	Pupil Premium reviews form part of Pupil Progress Meetings  4 Weekly progress reviews to ensure the support is timely and has the maximum impact.  Needs to be reviewed regularly to address the changing priorities within school.	CS/KP/PG/PS	4 Weekly
Observations carried out in EYFS Targeted pupils received 1-1/small group support Staff trained to deliver SALT effectively Additional TA support for targeted pupils	To ensure that pupils with poor communication skills on entry to school are targeted for intervention	<a href="https://www.savethechildren.org.uk/content/dam/gb/reports/policy/early-language-development-and-childrens-primary-school-attainment.pdf">https://www.savethechildren.org.uk/content/dam/gb/reports/policy/early-language-development-and-childrens-primary-school-attainment.pdf</a>	Pupil Premium reviews form part of Pupil Progress  Termly SALT reports  Meetings/SEND reviews	CS	Termly
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Follow up attendance immediately once registers have been completed</p> <p>Target families of pupils who are persistently late/Attendance below 92%</p> <p>Action plans in place for pupils with attendance below 90%</p> <p>Expansion of attendance and safeguarding team to address greater level of need</p>	<p>To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning</p>	<p>Improving attendance over the last 2 years has led to an improvement in pupil outcomes.</p> <p>Individual case studies have highlighted that attendance concerns are often masking other problems which timely support can address</p>	<p>Weekly attendance meeting with pastoral and safeguarding team.</p> <p>Weekly supervision meetings with safeguarding lead and behaviour and safeguarding team.</p>	<p>CS</p>	<p>Termly impact report to AIC</p>
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<p>Expansion of pastoral team to address parental need</p> <p>Identification of pupils who will benefit from individualised counselling support.</p>	<p>Parents to be fully supported to meet their children's needs.</p>	<p>Significant increase in the number of children on CP and CIN plans</p> <p>Increase in number of children becoming LA</p> <p>Increase in domestic incidents</p>	<p>Weekly supervision meetings with safeguarding lead and behaviour and safeguarding team.</p>		
<b>Total budgeted cost</b>					<b>£297,918</b>