



Pupil Premium Proposed and Evaluated Strategy 2020-21
Shadwell Primary School
Bramham Shadwell Federation



Amount of PPG received in 2019/20	£19,420
Amount of PPG received in 2020/21	£12,420

Overview:

The Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'.

The pupil premium is a Government initiative that targets extra money to pupils from potentially deprived backgrounds, for whom research shows underachieve compared to their peers.

This is particularly important in the current context as school closures are likely to have widened the gap between disadvantaged children and their peers. Estimates for the rate of gap widening vary substantially, from 11% to 75%. (EEF Rapid evidence assessment, Impact of school closures on the attainment gap.) Our proposed PP strategy is in line with our Federation document, "Strategic Recovery of Learning 2020" and aims to support our most vulnerable children through their return to school and the year ahead.

"Sustained support will be needed to help disadvantaged pupils catch up." (EEF)

The Government have used pupils entitled to Free School Meals (FSM / Ever 6) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals. These are referred to as PP children in the commentary.

Looked After Children (LAC) or the children of armed service personnel are also eligible for this increased funding.

It is usual practice for us to add analysis of data for 2019-20 to the evaluation of this document alongside the actual impact of PP spending on outcomes. Last year, due to COVID 19 we were not able to draw upon our usual internal and external data but used our internal end of year data which was based upon report levels and was drawn up by teachers using their own assessment, feedback from lockdown work submitted and

telephone conversations with children and parents. In 2020-21 we continued to gather internal data, adapting systems around the lockdown from January to March. We have not been able to use any external data due to the circumstances this year.

2020-21 Data

Progress from KS1 → KS2 2019– 2020 (DfE performance measures)				
Group Cohort 30 PP	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (4)				
All other (16)				
National non- disadvantaged				
National FSM (2018 – 2019)				
EVALUATION 2020- 2021				

Barriers to learning for PP children (including GD pupils)	Evidence for the Bramham Shadwell Federation proposals in order to reduce and / or remove this barrier:
School and nursery closure during COVID 19 lockdown	<p>Many children, particularly those who are vulnerable, will have been adversely affected by extended time away from school. They may have suffered bereavement or struggled with the loss of familiar routines. In terms of learning, they may have been unable to access or engage with remote learning and may have been unsupported at home. Whilst some children may have had a positive experience of home learning, the evidence suggests that they are likely to be disproportionately from better-off backgrounds and that existing learning gaps will have widened as a result.</p> <p>Pastoral care was an absolute priority as children returned to school both in September 2020 and again in March 2021, with time dedicated to sharing experiences, talking and processing. Each class reflected together upon the lockdown and staff observed and monitored their responses carefully. All PP children</p>

	<p>were given the opportunity to process their lockdown experiences through discussion and reflection. Nurture work and Talk Time has been used as appropriate to enable children to talk about their feelings and staff supported and monitored their social, emotional and behavioural needs. Some children needed significant help to adjust back to the school routines and expectations; staff used our behavior and reward systems and implemented additional and personalized strategies as necessary.</p> <p>There is extensive evidence around the positive impact of social and emotional learning, which we provide through our PSHE curriculum, which includes regular use of Mindmate. The EEF Teaching and Learning Toolkit reports that social and emotional learning has an impact of 4+ months.</p>
<p>Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.</p>	<p>We had planned for regular opportunities for cultural enrichment and specific curriculum visits / experiences to be funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group in both the wider curriculum and core subjects. This barrier to learning may have been exacerbated by the challenges of lockdown and the difficult financial circumstances that many families have experienced. Unfortunately these opportunities were limited this year due to COVID mitigations.</p> <p>SMSC questions and challenges that are interwoven throughout the curriculum, alongside the weekly Ethos Statement and discussions focused on current affairs which provided children with a wider understanding of the world around them. This has been very important during the COVID pandemic and we have worked to help children frame their own experiences within the local, national and international contexts. Pupils have been given opportunities to recall this background knowledge in order to help them understand concepts in their learning across the curriculum.</p> <p>All PP children were given the opportunity to participate in an outdoor learning day during Autumn 1 and in the Spring Term, where the emphasis was upon gaining new experiences and widening knowledge. The Education Endowment Foundation (EEF) reports that outdoor and adventure learning has an impact of +4 months.</p>
<p>Previous limited progress and / or attainment is often indicated by internal data for PP children. Gaps in knowledge could be due to a lack of regular routines including home reading, homework, and spellings and having correct equipment (e.g. PE kit).</p>	<p>Progress had been limited for some PP children in 2019-20 due to lockdown. Whereas remote learning was provided, many experienced difficulties accessing this and engaging fully. Teachers reported that many of the PP children did little academic work during lockdown and that parents struggled to support them with their learning. In addition to this we know that many of our PP children had no routines for sleeping and structuring their day.</p> <p>Accelerated progress for PP children was a continued focus for 2020-21; those children falling behind the usual annual expectation of 7 points progress were targeted for recovery of learning.</p>

	<p>Interventions (including additional reading) and monitoring of these children at pivotal points throughout the year continued throughout 2020-21, although the lockdown from January to March necessitated adaptation of timings and processes.</p> <p>Due to COVID restrictions we have not been able to run a homework club this year. We revised our homework policy and shared expectations with parents; all PP children received both maths and English homework weekly as well as spellings, Mathletics and times tables. Teachers monitored PP children's homework and offered additional resources and support as appropriate. Teachers also monitored resources such as PE kit and school provided equipment or clothing as necessary, to ensure children's full participation and sense of well-being.</p> <p>The Education Endowment Foundation reports that homework has an impact of +2 Months. Evidence suggests that the use of digital technology, particularly to supplement other approaches to teaching, (such as using Mathletics for homework) has an impact of +4 months.</p>
<p>Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.</p>	<p>Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop metacognition to help PP children recognise their emotions, motivating factors and barriers. We have prioritized this area as a school and two high quality professional development sessions took place in September 2020. These ensured that teachers were confident and effective in embedding these strategies. (Two staff meetings 23.9.2020 and 30.9.2020) These approaches were implemented by staff from October 2020 and SLT have monitored this throughout the Federation.</p> <p>The EEF Toolkit reports that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 7 months' additional progress.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. There were indications that some programmes were particularly beneficial for pupils from low income families.</p>
<p>Poor oral language skills slow reading and writing progress in subsequent years.</p>	<p>To accelerate progress, bespoke training for the Federation staff members in EYFS, KS1 and KS2 continued to be delivered to ensure that interventions are timely, purposeful and adapted to meet the needs of the child.</p> <p>Stimulating areas of provision and talking points in the classroom, alongside high expectations of speaking and listening and exciting vocabulary tasks in EYFS and Year 1 have counteracted poor oral language from entry.</p>

	<p>Modelling from the English Subject Lead has support Teachers and Teaching Assistants with embedding high expectations for speaking and listening through rich and varied tasks in all areas of the curriculum. Ongoing training in English has ensure that language is developed explicitly with an emphasis upon vocabulary and detailed delivery in reading lessons. New staff have received additional bespoke training. This will have a positive impact on Reading and Writing outcomes. The Education Endowment Foundation (EEF) reports that oral and language interventions have an impact of +5 months. Evidence demonstrates that all pupils appear to benefit with a slightly greater impact upon younger children and pupils from disadvantaged backgrounds (up to six months' additional progress.)</p>
Evidence shows that children from disadvantaged backgrounds have limited vocabulary.	<p>To promote social mobility, vocabulary development is an explicit focus throughout the whole curriculum. This continues to be particularly pertinent in our post lockdown context, where many of our PP children had limited opportunities to talk to others, to use and maintain their existing vocabulary and also to extend it by learning and using new words. Teachers reported that many of our PP children appeared to have spent considerable time on screens during lockdown, rather than interacting with others. Evidence reports that there is a difference between those children who are “word-poor” and “word-rich” in terms of their success at school and in future life. The vocabulary gap is concerning because it is associated with narrowing future outcomes for PP children, including education and employment but also physical and mental health. (Ref: Closing the Vocabulary Gap, Alex Quigley, ISBN: 9781138080683).</p>
External Barriers to learning for PP children (including GD pupils)	Context and Desired Outcome as a result of PP Spending
Attendance for PP children is lower than that of Non-PP children.	<p>This is a particular concern following lockdown. The EEF Impact document suggests that “there is a risk that high levels of absence after schools formally reopen pose a particular risk for disadvantaged pupils.”</p> <p>Attendance strategies are in place; we have been aware that some parents continue to be very anxious about the risks of returning to school and we have worked to support and reassure parents as much as possible. Our goal has been increased attendance rates for pupils eligible for PP.</p>
Lack of engagement with school from some parents / carers, and their perceptions of education.	<p>This has been a challenge with the restrictions of social distancing as parents have not been able to talk informally to staff at drop off and collection, they have not been able to come into the school building and we could not invite them in for Parents’ Evenings. We have adapted our communications with parents using email and phone calls and also messages in home-school diaries. During the lockdown periods, parents had direct access to class teachers via email and received daily responses. Zoom Parents’ Evenings avoided parents needing to have childcare and enable participation; these proved very popular with parents and were time efficient for all parties. Workshops could not be run in school but we created</p>

	<p>videos for the website in place of these; they offered parents guidance and support around their children's learning. Our assemblies are on the website for parents to use with children as we were unable to invite parents into school to share our Star of the Week Assemblies and Progress Cafés. We worked to develop the content of our website to provide increased information to help parents support their children; we also added a new section of resources around the needs of the whole family in recognition of the increased mental health issues and instances of domestic violence.</p> <p>Our goal is always for parents to be engaged and involved in their child's learning, meaning that children can be more effectively supported at home. Teachers have worked to provide information for parents to support children and regular conversations via a range of technologies have monitored impact.</p> <p>The EEF has found little robust evidence but some studies suggest an impact of +3 months. We are committed to building positive relationships with parents and working in partnership as we believe that this does have a beneficial impact upon all involved.</p>
Low aspirations about what can be achieved and how to be successful and limited access to positive role models	Curriculum Launch days provided opportunities for children to access 'the wider world' being inspired by these experiences. The ETHOS of the curriculum developed metacognition so that children were able to increasingly understand <u>how</u> they learn which prepares them for future education. A clear and embedded reward scheme has enabled children to give maximum effort and develop a sense of pride in their work.
Low income results in children missing vital opportunities and experiences to enrich their lives.	We had planned for PP spending to support children whose parents required additional help with the cost of visits, visitors and residential. We were only able to run one day trip for Y6 this year due to COVID restrictions.

EVALUATION NOTE:

Pupil Premium children make up 4.7% of the school population. (211 on roll, 10 PP children.)

50% of the PP children are also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary. (24 children on register, 5 PP, so 20.8% of our SEND children are also PP)

70% of the PP children are listed as vulnerable with a history of significant CP issues within the family settings. (7 children)

The date of the next PP strategy review will be in October 2021 and will be presented to the Governing Body in our Pupils and Learning Committee.

Proposed Area of Spending:	Amount allocated to removing the barrier / closing the gap:	New (N) or Continued (C) provision:	Action / Intervention Summary:	Specific intended outcomes:	Monitoring of Impact:	Actual Impact → Closing the Gap
Writing and Speaking and Listening						
EEF evidence of impact: Feedback → +8 months progress; Digital Technology (such as Wordshark) +4 months progress; Oral Language interventions +5 months progress; Phonics (for writing) +4 months progress.						
COVID related costs as part of the Federation contingency plan in the event of another lockdown		C	Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.	<p>Pupils are able to maintain their learning through access to online provision.</p> <p>Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils maintain their writing, speaking and listening skills and knowledge.</p>	<p>SLT monitor PP children throughout lockdown and/or quarantine situations.</p> <p>Monitor engagement and learning.</p>	<p><i>70% of PP children made “expected & above” progress in Writing.</i></p> <p><i>The progress for all pupils in this category was 44.69%. The percentage for non PP children achieving “expected and above” progress was 43.2%</i></p>

<p>Cost of English leader out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers.</p>	<p>English Leader 1/ 2 morning per week</p> <p>Actual Spend = £3500</p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from SLT with PP groups / classes not making adequate progress.</p> <p>DHT/AHT to request updates and information about PP children throughout the year etc. English Leader includes PP children in work scrutiny.</p>	<p>Gaps will be identified and explicit provision for PP children outlined by SLT alongside class teachers to work to reduce gaps between FSM and Non-FSM children.</p>	<p>EHT / DHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p><i>Training delivered in September 2020 INSET</i></p> <p><i>Reading and writing moderation delivered through Zoom staff meetings in Summer Term 2021</i></p> <p><i>The percentage for non PP children achieving “expected and above” progress in writing was 43.2% 70% of PP children made “expected & above” progress in writing.</i></p>
<p>Support for Year 6.</p>		<p>C</p>	<p>Close support for Y6 staff in order to ensure high standards throughout the year.</p>	<p>Close mentorship and support to accelerate progress for PP children with a specific focus on expected outcomes at end of Key Stage.</p>	<p>English Leader</p> <p>SLT - weekly</p>	<p><i>Support was given to the Y6 teacher via SLT and the SENDCO. The teacher maintained close communication throughout the year with the pupil’s parents, including throughout the Jan-March lockdown.</i></p> <p><i>The pupil attended the writing support group intervention when school was open. Over this year, this pupil</i></p>

						<i>made progress which was in the “very good and above” category.</i>
Alpha and Omega	<p>Ongoing training for new members of staff</p> <p>Actual Spend = £100</p>	N	<p>Following analysis of SEND provision, the use of this intervention was maintained in 2020-21 to target children who are struggling to progress. It is recommended by the LA SEND team for children with dyslexic tendencies.</p>	<p>Specific gaps will be identified and addressed through explicit provision for PP children struggling to progress. Children grow in confidence and are more able to access learning across the curriculum. Gaps between PP and Non-PP children reduce.</p>	<p>SENCOs SLT Class teachers and TAs</p>	<p><i>Training sessions delivered in September to new staff members.</i></p> <p><i>Class teachers reported that the PP children who participated in this intervention worked with enthusiasm and growing confidence. These children achieved progress that was “very good and above.”</i></p> <p><i>Strategies from the intervention could be seen being independently implemented in the classroom.</i></p>

<p>Wordshark</p>	<p>Ongoing training for members of teaching staff</p> <p>Actual Spend = £100</p>	<p>N</p>	<p>Following analysis of SEND provision, this intervention has been continued and used to target children who are struggling to progress.</p>	<p>Specific gaps will be identified and addressed through explicit provision for PP children struggling to progress. Children can access Wordshark at home, enabling parental engagement where possible; alternatively it can be accessed at school. Gaps between PP and Non-PP children reduce.</p>	<p>SENCO SLT Class teachers</p>	<p><i>Support for all staff to establish this by October (SENCOs)</i></p> <p><i>Children identified and information sent to parents.</i></p> <p><i>Progress was “very good and above” in writing for 70% of this group.</i></p> <p><i>Improvements were observed in weekly spelling tests and in motivation to practise for these.</i></p>
<p>Spelling interventions</p>	<p>Actual Spend = £460</p>	<p>C</p>	<p>TA led programme for children who are struggling to keep up with increased expectations of spelling within the English Curriculum.</p>	<p>Accelerated progress to align children to peers. Greater recall of spelling rules and application of accurate spelling for Common Exception Words / High Frequency Words and Statutory Word Lists within books. TAs give specific input and feedback to individuals in these small groups.</p>	<p>AHT / English Leader</p>	<p><i>70% of this group achieved progress that was “very good or above” in writing.</i></p> <p><i>Improvements were observed in weekly spelling tests and in motivation to practise for these.</i></p> <p><i>Children demonstrated increased confidence</i></p>

						<i>and enthusiasm for their spellings activities.</i>
English Interventions By TAS: S&L Intervention Phonics booster	Actual Spend = £400	C	Relevant PP children in all year groups	Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings	Class teachers SLT	<i>70% of this group made progress in Writing that was "very good or above."</i>
Vulnerable / Greater Depth Debate Project + Language Champions	Training £200 Entry to competition £50 per Team x 2 Predicted Spend = £300 Actual Spend of £300 redirected to staffing for KW Care	C	Speaking and Listening is promoted alongside actions in order to improve literacy skills. Language is explored explicitly from EYFS → Y6 with an emphasis upon vocabulary and detailed reading skills.	Children will make accelerated progress and close the gap further moving closer towards ARE in Writing.	AHT English Leader Debate Leader	<i>The debate competition did not take place this year due to COVID. There was therefore no spending in this area. Money was redirected to supporting PP children in KW care during lockdown.</i>

Reading

EEF evidence of impact: Reading Comprehension strategies +6 months progress; Phonics (for reading) +4 months progress.

<p>COVID related costs as part of the Federation contingency plan in the event of another lockdown</p>		<p>N</p>	<p>Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.</p>	<p>Pupils are able to maintain their learning through access to online provision. Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils maintain their reading skills and knowledge.</p>	<p>SLT monitor PP children throughout lockdown and/or quarantine situations.</p> <p>Monitor engagement and learning.</p>	<p><i>In Reading, 80% of PP children made progress that was “expected and above.”</i> <i>66.27% of non PP children made this level of progress.</i> <i>Of the whole school, 66.48% made this level of progress.</i></p>
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<p>Cost of English leader / AHT out of class for training sessions and feedback to teachers.</p>	<p>Actual spend = 1/2 morning per week → £3500 as above</p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from SLT with PP groups / classes not making adequate progress.</p> <p>AHT/DHT to request updates and information about FSM children throughout the year etc. English Leader includes PP children in work scrutiny.</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by SLT alongside class teachers to ensure that gaps between PP and non-PP children are closing.</p>	<p>EHT / DHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p><i>In Reading, 80% of PP children made progress that was “expected and above.”</i> 66.27% of non PP children made this level of progress. Of the whole school, 66.48% made this level of progress.</p>
<p>Fluency Reading Programme.</p>	<p>Actual spend = £500</p>	<p>C</p>	<p>TA led intervention programme (one to one) for children identified as falling below expected 90 word per minute count which is holding them back → research shows that poor fluency limits understanding.</p>	<p>Accelerated progress to align children to peers.</p>	<p>SENCO SLT Class Teachers</p>	<p><i>80% of children in this group made progress in reading that was “expected and above.”</i> 66.27% of non PP children made this level of progress. Of the whole school, 66.48% made this level of progress.</p>

Daily reading interventions, teachers and TAs.	Actual Spend = £1,500	C	Relevant PP children in all year groups	Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings	Class teachers SLT	<i>Children in this group made accelerated progress and demonstrated increased enthusiasm for reading, as evidenced by teachers.</i>
Reading Inference Training for TAs	Actual spend on training for new TAs = £150	C	TA support of PP children in whole class reading lessons Interventions to consolidate where appropriate	Accelerated progress to align children to peers. Increased engagement in reading for pleasure (witnessed by teachers in class). Increased participation in whole class reading lessons.	AHT / English Leader	<i>Teachers reported on increased engagement and enjoyment of reading. TAs expressed increased confidence in delivering reading inference sessions. 80% of this group achieved progress in reading that was categorized as "very good or above."</i>

Maths

EEF evidence of impact: mastery learning approaches lead to +5 months; low attaining pupils may gain 1-2 more months of additional progress

<p>COVID related costs as part of the Federation contingency plan in the event of another lockdown</p>		<p>N</p>	<p>Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.</p>	<p>Pupils are able to maintain their learning through access to online provision. Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils maintain their maths skills and knowledge.</p>	<p>SLT monitor PP children throughout lockdown and/or quarantine situations.</p> <p>Monitor engagement and learning.</p>	<p><i>90% of PP children made progress in Maths that was categorized as "expected & above." In the group of non PP children, 73.37% made this progress.</i></p>
<p>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Mastery Same Day Intervention</p>	<p>Actual Spend = £2000 for TA delivery</p>	<p>C</p>	<p>PP children supported in maths lessons and given same day intervention as needed.</p>	<p>All new staff trained in Maths Mastery. Maths Leader support for staff through lesson observations, work scrutiny and detailed feedback.</p>	<p>Maths Subject Leader / Teachers</p>	<p><i>Training delivered in September 2020 INSET.</i></p> <p><i>New staff received additional bespoke training.</i></p> <p><i>Maths moderation delivered in Summer Term 2021.</i></p>

						90% of PP children made progress in Maths that was categorized as "expected & above." In the group of non PP children, 73.37% made this progress.
TA training and support to improve and develop Maths Mastery → support for TAs throughout years 1 - 6	Actual Spend = £200	C	All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions		Maths Subject Leader / Teachers	Teachers reported the success of same day interventions, enabling children to work with increased confidence and engagement.
Maths Subject Leader to facilitate accelerated progress through training for PP Maths Booster.	Actual Spend = £500 for TA delivery	C	PP children requiring Booster in Y2 / Y6 to be identified January 2021. Boosters were delivered within school for selected children.		Maths Subject Leader / Teachers	90% of the children in this group made progress in Maths that was categorized as "very good & above."
Barriers related to Socioeconomic Status (SES)						
EEF evidence of impact: social and emotional learning has an impact of 4+ months.						
COVID related costs as part of the Federation contingency plan in the event of another lockdown		N	Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.	Pupils are able to maintain their learning through access to online provision.	SLT monitor PP children throughout lockdown and/or	During the Jan-March 2021 lockdown, teachers reported that engagement of this group had increased since the first lockdown.

				<p>Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils feel a sense of belonging to school. They join online lessons and complete pieces of work.</p>	<p>quarantine situations.</p> <p>Monitor engagement and learning.</p>	<p><i>Children were more enthusiastic in their learning and demonstrated an increased sense of belonging and commitment.</i></p>
Attendance Related Rewards / Charts / Prizes / Stickers	<p>Actual Spend = £50</p>	C	<p>Attendance will be particularly important following the lockdown and given possible quarantine situations and further lockdowns.</p> <p>Specific child / children to be supported as necessary.</p>	<p>Older children in school, will develop self-motivation and organization to enable themselves to arrive at school on time and maintain attendance throughout the year with only necessary daily / prolonged absence.</p>	<p>AHT Class Teachers Administrators tracking absence.</p>	<p><i>Support has been provided for children within this group to encourage good attendance and timekeeping. One child has needed considerable support and the school has worked closely with the LA Attendance Team to provide this.</i></p>
Subsidy of trips to support learning and ensure progress in the wider curriculum	<p>Predicted spend = £300 Actual spend £0 £300 redirected</p>	C	<p>All year groups throughout school can approach and request support for funding trips.</p> <p>Equality of opportunity</p>	<p>Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.</p>	<p>FBM and EHT Monitored by class teachers</p>	<p><i>Most trips were cancelled this year due to COVID 19.</i></p>

	to Talk Times					
Subsidy of Residential + equipment / clothing for residential.	Predicted spend = £200 Actual spend £0 £200 redirected to Talk Times	C	Y5 and Y6 (5 PP children)	Increases the opportunities for children on pupil premium to experience wider curriculum enrichment and social engagement to ensure they are included in activities which will have follow-up work.	FBM and EHT (including Senior Administrator) <i>Monitored by Class teachers – brief verbal reports to SLT about the impact and successes of the trip.</i>	<i>The residential did not occur this year due to COVID. Y6 children were able to enjoy a day trip but no subsidy payments were needed.</i>
NEET and Attendance Officer (targeted services)	Predicted Spend = £780 (estimated cost)	C	All children in all year groups.	Support to families who struggle to ensure a timely arrival at school and / or those with attendance below 90% Increased attendance at school will benefit children's learning.	EHT (Designated CP officer) Senior Administrators	<i>This has been difficult to assess as we were without an Attendance Officer for much of the year; a new one was appointed but then left the post after a few weeks. The cluster is working to improve this situation.</i>
'Talk time'	Actual Spend = £1200	C	Emotional support for PP children who are also vulnerable for other reasons e.g. Child Protection Intervention.	Children are ready for learning and being able to concentrate in lessons	Children's discussions are noted and any issues arising are reported to SLT / DSL.	<i>This has been extremely important this year and we have seen a significant increase in the need for children to talk and to receive support. We have</i>

					<p>Children are monitored via successful learning behaviours displayed in class.</p> <p>Class teachers to monitor and feedback in termly accountability meetings.</p>	<p><i>extended our provision to meet these needs.</i></p> <p><i>Teachers have consistently reported on the value of these sessions and the importance of this support.</i></p> <p><i>Children return to the classroom more able to learn and to focus.</i></p>
Actual spend total 2020-21: £12,240						