

1. Summary information

School	Leighton Academy				
Academic Year	2020/21	Total PP budget	£90,115	Date of most recent PP Review	April 2021
Total number of pupils	527	Number of pupils eligible for PP	94	Date for next internal review of this strategy	July 2021

2. Current attainment

Attainment - Leighton 2018							National 2018		
	Exp	PP Exp	GD	PP GD	Scaled	PP	Exp	GD	Scaled
Read %	87 ^{>8}	79 ^{>12}	30 ^{>9}	21 ^{>14}	107 ^{>2}	105	75		105
Maths %	87 ^{>1}	89 ^{>9}	23 ^{>7}	21 ^{>14}	105 ^{>0}	104	76		104
SPAG %	77 ^{<9}	68 ^{<12}	35 ^{>13}	11 ^{>4}	106 ^{>0}	102	78		106
Write %	72 ^{>1}	47 ^{<20}	10 ^{<4}	5 ^{<2}					
RWM %	67 ^{>5}	42 ^{<25}	10 ^{<4}	5 ^{<2}					

Attainment - Leighton 2019							National 2019		
	Exp	PP Exp	GD	PP GD	Scaled	PP	Exp	GD	Scaled
Read %	72 ^{<15}	87 ^{>8}	10 ^{<20}	7 ^{<14}	102	101	73		104
Maths %	88 ^{>1}	80 ^{<9}	8 ^{<8}	0 ^{<21}	104	102	79		105
SPAG %	85 ^{>8}	60 ^{<8}	12 ^{<23}	6 ^{<5}	104	103	78		106
Write %	78 ^{>6}	80 ^{>33}	12 ^{>2}	6 ^{>1}			79		
RWM %	62 ^{<5}	53 ^{>11}	2 ^{<8}	0 ^{<5}			65		

Please note attainment is for 2019 due to the change to SATs assessments in 2020

Pupil Premium Summer data 2021

Year	Reading				Writing				Maths			
	PRE	WT	EX	GD	PRE	WT	EX	GD	PRE	WT	EX	GD
Y2 (13)	0	15	69	15	0	62	38	0	0	23	69	8
	2	15	47	36	3	31	51	15	0	20	60	20
Y6 (14)	7	29	36	29	14	29	57	0	7	29	50	14
	4	21	40	36	5	28	49	18	5	22	45	28

Number of PP children in brackets ()

All children in the year group in red.

Please note due to COVID 19 situation results for 2019-20 are not included

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Oral language and receptive language skills are lower in EYFS for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. |
| B. | Developing children's emotional well-being and mental health. |
| C. | Pupils eligible for PP achieving expected standard in reading and writing. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Consistency in approaches to behaviour management between school and home. Supporting parents with their children. |
| E. | Increasing the amount and frequency of physical activity of our PP children and members of their family. |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language and literacy skills for pupils eligible for PP in EYFS and into KS1. Data will be collated from TP/Boost progress, Reading recovery levels and phonic scores	Pupils in EYFS make accelerated progress so that they meet age related expectations. Pupils in KS1 complete O3 and RR to make accelerated progress by the end of the KS so that pupils eligible for PP meet age related expectations Pupils complete speaking and listening programmes, target SaLT

		<p>programmes to accelerate learning. Pupil develop reading comprehension skills and extend spoken and written vocabulary to achieve expected standard. Use of accelerated reader programme and Lexia.</p>
B.	<p>Pupils develop a range of strategies to ensure positive mental health and cooperative relationships to succeed throughout their life. A higher number of pupils are able to self- regulate their emotions enabling them to access all aspects of school life including reaching their potential academically. Number of incidents recorded using the 123 magic spreadsheet and CPOMS Improvement of scores on SDQs</p>	<p>Pupils to use the green, rainbow and corner room for self-regulation. Fewer behaviour incidents are occurring for these pupils. Pupils develop a range of strategies to help them manage with a variety of situations. Parents are supported with behaviour at home. Pupils receive mental health support including appropriate therapy programmes and parent / family support. Pupils receive counselling to support mental health. Pupils receive guided cooperative programmes developing social skills and can apply these in their daily life.</p>
C.	<p>Improve the number of Pupils eligible for PP making progress from below age related expectations to age related expectations in reading.</p>	<p>Pupils make accelerated progress so that they meet age related expectations in line with other pupils in reading Pupils eligible for PP identified as high ability make comparable progress to “other” pupils. Pupil progress is measured and moderated using assessments, evidence in pupil interviews, questionnaires, books (recorded work), lesson observations and online platform data.</p>
D.	<p>Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment. Families are accessing the academy behaviour management courses</p>	<p>Pupils respond and interact appropriately in all environments Communication between home and school is further developed and cooperative systems are in place. Emotion coaching and programmes to support self-regulation and reduce anxiety are effectively applied by pupils when they require. Pupils are accessing all learning experiences. Pupils cooperate and collaborate positively in learning and social situations.</p>
E.	<p>Pupils who are eligible for PP increase physical activity levels across the academic year.</p>	<p>Pupils attend clubs before during and after school. Pupils complete an hour of exercise a day utilising the whole of the school grounds and staff expertise. Parents and families are encouraged to complete an additional hour exercise per week Pupils access lunchtime clubs increasing activity.</p>

5. Planned expenditure

Academic year	2020/21
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve oral language in EYFS Increase Reading levels for KS1 pupils</p>	<p>Implementation of intervention programmes to accelerate progress.</p> <p>Staff training in reading support and strategies programme.</p> <p>Parents receive training in supporting their children with reading.</p> <p>Purchase of Accelerated reader programme, myON and Lexia licences to support pupils access and frequency in reading.</p> <p>A specialist Speech and Language Therapist is employed by the Academy for one day per week.</p>	<p>We want to invest some of the PP in longer term change and training. This will support all pupils now and into the future.</p> <p>The Reading support programme and reading recovery programmes have proven success in accelerating pupil progress</p> <p>Parents feel empowered to support their children with reading and reading frequency increases.</p> <p>Pupils are motivated to read and access a variety of methods to increase their reading frequency and fluency</p> <p>The lexia programme is an EEF accredited programme to accelerate reading. Software and hardware purchased to enable PP children and others to access the programme the frequency required to make accelerated progress.</p> <p>Pupils are accessing Speech and Language therapy support earlier and programmes are implemented quicker. The delay between SaLT referral to assessment and start of the sessions is reduced due to pre-assessment in the setting and programme devised and staff CPD by Speech and Language therapist.</p>	<p>Courses selected and completed by all EYFS and KS1 staff. Language specialist assessments, review and guidance. Neli intervention data available in school Training completed and monitored through assessments of pupil progress data available</p> <p>Use of parent questionnaire to assess confidence in supporting their children in the reading process.</p> <p>The programme has regular assessments and pupils can be assessed and tracked. Staff training and resources available. Data available in school</p> <p>Pupils receiving SaLT support is increased and programmes are updated more frequently. Pupil progress monitored. Annual report received from SaLT outlining provision and impact available from NJones</p>	<p>Assistant Head of School</p>	<p>Termly Jan 2021 April 2021 July 2021</p>

<p>B. A higher number of pupils are able to self-regulate their emotions enabling them to access all aspects of school life including reaching their potential academically.</p>	<p>Further development of Green rooms, corner and rainbow rooms.</p> <p>Staff training in emotion coaching, attachment, emotion interventions and emotion circle time.</p> <p>Lead school for Emotional healthy schools pilot stage 2.</p> <p>Use of Play therapy and animal assisted therapy programmes to support pupils to help them manage their emotions.</p> <p>Mental Health lead appointed, Training including Visyon and Incredible years training. Introduction of wellbeing pathways, NHS trailblazer project and Family Ties programme</p> <p>Develop links with Mental Health Support Teams (MHSTs) to provide early intervention and ongoing help</p> <p>Support school staff to identify children who need additional support with their mental wellbeing</p> <p>Introduction of counselling sessions to support pupil well-being.</p>	<p>We are investing in staff training to support pupils throughout the day. There will be dedicated intervention programmes delivered by trained staff. The further development of the green room and the activities available to support pupils. This approach has been developed in partnership with Cheshire East.</p> <p>Develop a whole school approach to support wellbeing and mental health through a PSHE programme.</p> <p>The provision and development of strategies for target pupils has been developed with the Educational Psychologist from Cheshire East.</p> <p>Pupils will develop strategies to self-regulate and share their thoughts and worries improving their well-being. This will enable them to focus more on their learning</p> <p>Staff are trained to identify and support pupils with their wellbeing and mental health. Additional programmes are in place to support pupils. Training and resourcing for Lego therapy for staff, wellbeing pathways training and incredible years. Many of our PP pupils find self-regulation and social interactions tricky. Programmes are incorporated into their school day (and support for families) to develop and apply strategies to support social situations, develop resilience, problem solving skills, social communication and interactions, emotional wellbeing and self-worth.</p> <p>The need for specialist support for some of our PP children has become more apparent and the specialist support will provide them with this support to enable them to flourish in all aspects of their life.</p>	<p>Data recorded of behavioural instance are monitored. Progress data of pupils monitored.</p> <p>Entry and exit scores for interventions</p> <p>Learning walks and staff feedback regarding incidents and their confidence in supporting pupils.</p> <p>Feedback from therapists. Reports from therapists and SDQ scores improved. Learning walks and staff feedback regarding incidents and their confidence in supporting pupils. Use of wellbeing pathways to identify needs of pupils. Completed virtually and in person access mental health additional mental health consultations and feedback</p> <p>Feedback and reports from counsellor and staff. Feedback from families and participation rates in lessons and other aspects of school.</p> <p>Observations and percentage of access to curriculum and unstructured times. Cpoms logs frequency.</p>	<p>Assistant Head of School</p> <p>Pastoral and welfare manager</p> <p>Mental Health Lead</p>	<p>Termly Jan 2021 April 2021 July 2021</p> <p>Use of Rainbow room and green room has been limited due to pandemic with bubbles accessing</p> <p>Feedback and reports provided to pastoral team and pupil response has been very positive with use of zoning of playgrounds and the introduction of my happy mind supporting pupils with well being and strategies to support. Mental health lead and TAs and other staff supporting a range of pupils and families.</p>
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<p>C. Improve the number of Pupils eligible for PP making progress to meet expectations to age related expectations.</p>	<p>Staff training in specific vocabulary and reading and writing strategies including comprehension, writing different genres and modelled structures</p> <p>Target writing sessions delivered daily with follow up sessions to monitor learning and address misconceptions.</p> <p>Target reading sessions delivered daily focusing on understanding and reading for pleasure. Guided reading and individual reading programmes.</p> <p>Target reading software, hardware and programmes to support and stimulate reading for our PP pupils.</p>	<p>High ability pupils eligible for PP are making less progress than other high attaining pupils in certain areas of the Academy. We want to ensure that our PP pupils achieve at greater depth and pupils below expected develop the vocabulary, reading and writing skills to accelerate their learning to age related expectations.</p> <p>We will continue to train staff to provide additional content and strategies to enable this. This will be monitored by the literacy lead leading specific sessions and the provision of additional bespoke reading and writing sessions to embed expanding vocabulary. New writing units are introduced Read to write to focus on skill transference and combine literacy skills.</p> <p>Staff training to support reading strategies and develop comprehension. Reading is embedded across the day celebrated and positive role models with staff reading and shared reading each day. This was identified from pupil questionnaires. Parent reading sessions and book swaps to further foster a love of reading by pupils and extend the range of books available to pupils. (This is to be completed virtually currently with feedback via emails and reviews).</p> <p>PP pupils will have access to the accelerated reader and myON programmes to further foster reading and this will be accessed both in school and at home to promote shared reading. Use of Lexia programme to target identified pupils. Screening for dyslexia and strategies and support implemented. Target reading support for identified pupils aiming for greater depth. Additional specialist teacher support for target pupil premium children.</p>	<p>Data will be recorded via ongoing assessments and staff feedback. Progress will be monitored by the literacy team led by Literacy lead.</p> <p>Use of inset sessions, departmental CPD sessions will cascade staff training across the Academy to ensure progression. Training for staff regarding new read to write units. Training sessions for staff and pupils to use new software and other programmes.</p> <p>Use of email and phone calls to support parental awareness and engagement</p> <p>Provision of hardware and software application to complete in school tasks and home learning Additional target sessions guided by trained staff and regular check ins and recap sessions. Identified strategies can be reassessed using screener.</p> <p>Ongoing assessments and feedback from specialist staff.</p>	<p>Literacy Lead and Greater depth lead</p> <p>Assistant Head of School</p> <p>Mental Health Lead</p>	<p>Termly Jan 2021 April 2021 June 2021</p> <p>Investment has proved successful and a greater number of PP and other pupils moving from WT to EX in core subjects and use of language improving. All PP pupil accessing accelerated reader programme consistently by end of KS1. Data for progress available.</p> <p>Additional GR sessions delivered daily to PP and others in Y1 and Y2</p> <p>Devices used effectively at home with near 100% attendance regularly. Devices are used in school to support pupils learning and alternative methods of recording.</p>
Total budgeted cost					£35,500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A.Improve oral language in EYFS</p> <p>Increase Reading levels for KS1 pupils</p> <p>Increase in reading comprehension skills. Pupils are reading more frequently with a greater understanding.</p> <p>Pupils are using an increasing range of methods to access their reading.</p>	<p>1 to3 and small group talk/ partners/ boost programme implemented across EYFS and KS1</p> <p>1 to1 reading support programmes implemented in KS1 including O3 supporting readers and reading recovery Target pupils to use accelerated reader myON and Lexia programs.</p> <p>Additional reading materials focused on phonics and staff training to enhance phonic lessons.</p> <p>Use of the additional guided reading materials across Year 2 to Year 6</p> <p>Accelerated reader programme and myON software to stimulate and assess reading and comprehension progress.</p> <p>Introduction of protected shared reading sessions to foster and develop reading including vocabulary and comprehension.</p>	<p>Continued investment in the provision of specific oral language intervention programmes including Talking partners, Talk Boost and Narrative therapy. Wellcomm activities are utilised and embedded across foundation phase.</p> <p>Continued investment in a SALT to support identified children and provide additional guidance for staff regarding identified pupils</p> <p>Pupils receiving the 1:1 reading programmes make accelerated progress.</p> <p>Target pupils receive additional small group guided reading support and comprehension sessions.</p> <p>Pupils make accelerated progress after using the guided reading materials. The programme is extended to continue to include focus sessions for target pupils.</p> <p>Accelerated reader programme and myON reading programme is accessible to stimulate reading using other materials</p> <p>The development of reading skills and fostering a love of reading is to be embedded. The acquisition of a developing expansive vocabulary will aid pupils in all aspects of the learning. The vocabulary will enable pupils to access many areas of the curriculum with greater ease. The development of reading and vocabulary will support pupils assessments and interpretation of questions. Specialist teaching for greater depth provision and to enable pupils to accelerate to expected achievement</p>	<p>Progress assessed and recorded (entry and exit scores for intervention programmes)</p> <p>Timetables of interventions and record of sessions with progress recorded through ongoing assessments and half termly assessment by the SEN team.</p> <p>All staff to receive training regarding the SFA materials and the programme. Time is utilised to assess implementation with the SFA link support and dedicated sessions to train and review the programme with staff.</p> <p>Pupil use and assessments plus progress can be accessed and track progress and development</p> <p>Learning walks, pupil interviews, application in recorded activities. The ability of pupils to interpret questions in assessments and in discussions.</p>	<p>EYFS staff</p> <p>Assistant head of school</p> <p>Literacy Lead</p>	<p>Termly Jan 2021 April 2021 July 2021</p> <p>SaLT support pupils weekly and annual impact report available. This has resulted in an increased number of pupils reaching age expected criteria and being discharged through the year.</p> <p>Pupils are accessing 1:1 and guided reading sessions daily with an increased number using the accelerated reader programme in Y1 and all by end of Y2. Data available in school.</p>

<p>B. Pupils develop cooperative learning skills and utilise these to develop their learning.</p> <p>Pupils are able to self-regulate their emotions enabling them to access all aspects of school life including reaching their potential academically.</p>	<p>Staff training in cooperative learning strategies and methods. These are employed in lessons / group and partner work.</p> <p>Green room is available for all to use. Small group emotion coaching sessions Small group emotion circle programmes Educational Psychologists assessment and strategies to support pupils in their environment.</p> <p>Play therapy and animal assisted therapy sessions</p> <p>Focused pre/ post teaching of key skills to reduce anxiety, raise self-esteem through success.</p> <p>Bespoke check in and access to key support staff.</p> <p>Staff training to introduce the pathways document and to implement this for our PP pupils and others.</p> <p>Focused CoJo projects for to develop cooperative and collaborative skills and social skills</p> <p>Lego therapy programme</p>	<p>Pupils will adopt and apply their new skills and strategies to support all aspects of their learning.</p> <p>We are investing in staff training to support pupils throughout the day. There will be dedicated intervention programmes delivered by trained staff. The development of a bespoke area within the Academy to support pupils. This approach has been developed in partnership with Cheshire East. Develop a whole school approach to support wellbeing and mental health through a PSHE programme.</p> <p>Pupils will be able to self-regulate and improve wellbeing. Feedback from pupils illustrated that the sessions enabled them to make the right choices and access activities both in class and outside class more successfully</p> <p>Pupils can undertake different roles and cooperate effectively with their peers Mentalising sessions to understand emotions, build empathy and resilience.</p> <p>Lego therapy sessions focusing on collaborative skills and cooperation adopting different roles.</p> <p>Pupils will access check ins and social stories and comic strips to develop their understanding of situations and how to handle them. These will be used for future experience.</p> <p>Use of a five point scale for individual pupils with strategies for calming. Use of calming / busy boxes / trays for specific pupils to support their regulation at specific points.</p> <p>Weekly sessions focusing on cooperation and</p>	<p>Pupil interviews and feedback is positive</p> <p>Data recorded of behavioural instance are monitored. Progress data of pupils monitored. Entry and exit scores for interventions Reports from the educational psychologist</p> <p>Entry and exit data from programmes, Pupil voice and discussion. Feedback and reports from therapists. Staff feedback and progress academically.</p> <p>One page reference sheets developed to support different areas of mental health and identified strategies to support specific children. These will be shared with staff of individual pupils and their parents</p> <p>NHS referral forms for mental health external support.</p> <p>Feedback from observations and transference of skills into daily activities.</p> <p>Pathways recorded document</p>	<p>Assistant head of School</p> <p>Welfare and pastoral manager</p> <p>Mental health and wellbeing lead</p>	<p>Termly Jan 2021 April 2021 July 2021</p> <p>Continued staff cpd in emotion coaching and mental health support has been effective to support pupils during the pandemic and this has extended to families also.</p> <p>A number of pupils continue to access counselling, animal assisted therapy and mental health support sessions.</p> <p>Pupils attendance has been very positive and their resilience and application of strategies has been very positive. Progress data shows the transfer to learning in the classroom also. These support services are to continue.</p>
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C.Increase the number of PP pupils completing more than one hour physical activity per day	Highly trained staff to deliver activity programmes and support pupils and families to access sessions Marathon kids implementation. Activity programme and area allocation to develop involvement in a range of activities throughout the week.	Invest in CPD and use of staff skills to provide target activity sessions for identified pupils The range of clubs and activities will enable all to explore and develop further skills which will allow them to participate and find new interest activities. Marathon kids sessions before school will increase family involvement and shared participation. Opportunities for online access to PE activities.	Timetables of support sessions Ensure time is allocated for assessment and progress recorded through ongoing activity levels and participation rates. Clubs and areas for specific activities will increase participation. Staff will monitor and lead activities. Pupil voice and family feedback will be collected and reviewed. Additional equipment will be purchased in consultation with the pupils and pupils trained to	PP lead PE team	Termly Jan 2021 April 2021 July 2021 Pupils are having additional sessions of cojo, PE and a restructure to break and lunchtimes has enabled greater access to resources and activity this has proved effective. There has been a considerable investment in equipment and training to support pupils. Sportscape lunchtime sessions have continued throughout.
Total budgeted cost					£52,615
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment.	123 magic training for all staff 123 magic behaviour management training course for parents/ carers of PP eligible pupils plus others	Data and evidence from previous courses and schools use of 123 magic will provide continuity of approach for pupils potentially reducing incidents of unwanted behaviour in the home environment and school. Shared approach will increase dialogue and communication between home and school.	Dedicated 123 magic trainer to deliver courses and use of questionnaire and follow up data to assure impact.	Assistant head of school	Termly After completion of each training course. Sessions continue for parents and a review of the positives and the school behaviour systems has taken place to support well-being.
Total budgeted cost					£3,000

6. Review of expenditure

Our focus and provision for the 2020 -2021 academic year is to continue with the targets from the 2019-2020 academic year with the additional provision outlined above. The majority of the targets and projects were ongoing and were affected by the closure of schools towards the end of the spring term. The school has supported families and pupils with additional learning materials, the provision of hardware to support and access learning and the introduction of new software and learning programmes.

Previous Academic Year

2019/20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
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<p>A.Improve oral language in EYFS Increase Reading levels for KS1 pupils</p>	<p>Implementation of intervention programmes to accelerate progress.</p> <p>Staff training in reading support and strategies programme.</p> <p>Parents receive training in supporting their children with reading.</p> <p>Purchase of Reading eggs licence to support pupils access and frequency in reading.</p> <p>Target writing sessions delivered daily with follow up sessions to monitor learning and address misconceptions.</p> <p>Target reading sessions delivered daily focusing on understanding and reading for pleasure. Guided reading and individual reading programmes.</p> <p>A specialist Speech and Language Therapist is employed by the Academy for one day per week.</p>	<p>Strong impact: Progress and feedback from monitoring has been positive with pupil outcomes improving. Due to the nature of the project the skills, strategies and expertise developed by staff will include other pupils. There is good evidence of vocabulary development across EYFS and oral story telling. This is also evident across the school.</p> <p>Medium; Pupil voice has shown that pupils enjoy reading and there has been investment in new materials and ensuring all books are phonetically decodable. The introduction of bedtime books has been very successful and dialogue and collaboration with parents has been very positive</p> <p>Medium, Intervention programmes have received some success and the new guided reading approach has become embedded but the progress has not accelerated pupils attainment across the school. Intervention programmes in year three proved very successful for the majority of PP children. The group sessions have impacted positively on PP and other pupils and they will continue. Access to the range of reading material has support development</p> <p>Medium; The speech therapist support did not begin until late into the spring term. There has already been an increase in pupil attendance at SaLT sessions and the CPD for staff to support pupils has increased.</p>	<p>We will introduce the Read to write programme because it is a progressive programme which will further extend vocabulary, continue to develop writing skills and link reading more effectively. We have seen the benefit of the talk for writing programme and this will continue to develop this process</p> <p>This programme is to continue and the focus group support for greater depth writing opportunities to continue at KS2. There will be an increased focus on the development of shared reading and linking skills through reading to writing for the coming year and skill and vocabulary transference.</p> <p>Additional training for all staff in phonics has been planned for the 2020-2021 academic year to aid our pupil premium pupils and others as they progress through the school.</p> <p>The investment in the range of reading materials including online materials is essential to engage more pupils and ease use for their families. This is also important with the current COVID 19 situation and to support parents and families during the school closure and potential future needs. There was also investment in hardware to support pupils and families at home. The further development of home school communication is essential and the use of email and weekly guidance plus guidance for use of new software and reading programs is proving effective but must be continued and the speed of addressing misconceptions and navigation of the programs is imperative.</p> <p>The use of a multi- pronged approach to reading is essential to engage our pupil premium pupils, their families and others. Training for staff has proved effective but this must be disseminated across all new staff, support staff and volunteers to maximise its effectiveness. The investment in additional hardware and upgrading existing hardware has been essential and this must be continued and maintained if we are to maximise effectiveness.</p> <p>The Arbor system to celebrate successes has proved effective and has been utilised increasingly over the academic year. This is to continue and has been integrated into weekly updates for parents and pupils.</p> <p>The SaLT input is to continue and the use of the pre referral system will allow additional support for our pupils in school. The main obstacle to the system was a time delay between referral and support which has been made more efficient through the use of extending the prereferral form and the use of electronic submission of the information.</p>	<p>£47,450</p>
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<p>B.A higher number of pupils are able to self- regulate their emotions enabling them to access all aspects of school life including reaching their potential academically</p>	<p>Further development of Green room area.</p> <p>Staff training in emotion coaching, attachment, emotion interventions and emotion circle time. Lead school for Emotional healthy schools pilot stage 2. Additional Educational Psychologist employed to support staff and pupils.</p> <p>Use of Play therapy and animal assisted therapy programmes to support pupils to help them manage their emotions. Staff training in specific vocabulary and reading and writing strategies including comprehension, writing different genres and modelled structures</p>	<p>High, The majority of our pupil premium and other pupils identified have benefitted from this and it has seen positive transference back to the classroom and into other aspects of the pupils school day and at home.</p>	<p>This has become an essential part of our provision and the skills developed have enabled pupils to access their learning easier as well. The introduction and investment in counselling sessions for specific pupils and family support has proved very successful with feedback from parents and class teachers very positive. This will continue with greater focus in the 2020-2021 academic year. There will be investment in additional support programmes for pupils and their families and the appointment of a mental health and wellbeing lead.</p>	
<p>C.Improve the number of Pupils eligible for PP making progress to meet expectations to age related expectations.</p>	<p>The use of Power maths from Reception to the end of KS2 focusing on all pupil premium pupils and others accessing the sessions to focus on achieving the expected standard and experience the challenge activities to develop mastery.</p>	<p>Medium, This is partly due to the school closure and the need to complete the three terms of learning</p>	<p>There will be further investment in power maths across the academy. It has been used effectively in Reception and throughout KS1 and KS2. The use of support staff to pre teach and address misconceptions with some of our pupil premium pupils and others has developed through the year with adjustments to timetables and availability of staff. This is to continue.</p> <p>School closure prevented the programme achieving its aims across the whole year. Additional workbooks and materials were purchased to support our pupil premium and others with their home learning. The use of online apps and programmes including Mathletics and TimesTables Rockstars has proved effective. Some of our pupil premium pupils have been supported with hardware to use at home to increase access and increase the effectiveness of home learning. The power maths programme will continue and the support for home learning. Additional focus to support our pupil premium pupils to access the challenge activities and develop mastery. There is to be continued training for staff to support the development of the mastery approach.</p>	

ii. Targeted support

Desired outcome	Chosen action/approach	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>B. Pupils develop cooperative learning skills and utilise these to develop their learning.</p> <p>Pupils are able to self-regulate their emotions enabling them to access all aspects of school life including reaching their potential academically.</p> <p>C. Increase the number of PP pupils completing more than one hour physical activity per day</p>	<p>Staff training in cooperate learning strategies and methods. These are employed in lessons / group and partner work.</p> <p>Green room is available for all to use.</p> <p>Small group emotion coaching sessions</p> <p>Small group emotion circle programmes</p> <p>Educational Psychologists assessment and strategies to support pupils in their environment.</p> <p>Play therapy and animal assisted therapy sessions</p> <p>Highly trained staff to deliver activity programmes and support pupils and families to access sessions</p> <p>Marathon kids implementation.</p> <p>Activity programme and area allocation to develop involvement in a range of activities throughout the week.</p>	<p>High; The increase in use of CoJo and cooperative games has seen a reduction in negative outcomes in the playground and increased access to learning</p> <p>High; Staff training across the school has proved positive and shared ethos has prove positive for pupils and all staff</p> <p>High Staff training and work with other agencies has enabled some of our pupils to access increased support which has had a very positive impact on their ability to access the curriculum and develop strategies to self –regulate.</p> <p>High, For the period pupils were in school. Access to clubs and activities was positive with additional provision and timetabling to increase accessibility</p>	<p>We will continue and further extend our provision including additional therapies for specific pupils, the increase in counselling sessions for a greater number of pupils and extending this to support families.</p> <p>We have identified a higher level of need for this area and the appointment of a mental health and wellbeing lead will further enhance and extend our provision for 2020-2021</p> <p>Staff training is to continue and the further investment in resources and support programmes to assist pupils to self –regulate.</p> <p>The importance of ensuring that there is a range of areas available for pupils to access throughout the day and the staff are available to support pupils. The availability of quiet spaces and rooms to access has been extended and will be futher extended during 2020-2021. This will include the green room, rainbow room, corner room and two additional spaces. There is to be further investment and training for CoJo and it’s use is to be increased to support our pupil premium and other pupils.</p> <p>We will continue with the range of timetabled clubs and the versatility of the 3G pitch has increased all year use and the number of pupils accessing active sessions at any period of time. Additional investment in resources has seen greater participation. For example the use of boccia and increased before school active clubs.</p>	<p>£66,400</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	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
Pupils who are eligible for PP have a consistent approach to behaviour management which influences their outcomes in school and home environment.	123 magic training for all staff 123 magic behaviour management training course for parents/ carers of PP eligible pupils plus others	High impact: The continued use of the programme is effective and the continued feedback from parents is positive. Regular refresher sessions for staff and training for new staff is completed. Parents continue to access the training and support systems involved with this. This has proved successful for pupils.	This is to be continued with regular parent training and staff refresher sessions. Sessions for all staff including midday assistants, NQTs and existing staff. Due to current situations sessions delivered to single family groups (zoom sessions not appropriate due to licensing and reduction of discussion and engagement in sessions virtually	£4,600

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

As part of our provision for PP eligible pupils we implement a range of experiences, interventions and assessments to support their learning these include:

Speech and language specialist 1to1 and group sessions and assessments.

Talking partners/boost and narrative therapy

Play therapy

Specialist TA 1to1 and small group interventions

Nessy and Lexia software including literacy

Accelerated reader programme

Lego therapy programme

Meemo working memory intervention

Young writers project

Continuation with existing provisions including specialist teachers and therapists.

Music lessons.

Commando Joe's – to offer team building, resilience, confidence and enjoyment that the children can apply across their lives.

Reading recovery and O3 reading programmes

Kiva
Animal assisted therapy
Staff training to deliver intervention programmes
Development of the green rooms and staffing to support pupils emotionally.
Counselling
Dyslexia portfolio
Specialist teachers
Rock steady music programme bursary places.
My Happy Mind