



# Whiteley Primary School - Pupil premium strategy statement

Summary information					
School	Whiteley Primary School				
Academic Year	2020-21	Total PP budget	£71,140	Date of most recent PP Review	Sept 20
Total number of pupils	625	Number of pupils eligible for PP	57	Date for next internal review of this strategy	July 21

Current attainment <i>NB—due to school closure in 2020, data is for end of KS2 in 2019.</i>				
	Pupils eligible for PP (WPS) – inc.	All pupils (WPS)	Pupils eligible for PP (National)	All pupils (national average)
% at expected standard for reading at end of KS2	71%	82%	62%	73%
% at expected standard for writing at end of KS2	86%	87%	68%	79%
% at expected standard for maths at end of KS2	80%	88%	67%	78%
% at expected standard for GAPS at end of KS2	86%	87%	67%	78%
% achieving expected standard in reading, writing & maths at end of KS2	71%	80%	51%	65%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A significant proportion of YR pupils (including PP pupils) entering school at risk of falling behind in the areas of Speaking and Listening and Attention, which impacts on their progress across the curriculum.
B.	Data for PP pupils shows that over 50% of pupils are currently below ARE in one or more core curriculum areas, and whilst they may be making progress in line with their starting points, additional support is required to support them closing the gaps with their peers. This has been exacerbated by the school closure during the Covid pandemic.
C.	Social communication or behavioural difficulties for a small group of PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
External barriers	
D.	External factors such as lower attendance ,parenting skills, lower aspirations, trauma and mental health issues affect engagement with school and progress for some PP pupils.
E.	Service family pupils affected emotionally by a parent away which can affect concentration and progress.
F.	Difficulties in access to internet and/or devices impacts on children's access to quality remote learning during periods of school closure.

<b>Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. Any pupils in Y1 who were not on track to achieve the ELG for listening and attention at the end of YR are supported in achieving this by Dec of Y1.
<b>B.</b>	PP pupils are supported in closing the gap with their peers, to increase the number on track to achieve ARE by the end of the Key Stage, and to ensure that pupils are supported in catching up following the school closure.	By Dec 2021, PP pupils are at least back on track to pre-lockdown levels. By July 2021, a greater number of pupils eligible for PP are working in line with their peers as shown through teacher assessments/NFER tests. Standardised scores show that pupils in KS2 are making accelerated progress.
<b>C.</b>	Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers.	Fewer behaviour incidents of these pupils as recorded through exclusions, Physical Intervention records, blue/red card incidents, with pupils better able to access the classroom environment.
<b>D.</b>	PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement, and to raise aspirations.	Increased attendance figures for PP pupils. PP who access pastoral support are shown to be making appropriate progress in comparison to their peers.
<b>E.</b>	PP pupils are supported with access to remote learning resources in order to ensure that they don't fall behind if they are required to self-isolate.	PP pupils are enabled to access remote learning (either through loan of internet enabled devices or through quality paper based resources) to ensure that they don't fall behind during periods of self-isolation or school closure.

Planned expenditure					
Academic year	2010-21				
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?
PP pupils are supported in closing the gap with their peers, to increase the number on track to achieve ARE by the end of the Key Stage, and to ensure that pupils are supported in catching up following the school closure.	Whole school focus on develop mastery approach for maths. Lead teachers to continue to be part of the maths hub teacher work group (virtual) to support them in the development of the mastery approach in school. On-going support through staff meetings, team teaching and advice from maths team in PPA.	The EEF toolkit states that on average, mastery learning approaches are effective, leading to an additional five months' progress.	Whole school monitoring of maths—year group observations and work sampling. Report to curriculum committee of governors.	AG BS	Termly—work sampling and learning walks.
	Whole school focus on developing responsive teaching, ensuring that teachers are adapting their planning and teaching to meet the needs of the individuals in their class and ensuring challenge for all. This will include 'surgeries' with the inclusion manager for advice, staff meetings to work on the definition of responsive teaching and teachers identifying own target for performance management based on their self-audit. Performance management objective for all teachers based on Teacher Standard 5—meeting needs of pupils, through responsive teaching.	HIAS teaching and learning sweep identified the need for teaching to be more responsive to pupil needs in some classrooms. This links to mastery learning (see above), as it acknowledges that different children may need to work at a different pace or in a different way to meet the same objective.	Lesson observations of year groups to check on consistency of approach. Phase leader drops ins. Regular staff meeting input from SLT. Performance management reviews.	LP KB	Termly – work sampling. PM review in July.
	Focus on challenge within Y1 to ensure that the developments initiated in 2019 are continued and adapted for the new cohort, ensuring appropriately high expectations for our Y1 pupils.	Developments that have had impact have not been un for a full year—need further time to embed.	Reports to governors (HT report) Phase leader on-going learning walks. Formal monitoring	SH	Summer term—HT report

	Continued development of the use of peer to peer support, to support teacher and TAs in identifying the most effective ways of working with specific pupils—adapted process to accommodate Covid restrictions with support provided within year teams. RQTS provided with a peer mentor and given quality time each term for mentoring	Part of our whole school strategy for maintaining and developing the quality of teaching and learning.	School improvement plan—member of SLT assigned as peer support champion. Termly feedback from RQT mentor.	BS AG	Termly
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Continued use of the 'Keep on Talking' (KOT) project initiatives, including in-house updates for staff from lead teacher for KOT, virtual resources to help parents develop their understanding of language and communication, in-house training for LSAs for language interventions.	The KOT project has been shown to be effective in Hampshire in supporting pupils who enter school at risk of falling behind in language and communication. We want to ensure that lessons learnt from being involved in the project in the past continue to be implemented and that we further the involvement of parents.	Part of YR/1 phase action plan. Teacher who lead KOT project in school to remain key staff lead for KOT. LSA time allocated to ensure that quality time is provided for speaking and listening groups in YR/1.	CM SH	Summer Term
	Continue to develop the use of 'Talk Boost for KS1' - a structured programme to develop language development through a 10 week intervention which is supported through linked whole class activities. Two LSAs to be allocated time to run interventions for Y1 pupils in the first half of the year, moving to YR pupils identified in the Spring term. Assessments to be carried out by lead teacher in order to ensure targeting of most appropriate children.	Evaluations of the programme show that on average children made between 9-18mths progress in language levels over the 10 week period of the intervention. EEF states that on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Part of YR/1 action plan. In/out assessment of children. Lead teacher to monitor progress of children and to cascade info to other teachers in the phase.	CM SH	At end of each 10 week programme.
<b>Total approximate budgeted cost</b>					<b>£8,000</b>

li. 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?
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Employment of 1 x 0.5 FTE LSA to focus on language and communication group work in YR/1, trained in how to deliver Nursery Narrative and Time to Talk interventions. Screening of targeted pupils in YR carried out by TA specialised in speech and language programmes. Advanced Lego therapy training for 1 x LSA, with initial training for another LSA to ensure it can be used with children who would most benefit. Development of further Lego resources.	Linked to involvement in KOT project – programmes shown to be effective in helping pupils to meet ELGs for language and communication. EEF toolkit suggests that oral language interventions can be effective, particularly in the early years.	Groupings overseen by YR/1 phase leader and Inclusion Manager. Impact measured through FSP progress. Pupils identified through use of Language Links screening programme. Trained teacher of KS1 Talk Boost cascade to other teachers to make sure strategies are used across all YR classes as well as in group sessions. Lego therapy intervention overseen through pastoral support team.	KB SH	Termly
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Use of specific reading intervention proven to help pupils who don't learn phonetically (inc. PP pupils). Time allocated to carry out interventions 3 x per week.	Not all children are able to learn phonetically – the literacy toolkit is designed to work alongside phonics programmes to support children with reading for whom phonics alone is not working.	Overseen by Inclusion manager and YR/1/2 phase leaders. Careful targeting of children. Review through progress meetings.	KB	Termly
	If Covid restrictions allow, to use an additional experienced KS2 teacher (to be available 0.2 FTE to allow provide focussed teaching for groups of Y5 pupils including those working at greater depth in maths, allowing class teachers to focus on those pupils who need additional support to be secure. (Approach used in Y6 5 x mornings per week—funded through government catch up scheme)	Smaller group teaching enables teachers to give high quality feedback which EEF Toolkit suggests is an effective way to improve attainment.	Monitor teaching, learning and planning. Pupil outcomes.	AG SC	July 2021
	Fund additional hours for PT support staff to enable them to offer paired reading for targeted pupils within a year group bubble. Reading sessions at least 2x weekly, supporting pupils who do not regularly read at home in having regular practice. Purchase of specific reading resource scheme (Project X) for KS2 pupils who are working well below ARE.	EEF Toolkit states that peer tutoring can have a moderate impact for low cost. We have identified a number of PP pupils do not have a positive role model for learning at home (lack of reading, homework support, aspirations) but unable to use pupils this year due to Covid restrictions but want to continue the paired reading strategy.	Overseen by IM. Reading ages assessed before and during year to assess progress.	KB	Termly

	Additional guided reading sessions delivered for pupils at risk of not meeting ARE to support them in developing word reading skills alongside specific development of comprehension skills. Carried out by experienced teacher (Y6) x 3 per week. Time allocated for experienced TAs in Y4/5 to deliver the intervention.	Smaller group teaching enables teachers to give high quality feedback which EEF Toolkit suggests is an effective way to improve attainment.	Monitor teaching, learning and planning. Pupil outcomes.	AG SC	July 2021
	Specific attachment training for staff through Hampshire LAC team, Beacon House and Primary behaviour support team —targeted to those who will be working with specific post-LAC pupils and the designated teacher, for cascading to all staff.	EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.	Overseen by IM. Pupil outcomes and individual pupils' EPACs.	KB	July 2021
Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers.	Consistent 1:1 support provided for individual 2 x PP pupils to ensure safety, implementation of routines, visual timetables, preparation for transition, differentiated Thrive curriculum as appropriate, and support for group interaction. 2 x 1.0 FTE LSAs employed to work with specific pupils. Develop resources to support interventions for this group of pupils.	Difficulties with behaviour affect concentration and focus, and have a negative impact on the individual's progress as well as their peers. Consistent support to avoid peaks in behaviour help to ensure that learning time is maximised for the individuals and those around them.	LSAs to work closely with class teachers and TAs to help support consistency. Focus on developing individual resilience and independence so that they don't become over-reliant on adult support. Reviewed through IBMP reviews.	KB	Termly
<b>Total approximate budgeted cost</b>					<b>£35,000</b>

### lii. 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?
PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Continue the development of a pastoral support team in school. On-going training to ensure that staff remain up to date and able to deploy new methods and half termly meetings for the team. Implementation of specific programmes including Therapeutic story writing, Lego therapy and Art & drawing therapy. Additional PT time ELSA employed and allocated time for PST to carry out specific interventions. Purchase of resources to support ELSA provision.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Monitored through link governor/curriculum committee reports. Overseen by inclusion manager. Half termly meetings with team. Impact statements for each series of sessions.	JB	Termly
	Allocated time for FT ELSA to develop role further as home-school link worker, with a particular focus on improving attendance of PP pupils.	Poor attendance impacts on progress – home-school link worker to focus on improving attendance and punctuality for PP pupils.	Termly attendance monitoring with HT	LP	Termly
	Continue to work towards becoming an 'attachment friendly school'. Inclusion manager to continue cascading regular training updates to staff on emotional coaching and other strategies for supporting children with attachment difficulties, and targeted training for staff working with post-LAC pupils.	Significant number of LAC/adopted pupils in school with attachment difficulties which effect mental health and well-being. Training advocated by county 'virtual HT' for LAC.	Part of school improvement plan—overseen by inclusion manager and link governor.	KB	Summer term
	ELSA team to provide nurture groups 4 afternoons per week – adapted for restrictions due to Covid to work in year group bubbles. ELSA to offer weekly drop-in sessions for Young Carers (some of whom are also FSM). Purchase of resources to support nurture group.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Gov link visit.	KB	Termly
	Inclusion manager to access regular training as Designated Teacher for LAC/post-LAC and to signpost to other staff as required,	Significant number of LAC/adopted pupils in school. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	Overseen by inclusion link governor.	KB	Termly

PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Continued development of the Mental Health and Well-being team (MHWB) in school. 5 team members to meet half termly and to continue to work on actions identified during involvement in local MHWB project last year—HT, mental health lead, and representatives to cascade to teachers, TAs and parents. Appropriate virtual training to be accessed and cascaded as appropriate.	EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.	Overseen by inclusion HT. Half termly feedback to all staff. Audit carried out July 2019 with Primary Behaviour Support Team—due for review in July 2020—postponed due to Covid	LP	July 2021
	Allocated hours for TA to oversee provision for forces families, facilitating support for service pupils such as 'Skype' with absent parents, to attend network meetings, and ensure that we can be responsive to the needs of PP pupils as they arise. As restrictions allow, to run regular drop-ins or Friday Forces lunch. Purchase of resources to support Service families.		Overseen by inclusion manager. Pupil outcomes.	KB	July 2021
	INSET training for all classroom staff from Lorraine Lee on Anxiety including strategies to help children overcome this in the classroom. Follow up training offered to parents.		All staff involved in training—follow up discussions within teams to embed strategies.	KB	July 2021
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year	Continuation of reading challenge and incentives in Y1-Y3 to encourage children to read aloud at home. Re-launch of extended challenge for Y4 –6 pupils.	Reading progress in KS1 was improved in 2019 due to introduction of the challenge. Very well received by parents and enabled us to target those who were not reading regularly at home to complete the challenge. .	High profile in assemblies/newsletters/classrooms. Termly feedback regarding impact from class teachers.	LP	Summer term
	Subsidies for FSM pupils to undertake music tuition, school clubs and residential trips	Important for PP pupils to have access to the same opportunities as their peers.	Overseen by inclusion manager	KB	Summer term
PP pupils are supported with access to remote learning resources in order to ensure that they don't fall behind if they are required to self-isolate.	To develop a loan resource for families where there are issues in a pupil accessing an online device for remote learning, so that during self-isolation, pupils are enabled to access high quality home learning.	Parental survey shows a small number of PP pupils across the school where access to the internet at home is an issue. Need to ensure that should their class have to self-isolate, they are able to access the same high quality resources as their peers.	Individual contact with the families by class teacher with support from IT technician. Protocol/agreement drawn up for loans.	LP	On-going



All outcomes	Provide dedicated time for inclusion manager to ensure that the actions above are monitored, supported, and directed/targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through mentoring, training and support. Also, ensure she attends training to stay up to date.	We want to ensure that the numerous strategies and interventions put in place are monitored well and that teachers are provided with the support in how best to help their learners – this requires dedicated time from a member of the SLT and without a class commitment, the inclusion manager can be an advocate for all PP children.	Link governor and report to curriculum committee. Regular meetings with SLT. Data analysis of PP pupils, along with other vulnerable groups.	LP	Summer term
<b>Total budgeted cost</b>					<b>£28,140</b>

Review of expenditure			
Previous Academic Year		2018-19	
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)
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Whole school focus on develop mastery approach for maths. Lead teachers to continue to be part of the maths hub teacher work group to support them in the development of the mastery approach in school. IN-SET training from Gareth Metcalfe , specific or KS1 and KS2. On-going support through staff meetings, team teaching and advice from maths team in PPA.	<ul style="list-style-type: none"><li>Increase awareness of mastery approach and use of CPA approach, including bar modelling. Staff more confident in use of text books (Power Maths)</li><li>Unable to evaluate fully due to school closure due to Covid-19.</li></ul>	Continue this approach with further involvement in Solent Maths hub project where possible (virtual) - need to continue to develop the mastery approach, particularly after the initial 'catch up' stage, ensuring that the lessons learnt from previous years are embedded.
	Whole school focus on developing responsive teaching, ensuring that teachers are adapting their planning and teaching to meet the needs of the individuals in their class and ensuring challenge for all. This will include 'surgeries' with the inclusion manager for advice, staff meetings to work on the definition of responsive teaching and teachers identifying own target for performance management based on their self-audit. Performance management objective for all teachers based on Teacher Standard 5—meeting needs of pupils, through responsive teaching.	<ul style="list-style-type: none"><li>Classroom observations showed evidence of more responsive teaching.</li><li>Unable to evaluate fully due to school closure due to Covid-19.</li></ul>	Continue this approach to ensure that early work carried out by teachers is embedded. Performance management objectives adapted for current cohort.
	Focus on challenge within Y1 to ensure that the developments initiated in 2019 are continued and adapted for the new cohort, ensuring appropriately high expectations for our Y1 pupils.	<ul style="list-style-type: none"><li>A number of changes made to Y1 provision and organisation of the curriculum to increase challenge, and to help ensure more focussed teaching as evidenced through classroom observations.</li><li>Better quality child initiated learning observed in the outdoor classroom</li></ul>	To continue next year as changes need to be embedded and adapted for a different cohort, and the half and half organisation of classes carried out from the Autumn term—this will also support the 'catch-up' period for the Autumn term due to school closure.
	Continued development of the use of peer to peer support, including lesson study, to support teacher and TAs in identifying the most effective ways of working with specific pupils. All RQTS provided with a peer mentor and given quality time each term for mentoring and to carry out observations of teaching in each other's classrooms to develop quality of teaching.	<ul style="list-style-type: none"><li>RQT time allowed continued development for 3 RQTs, targeted for their needs. All had successful performance management.</li></ul>	Continue this approach, but adapt according to restrictions in place due to Covid risk assessment, ensuring support with the year team.

Review of expenditure			
Previous Academic Year		2019-20	
Quality of teaching for all			
Desired out-come	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)
Improve communication and language skills for pupils eligible for PP in Reception/ Y1 classes.	Continued use of the ‘Keep on Talking’ (KOT) project initiatives, including in-house updates for staff from lead teacher for KOT, YR staff attending early years drop in sessions at other schools, open sessions for YR parents with a focus on language and communication, in-house training for LSAs for language interventions.	<ul style="list-style-type: none"><li>Parent open session raised parents’ awareness of age related expectations and prompted further questions from parents about how to develop skills at home.</li><li>Unable to evaluate fully due to school closure due to Covid-19.</li></ul>	Continue this approach. Ensure that all new staff in YR have input and ensure that the KOT principles remain part of daily classroom practice, not just planned for small group work.
	Continue to develop the use of ‘Talk Boost for KS1’ - a structured programme to develop language development through a 10 week intervention which is supported through linked whole class activities. Two LSAs to be allocated time to run interventions for Y1 pupils in the first half of the year, moving to YR pupils identified in the Spring term. Assessments to be carried out by lead teacher in order to ensure targeting of most appropriate children.	<ul style="list-style-type: none"><li>Programme completed with 9 Y2 pupils who had started the programme in Y1 and then moved to a group of Y1 pupils..</li><li>Children showing greater confidence and ability to speak within the group sessions (in/out assessment).</li><li>Y1 cohort not completed due to Covid school closure, and YR children also not yet targeted,</li></ul>	Continue this approach, targeting children who missed the programme in Y1 for the first term of Y2. Then roll out to Y1 and YR in Spring/Summer.

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)
Improve communication and language skills for pupils eligible for PP in Reception/ Y1 classes.	Employment of 1 x 0.5 FTE LSA to focus on language and communication group work in YR/1, trained in how to deliver Nursery Narrative and Time to Talk interventions. Screening of targeted pupils in YR carried out by TA specialised in speech and language programmes. Advanced Lego therapy training for 1 x LSA, with initial training for another LSA to ensure it can be used with children who would most benefit. Development of further Lego resources.	Screening of prioritised pupils by October allowed prioritised and targeted work with individuals.  3 x Lego groups run successfully Sept—March. Supported pupils with social communication difficulties to interact appropriately within a smaller group.	Continue this approach.  Lego therapy groups to be discussed and prioritised as an intervention through half termly Pastoral Support Team meetings.
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Use of specific reading intervention proven to help pupils who don't learn phonetically (inc. PP pupils). Training for new staff plus time to carry out interventions 3 x per week.	Data shows many of the pupils receiving literacy toolkit intervention making significant progress in reading accuracy, often double ratio gain and comprehension has improved.	Continue use of programme for SEN and also as a 'catch up' tool for pupils slightly behind in their reading.
	Additional experienced Y6 teacher (maths specialist) to be available 0.2 FTE to allow provide focussed teaching for groups of Y6 pupils including those working at greater depth and those at risk of falling behind. For 12 weeks, this work to be increased to 0.4 FTE to support those who are below ARE. A similar approach to be used in Y5 with a 0.1 FTE experienced teacher to work with pupils at greater depth in maths, allowing class teachers to focus on those pupils who need additional support to be secure.	<ul style="list-style-type: none"> <li>Unable to evaluate fully due to school closure due to Covid-19.</li> </ul>	<p>Due to Covid restrictions, need to keep staff within year group bubbles. Therefore, we plan to make use of this strategy for 5 x mornings per week from the Catch up funding the school will be receiving due to Covid.</p> <p>If restrictions/staffing allow, will implement 0.1 FTE equivalent teacher to support Y5 splits later in the year.</p>
	Implement reading mentors for PP pupils not at ARE for reading from the Autumn term – reading sessions at least 2x weekly, supporting pupils who do not regularly read at home in having regular practice. This will include adult volunteers who carry out paired reading, with PP pupils targeted for support, and also Y6 reading Angels, trained to read with younger pupils.	<ul style="list-style-type: none"> <li>Unable to evaluate fully due to school closure due to Covid-19.</li> </ul>	Will need to pause this strategy due to Covid restrictions as unable to pair children from different year groups.
	Additional guided reading sessions delivered for pupils at risk of not meeting ARE to support them in developing word reading skills alongside specific development of comprehension skills. Carried out by experienced teacher (Y6) x 3 per week. Time allocated for experienced TAs in Y4/5 to deliver the intervention.	<ul style="list-style-type: none"> <li>Strategy was supporting target children to develop confidence with reading comprehension skills as shown through phase 1 and 2 assessments.</li> <li>Unable to evaluate fully due to school closure due to Covid-19.</li> </ul>	Continue this approach, using the adults within the year group 'bubble'.

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)
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Specific attachment raining for staff through Beacon House and Primary behaviour support team —targeted to those who will be working with specific post-LAC pupils. ‘Understanding and responding to developmental trauma in the classroom’ (x4 teachers) and ‘Using Creative Conversations in the Classroom’. Cascaded to other teachers in the year group. HSLW to attend ‘Working with parents towards a therapeutic web’. Inclusion manager to attend ‘Supporting Transition and Loss in School’.	Staff who attended the sessions had better understanding of attachment difficulties and how to support specific children.  Training not all completed due to school closure.	School to continue to source attachment training, targeted at teachers of post-LAC children. Training to be sourced online where possible.

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)
PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Continue the development of a pastoral support team in school. On-going training to ensure that staff remain up to date and able to deploy new methods and half termly meetings for the team. Implementation of specific programmes including Lego therapy and Art & drawing therapy. Allocated time for ELSA and two deputies to carry out specific interventions.	Regular PST meetings showed impact of the work—some children able to move off after 6 week programmes, others prioritised for different interventions.	Continue to develop pastoral support team. Even more essential post-Covid due to impact on children's mental health.
	Allocated time for ELSA to develop role further as home-school link worker, with a particular focus on improving attendance of PP pupils.	Early intervention in Autumn term helped to support improving attendance for several PP pupils. During lockdown, HSLW provided a valuable link with FSM families, delivering food parcels and keeping regular contact with vulnerable families.	To continue. Continue early intervention in Autumn term with targeted families to avoid poor attendance patterns developing.
	Continue to work towards becoming an 'attachment friendly school. Inclusion manager to continue cascading regular training updates to staff on emotional coaching and other strategies for supporting children with attachment difficulties.	This continued in Autumn term, but inclusion manager absence from November 2019 meant she was unable to continue cascading information, although targeted training for teachers in several year groups ensured that this stayed high priority.	To continue—responsibility to move to new inclusion manager. Further training to be sourced.
	Inclusion Manager + ELSA to provide nurture groups 4 afternoons per week – 1 x KS1 group twice a week, 2 x KS2 groups for once a week, including PP pupils. Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).	Lac children in school have been able access nurture which has been beneficial for the children along with 10 FSM pupils and two young carers.  In absence of the inclusion manager, ELSA has stepped up to run nurture and Young Carer's group	To continue—nurture re-designed to enable single year group bubbles. Additional PT ELSA employed to support nurture and other pastoral support.

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
PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Involvement in the Well-being project through primary behaviour support team, working alongside other schools and a mental health specialist each half term to work on projects related to mental health and well-being in schools—staff and pupils. 5 team members identified to attend half termly training and cascade in school including HT, mental health lead, and representatives to cascade to teachers, TAs and parents.	Early work established an action plan, and MHWB team in school cascaded training to all staff, but project stalled due to Covid.	MHWB team to continue meeting even through link project is not continuing.	
	Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).	4 regular attenders of the drop in sessions with pupils able to support one another and talk in supportive environment and able to bring a friend with them.	To continue next year.	
	Allocated hours for TA to run Friday Forces lunch for service families, facilitating support for service pupils such as 'Skype' with absent parents, to attend network meetings, and ensure that we can be responsive to the needs of PP pupils as they arise..	This has continued to have a positive impact on service pupils and families, providing a useful link on the staff.	To continue but adjusted under new Covid restrictions.	

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)
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year	Continuation of reading challenge and incentives in Y1-Y3 to encourage children to read aloud at home. Introduce extended challenge for Y4 pupils.	Challenge stalled due to Covid, but used as an incentive during lockdown to encourage continued reading and children were able to collect their badge from school office.	To continue into next year with a new challenge for Y1-3 and re-launch of Y4-6 challenge.
	Subsidies for FSM pupils to undertake music tuition, school clubs and residential trips	PP pupils have been able to access enrichment opportunities inc. music lessons, performing arts, residential trips.	To be continued – relatively small cost in our school but which makes a big difference in the confidence of pupils and ensures equality of access.
All outcomes	Provide dedicated time for inclusion manager to ensure that the actions above are monitored, supported, and directed/targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through mentoring, training and support. Also, ensure she attends training to stay up to date—FEIPS, nurture, LAC conferences and mental health forum.	Enabled effective monitoring of above interventions, support for staff and parents, and targeting of available resources in the Autumn term—stalled due to long-term absence of inclusion manager from November 2019.	This to continue – taken on by new acting inclusion manager in Sept 2020.



## Glossary of Abbreviations

ARE	Age related expectations (set nationally for Y2 and Y6)
CLL	Communication Language and Literacy—one of the areas of learning for Reception children
CPA	Concrete, Pictorial, Abstract—refers to the use of concrete and visual materials in maths prior to moving to abstract terms
EEF	Education Endowment Fund—research organisation
EHCP	Education Healthcare Plan
ELG	Early learning Goals—for the end of Reception
ELSA	Emotional literacy support assistant
EPAC	Planning document for children who have previously been in care (non-statutory)
FSM	Free school meals
FSP	Foundation Stage Profile— record of how a child achieves across the early years
FTE	Full time equivalent
GAPS	Grammar, punctuation and spelling test
GDS	Greater depth standard
HIAS	Hampshire Inspection and Advisory Service
HSLW	Home school link worker
IBMP	Individual behaviour management plan
IM	Inclusion manager—oversees vulnerable groups in school
KOT	Keep on Talking project—Early years project to encourage language skills
KS	Key Stage
LAC	Looked after children (those in care). Post-LAC are adopted children or those who have returned to the home or are in special guardianship following time in care.
LLP	Leadership Learning Partner
LSA	Learning support assistant (usually working 1:1 or with small groups)
NFER	National Foundation for Educational Research (they produce optional standardised tests which we make use of in Y3-5)
PM	Performance management
PP	Pupil Premium—includes children on free school meals, those who have been free school meals in past 6 years, looked after children and adopted children
PPA	Planning, preparation and assessment—non-contact time for teachers
PST	Pastoral Support Team
PT	Part time
RQT	Recently qualified teacher
SEN	Special educational needs (A SENSE is an SEN support agreement)
SLT	Senior leadership Team
TA	Teaching assistant—work with individuals, groups and whole classes