**Pupil Premium Expenditure 2019.20**

2019-2020 Pupil Premium allocation   £180,840

This included Nursery £2,416.80 and LAC £2,300 (Information provided from finance system).

|  |  |  |  |
| --- | --- | --- | --- |
| Spending Focus | Benefits and intentions | Amount | Analysis and outcome |
| Speech and Language Therapy support | To remove S&L barriers to learning  Staff training/CPD  EHCP support | £6,000 | S&L therapist works for our school every Thursday afternoon either observing children, talking to parents, writing reports, speaking to class teachers.  S&L therapist has delivered training to the teachers to enable them to use ‘1st response pack’ which signposts them to strategies / resources to support the children who are having difficulties with communication/interaction/language/vocabulary/retrieval  S&L therapist has attended EHCP annual reviews and contributed reports. He has written reports to contribute to EHCP applications. |
| Artist in Residence- 1 day a week | * To ensure all pupils access a more creative curriculum * To support improved academic performance * To develop motor skills * To Increase confidence and decision making * To improve focus and attention to detail * To improve ability to collaborate and help pupils to take responsibility for their contributions | £9,750 | The artist worked with the whole school for the first half term on a ‘Diversity’ project, now displayed in the hall.  The artist then worked with year 3, to support the teachers to develop their own skills and pedagogy. A series of lessons resulted in a Stone Age display on the year 2 corridor.  The artist has supported teachers and offered 1:1 support in displaying the children’s work in a more creative way, by celebrating the learning journey of all children.  During lockdown, the artist worked on the KS1 library environment – painting a range of characters, chosen by the children to make the library a more inviting and enjoyable place to be.  On the return to school, the artist worked with the year 6 bubbles and taught them new textile skills. The children worked on creating a visual representation of the school’s Curriculum Drivers. This is currently being erected in the school’s entrance. She also taught the y6 bubbles and teachers to use silks and silk paints as a medium. This project resulted in a canvas for the school’s entrance and shows the school’s values and mission. |
| Behaviour interventions | * Targeted pupils will have access Lego therapy and messy play * Work with behaviour specialist to up-skill staff to have a broader range of strategies for different behaviours * Additional support staff to ensure that children demonstrate good behaviours for learning and that they can access the full range of the curriculum | £3,900 | An independent behaviour consultant observed children who were displaying challenging behaviours and advised teachers and SENDCo of strategies to implement.  Received Bridgelea outreach who advised on how to complete assessment place paperwork, communication charts, zones of regulation, strategies and resources.  Bridgelea outreach advised on certain children including observations and feedback to teachers.  Boxall training for SENDCo and a TA - Boxall profiles completed for certain children and strategies shared with teachers and TAs.  Caritas worker to work with specific children and families |
| Collaborative learning including sharpening feedback | * Staff will have access to a coaching model of reflection to improve learning opportunities for all pupils of varying abilities * Staff will share their best practice with each other | Time | Mrs Clegg held a staff meeting to introduce staff to the coaching model we have adopted.  Mrs Clegg and Mrs Hagget worked alongside teachers to support planning. Staff meetings were held by a range of teachers to share their findings in their specific area of expertise, e.g. Miss Thomason on SeeSaw and Miss Wilson on People on a Page (Geography).  NQTs received a full package of support and relevant feedback. |
| Metacognition and self- regulation/ social and emotional learning  Play therapy  Brain training | Play therapy:   * Provides pupils with a safe place in which children can express their thoughts and feelings * Facilitates the development of self-esteem, problem-solving and coping skills * Supports emotional development and growth * Assists children in making decisions and in accepting responsibility for their actions * Develops a child's ability to explore and practise social skills * Fosters a child’s ability to make friends and to understand the world he or she lives in * Allows children to discover their natural, inner resources for healing * Encourages children to be confident and focused * Fosters imagination and creativity * A safe environment for children for whom talking is difficult   Brain training   * Helps to improve attention and focus * Helps to improve emotional regulation * Improves mood * Supports pupils to learn better by optimising their brain capacity * Helps to improve sleep and fatigue * Assists with social skills * Improves behavioural regulation | £35,000 | A.N. - reduction in slow brain-wave activity in the areas of the brain associated with attentional and emotional regulation. Her teachers had reported this reflected in the classroom with better behaviour and fewer incidents with peers.  A group of children were identified and seen weekly for 9 weeks - the intervention was cut short due to the Covid lockdown.  Although the intervention was not finished there were some positive outcomes with some reduction in faster brainwave activity, suggesting a calming effect, reduction in slow brain-wave activity in the areas of the brain associated with attentional regulation and cognitive function. Teachers reported better focus, contribution, confidence and improved handwriting and arithmetic in the classroom.  The intervention will be completed in January 2021 when the trainer is back from maternity leave.  Messy play and 1:1 play therapy for certain families/children.  Filial therapy not completed due to lack of engagement from families - those children to access messy play.  Work with families to support with anxiety / ACEs / trauma / bereavement - 1:1 work weekly. |
| TA support in class and for focused interventions  Early Years Intervention  Additional TA support in EYFS to support PP and vulnerable pupils | 1-1 & small group support for individual or group learning needs   * Support in lessons to improve understanding, consolidate learning, including pre and post teaching opportunities * Children will have access to a broad and balance curriculum which meets their needs   **EYFS**   * to help narrow the gap to be in line with national expectations * to provide support for those who need it * to early identify those with significant needs to ensure children are Year 1 ready | £125,967 | Children received more 1-1 and small group teaching. There was additional support in lessons for day-to-day teaching.  End of year data not available due to Covid lockdown.  Four TAs in KS2 were trained on Reciprocal Reading and carried out interventions - they fed back to the rest of the staff.  TAs identified as an area of development for the next academic year. |
| Funding for extra-curricular activities | social skills improved through participation   * Increased engagement opportunities * Children enjoy the broader and enhance curriculum in school and have the opportunity to excel in other areas such as music. * Children have access to a range of sports and physical activities. | £3,000 | Choir and guitar lessons took place for the year.  Sports clubs that took place throughout the year were Rounders - Y5/6  Football - Y5/6  Girl’s football - Y5/6  Rugby - Y5  Basketball - Y6  Sports leaders - Y6/1  Dodgeball - Y5  Mini tennis - Y3/4  Cricket - Y6  Hockey - Y5/6 |
| Caritas Social Worker – 2 days a week | dedicated time to build pupil self esteem  emotional well-being  improve behaviour – family  programme   * develop social skills and support mental health * early help interventions to support children in the context of their families | £17 000 | Caritas worked with families who needed additional support. This work included a range of interventions for children and bespoke support for the families as a whole. In some cases, Early Help Assessments were completed and the work related to Early Help needs was carried out.  The Caritas worker also led on staff meetings to ensure all staff knew about her role and the interventions she offered.  The Caritas worker held workshops across school, with the children and class teachers, on topics such as self-esteem. |
| Reading interventions, training, resources including phonics and reading comprehension strategies | * To improve pupils' reading by helping increase their decoding, fluency, comprehension or vocabulary * To improve vocabulary exposure for all children * To ensure gaps in learning are addressed quickly to allow more pupils to achieve age related expectations | £5,000 | Mrs Clegg held regularly Guided Comprehension staff meetings to ensure consistency when teaching and supported new teachers through coaching. Reading is a whole school focus, which resulted in drop ins and 1:1 feedback to teachers regarding the teaching and learning of reading.  Four TAs in KS2 were trained on Reciprocal Reading and carried out interventions - they fed back to the rest of the staff.  Being awarded the Foyle Foundation grant meant that we could restock the libraries across school. The reading ambassadors were involved in choosing the books and went with Mrs Clegg to Madeleine Lindley. The focus was on widening our BAME collection to ensure our children can see themselves in the books they are reading.  Mrs Clegg worked alongside Dawn Robertson to broaden our poetry curriculum.  All reading areas in school had a revamp and the children have commented on how inviting they are.  Read Write Inc resources bought (handbook, reading books, flashcards, workbooks) and training delivered to EYFS and KS1 teachers and TAs.  Leadership training accessed by 4 teachers to begin to lead the training and implement the new scheme. |
| Mastery Learning/ small group tuition  Y4-6 maths session for more able | * To provide development opportunities for the staff when teaching gifted and talented pupils * To provide small group interventions across year 4-6 to develop reasoning skills |  | The sessions with Peter Dickenson were aimed at the more able children in years 4-5. The primary focus of the sessions was to develop the problem solving and reasoning skills of these children who already had a sound understanding of, and confidence with number. These sessions encouraged the children to analyse the questions and apply the knowledge they had in different ways. The children were encouraged to work together as well as compete against each other which created a real buzz within the sessions. On their return to class, the children would then feedback to the other children who had not attended the session, using their developed understanding to teach the others, and coach them along the way. This ensured that the impact was not only felt by the higher attaining children who attended the biweekly sessions, but that all the children had the opportunity to experience the problem solving too. Mr Dickenson would give the staff resources followed up with an email, containing additional similar resources that could be used in class or as homework. As staff sat in the sessions with Peter, it provided an opportunity for CPD. He demonstrated ways to ensure that maths lessons in the classroom could be made more complex to challenge the higher attainers, such as using a simple counting stick in varying increments of fractions/decimals/percentages, so that all children in class could access the learning, but that it was quick and easy to add challenge. It showed staff a different approach to teaching greater depth children maths that they were able to use in their consequent planning and teaching. |

Total £205,617 without Dig tech/mastery