



Pupil Premium Policy

Last updated: November 2020

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Statement of intent

At Tyneview Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. **[Updated]** Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- **[Updated]** ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- **[Updated]** Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

2. **[Updated]** PPG allocation rates

2.1. For the financial year 2020 to 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order	£2,345
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents of pupils to collectively ensure pupils' success.

4. How PPG can be spent

- 4.1. Under the terms of the PPG, the funding may be spent in the following ways:
 - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
 - For the benefit of pupils registered at other maintained schools or academies
 - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- 4.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

5. Our long-term strategy for success

- 5.1. We maximise use of the PPG by:
 - Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
 - Ensuring PPG funding and spending can be identified within the school's budget.
 - Consulting the pupil premium lead, governors, staff, and parents when deciding how funds are spent.
 - Assessing the individual provisions required for each pupil in receipt of the PPG.
- 5.2. We have adopted a long-term **three-year** strategic plan, aligned to the wider SDP, which contains the following considerations:

- Expenditure
 - Recruitment
 - Teaching practice
 - Staff development
- 5.3. We conduct light-touch **annual** reviews to inform the plan and form the school's pupil premium statement.
- 5.4. We explore evidence-based summaries of PPG use, such as the EEF's [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- 5.5. We consult the EEF's [Families of Schools Database](#) to learn about effective practice in similar schools.
- 5.6. We focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
 - Are consistent (based on agreed core principles and components), but also flexible and responsive.
 - Are evidence-based.
 - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
 - Include regular, high-quality feedback from teaching staff.
 - Engage parents in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
 - Support pupil transition through the stages of education (e.g. from primary to secondary).
 - Raise aspirations through access to high-quality educational experiences.
 - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 5.7. At Tyneview, we believe that singly the most important factor is the family and we strive to build positive, working relationships. As well as this, we choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with their peers.
 - An emotionally intelligent approach to the setting of clear behaviour boundaries.
 - Increasing pupils' understanding of their emotions and identity.
 - Positive reinforcement.

- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH), and other relevant professionals.
- A child-centred approach to assessment for learning.

6. A tiered approach to PPG spending

6.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

6.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

6.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Quality First Teaching
- Family working through targeted support of NEAT Windscreen.
- Structured interventions some of which may be one to one support
- Small group tuition

6.4. Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Nurture support to ensure positive interpersonal skills
- Breakfast club
- Attendance initiatives
- Afterschool clubs
- Family working through targeted support of NEAT windscreen.

7. Use of the LAC and PLAC premiums

- 7.1. The LAC premium is managed by the LA's designated VSH.
- 7.2. The premium is used to benefit a pupil's educational needs as described in their PEP.
- 7.3. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 7.4. The LAC premium is used to facilitate a wide range of educational support for LAC.
- 7.5. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.
- 7.6. The designated teacher works with the VSH to ensure that all available funding is spent.
- 7.7. PLAC premium is allocated directly to the school.
- 7.8. LAC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

8. Example interventions

- 8.1. We may utilise the following achievement-focussed interventions:
 - Providing small group work which might be one to one depending on need with experienced teachers to address pupils' specific knowledge gaps
 - Reducing class sizes to improve opportunities for effective teaching
 - Creating additional teaching and learning opportunities using TAs
 - Targeting English and maths teaching for pupils who are below age-related expectations
 - Targeting pupils who require additional help to reach age-related expectations
- 8.2. We may utilise the following teaching-focussed interventions:
 - A regular CPD slot for staff identified alongside priorities.
 - External support from NEAT and wider services
 - Conversations to support teachers
- 8.3. We may utilise the following wellbeing-focussed interventions:
 - One-to-one counselling sessions

- Allocating funds to enable pupils to participate in extra-curricular activities
- Access to nurture provision
- Links within the community

8.4. We may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for children to attend school
- Educational platforms to support educational routines within the family
- Support for pupils to access a range of off-site trips and experiences

9. **[Updated] Use of the service pupil premium (SPP)**

9.1. The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

9.2. Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- **[Updated]** They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure')
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

9.3. The school does not combine the SPP with any other form of PPG.

9.4. SPP spending is accounted for separately to any other form of PPG.

9.5. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.

- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

9.6. The school does not use the SPP to subsidise routine school activities.

10. **[Updated] Accountability**

- 10.1. We expect all children to make at least expected progress. PPG will be allocated to achieve this goal. We will review pupils in each year group to ensure that pupil premium spend is working for them and we will use the NEAT Windscreen to help achieve this.
- 10.2. The progress of pupils in receipt of the PPG is regularly discussed with teachers.
- 10.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.
- 10.4. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.
- 10.5. The school publishes its strategy for using the PPG on the school website.
- 10.6. **[Updated][Mandatory for maintained schools, excluding PRUs, and recommended for academies]** The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

11. **Reporting**

- 11.1. The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.
- 11.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.
- 11.3. The EEF's [DIY Evaluation Guide](#) is used to measure the impact of the school's spending.
- 11.4. Information regarding PPG spending is published on the school website.
- 11.5. For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information

informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

12. Pupil premium reviews

- 12.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.
- 12.2. If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.
- 12.3. The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 12.4. The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 12.5. Where costs are prohibitive, the school considers the use of a joint review with local schools.
- 12.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 12.7. In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 12.8. At the end of the review, the school has an improved strategy and plans to implement it.

13. Overpayments

- 13.1. The school repays any overpayment of the PPG.

14. Monitoring and review

- 14.1. The headteacher and SBM are responsible for reviewing this policy annually.
- 14.2. The next scheduled review date is December 2021.

Appendix 1 – Pupil Premium Reporting Template

Funding information																					
Academic year	2019/20																				
Total number of pupils on roll	286																				
Total number of pupils eligible for PPG	86																				
Amount of PPG received per pupil	£1320																				
Number of pupils eligible for LAC and PLAC premium	1																				
Total LAC and PLAC premium received	£500																				
Number of pupils eligible for SPP	86																				
Total SPP received	£860																				
Total PPG received	£130,000																				
Summary of PPG spending in academic year																					
Objectives <u>[Include your objectives for the general use of the PPG, use of the LAC and PLAC premiums, and use of the SPP.]</u> <ol style="list-style-type: none"> 1. Personal development (PSHE curriculum) 2. Pupils understand importance of regular exercise and a healthy diet 3. Difficulties with social interaction. 4. Attendance procedures will continue to be developed. 																					
Summary of spending and actions taken <u>[Include spending on all types of pupil premium and explain the reasoning behind your actions.]</u> <ol style="list-style-type: none"> 1. Clued up Kids, school visits, visitors to school, theatre trip, workshops on e-safety for pupils and parents, working with Kids Kabin to develop working relationships, cultural capital: <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%; text-align: center;">53</td> <td>percent of children who are not making progress and not doing homework have school involvement</td> </tr> <tr> <td style="text-align: center;">83</td> <td>percent of children who are SEN are completing homework</td> </tr> <tr> <td style="text-align: center;">50</td> <td>percent of pupil premium children are completing homework</td> </tr> <tr> <td style="text-align: center;">75</td> <td>percent of children who are EAL are completing homework</td> </tr> <tr> <td style="text-align: center;">9</td> <td>percent of children who are making progress are not doing homework</td> </tr> <tr> <td style="text-align: center;">84</td> <td>percent of children who are making progress are doing homework</td> </tr> <tr> <td style="text-align: center;">250</td> <td>percent of children whose attendance is less that 90% are doing homework</td> </tr> <tr> <td style="text-align: center;">61</td> <td>percent of children whose attendance is greater than 90% are doing homework</td> </tr> <tr> <td style="text-align: center;">7</td> <td>percent of children who are not making progress and not doing homework</td> </tr> <tr> <td style="text-align: center;">87%</td> <td>percent of children are completing homework</td> </tr> </tbody> </table> 2. Commando Joe's, Healthy Schools Plus award, analysis of after school clubs, CPD for staff provided by Sports for Schools, attendance at Healthy, Active Lifestyle events, Dance club, North East Dance lessons for whole classes. 		53	percent of children who are not making progress and not doing homework have school involvement	83	percent of children who are SEN are completing homework	50	percent of pupil premium children are completing homework	75	percent of children who are EAL are completing homework	9	percent of children who are making progress are not doing homework	84	percent of children who are making progress are doing homework	250	percent of children whose attendance is less that 90% are doing homework	61	percent of children whose attendance is greater than 90% are doing homework	7	percent of children who are not making progress and not doing homework	87%	percent of children are completing homework
53	percent of children who are not making progress and not doing homework have school involvement																				
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7	percent of children who are not making progress and not doing homework																				
87%	percent of children are completing homework																				

3. Nurture provision, training from Educational Psychologist for all staff. Attendance at Newcastle training for Foundation Stage staff.

Boxall profile target	Agreed priority area	SOY	Evaluation
A. Gives purposeful attention (20)	Pupil 1	11	Pupil 2, 3 and 4 transitioned back to mainstream to continue working on targets. Pupil 7 and 8 transferred to special school with Boxall data used to support.
	Pupil 2	5	
	Pupil 3	6	
	Pupil 4	5	
	Pupil 5	9	
	Pupil 6	20	
	Pupil 7	18	
	Pupil 8	19	
B. Participates constructively (12)	Pupil 1	6	
	Pupil 2	3	
	Pupil 3	3	
	Pupil 4	3	
	Pupil 5	4	
	Pupil 6	12	
	Pupil 7	12	
	Pupil 8	12	

Pupil premium summary Jan 2020

Class context:

	Y1	Y2	Y3	Y4	Y5	Y6
Pupil premium	14/31 45%	13/35 37%	13/31 42%	15/26 58%	19/34 56%	18/26 69%
Pupil premium and SEN	0/31 0%	1/35 3%	4/31 13%	3/26 12%	9/34 26%	2/26 8%
Pupil premium and EAL	0/31 0%	1/35 3%	0/31 0%	2/26 8%	2/34 6%	1/26 4%

Previous results (2018/19):

	Pupil premium attainment:			
GLD	64%			
Did not achieve	Welfare: x 1 Attendance: x 3 SEN: x 1			
Phonics	62%			
Did not achieve	Welfare: x 5			
	Reading	Writing	Maths	Combined
KS1	Ex 69% GD 23%	Ex 62% GD 23%	Ex 77% GD 23%	Ex 62% GD 23%
Did not achieve Ex	SEN x 3 Welfare x 1	SEN x 3 Welfare: x 2	SEN - x 3	SEN x 3 Welfare: x 2
KS2	Ex 71% GD 21%	Ex 71% GD 14%	Ex 71% GD 0%	Ex 57% GD 0%
Did not achieve Ex	SEND: x 3 EAL: x 1	SEND: x 4	SEND: x 3 Welfare: x 1	SEND: x 4 Welfare x 1 EAL: x 1

Previous data (End of Aut 2019/20):

Data to show Pupil Premium children on track to make expected progress from previous Key Stage data.

	Reading	Writing	Maths
FS	GLD on track 45%		
Y1	Phonics on track 57%		
Y2	92% (38%)	92% (23%)	85% (0%)
Y3	85% (23%)	85% (23%)	77% (0%)
Y4	93% (6%)	100% (6%)	80% (6%)
Y5	94% (0%)	100% (24%)	94% (12%)
Y6	94% (11%)	100% (6%)	94% (33%)

Pupil premium and SEN 2019/20

	Reading	Writing	Maths
Y1	N/A		
Y2 (1)	100% (100%)	100% (100%)	100% (0%)
Y3 (3)	100% (0%)	100% (0%)	100% (0%)
Y4 (3)	66% (0%)	66% (0%)	66% (0%)
Y5 (8)	88% (0%)	88% (12%)	88% (12%)
Y6 (2)	100% (0%)	100% (0%)	50% (0%)

Attendance at clubs 2019-20:

	Autumn 1 PP	Autumn 1 Non PP
NUFC	73%	27%
Fitness	58%	56%
Dance Mon	58%	42%
Dance Tues	33%	67%
	55%	45%

Staff costs

£

Raising standards costs

£

Outcomes

[Use data and anecdotal evidence to summarise how successful your spending has been overall. Include failures, as these will help you to reprioritise PPG spending going forwards.]

1. Data shows that 50% of PP children were completing homework as a result this year, PPG will be used to support the Homework Project to impact positively on the engagement and completion of homework for children receiving PPG.
2. In order to continue to improve the engagement of PPG children in sport and healthy lifestyles, the Daily Mile provision across school needs to be more significant.
3. Continue development of provision with extending to training staff in delivering Commando Joe's to develop children's skills in team work and develop physical activity.
4. Attendance systems and procedures to continue with an improved access to welfare support within school.

[Primary schools] Appendix 2 – Pupil Premium Review Self-Evaluation Form

1. Summary information					
School	Tyneview Primary School				
Academic year	2020/21	Total pupil premium grant (PPG) budget	£166,780	Date of most recent PPG review	November 2020
Total number of pupils	249	Number of pupils eligible for the PPG	124	Date for next internal strategy review	November 2021
2. Current attainment calculated as estimates when schools closed in March 2020					
Use your established alternative to the levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.			Pupils eligible for the PPG in the school	National average from 2018/19 (Predicted end of year outcomes for all KS2 pupils)	
			Data when schools closed in March 2020 → PP (Non PP)		
% of pupils achieving expected standard or above in reading, writing, and mathematics			69% (68%)	70% (84%)	
% of pupils making expected progress in reading (as measured in the school)			63% (62%)	75% (84%)	
% of pupils making expected progress in writing (as measured in the school)			69% (69%)	78% (88%)	
% of pupils making expected progress in mathematics (as measured in the school)			69% (58%)	76% (84%)	
3. Barriers to future attainment (for pupils eligible for the PPG)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database ; FFT Aspire ; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.					
Academic barriers (such as poor oral language skills)					
A	The main barriers are those associated with low incomes, working poor and unemployment. These manifest themselves in different ways and as a school we have made it our responsibility to piece them together. The first area to consider is our curriculum and systems to ensure that it serves our pupils well. This means that we need to explore the reasons for lack of progress thoroughly. Very much linked into this was home school routines based on engagement with school and allocation and expectation of responsibilities. This means the checking of reading PE kits and homework. If Patterns can be identified then they must be explored. This is already having a positive impact on outcomes.				

B	For those children that are not receiving additional pastoral time then the curriculum enrichment is essential. We have recognised the need to work with community groups to fill this gap and provide the cultural capital that is needed for opportunity.	
C	Again based on starting points Speech and Language is going to be an issue as modern Britain and technology often restricts the spoken word. Research points to deprivation as a major factor in communication skill level. We are trying to recognise and where possible, remedy this. We have prioritized Speech and Language and there is staff training to consider	
Additional barriers (including issues which also require action outside the school such as low attendance rates)		
D	Attendance is always been worked on and we are developing language and strategies around the above to influence parents in promoting good habits.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
It is not essential to identify four desired outcomes – focussing on fewer aims in more depth may be better.		
A	To develop welfare systems further within school.	Children accessing nurture provision and other key identified pupils will take part in the Commando Joe's curriculum. Staff will be trained in the delivery of the Commando Joe's.
B	To develop cultural capital by creating the opportunity to embellish and secure their learning through access to creative homework projects alongside home school routines	The number of PPG children engaging in homework will increase.
C	Developing a focus on Speech and Language and identifying as a potential barrier later in life.	Staff training program, children receiving appropriate support, stems identified with development plan to support it.
D	Systems and procedures for attendance are embedded	Staff parents and carers understand its importance in relation to outcomes and opportunity.
5. Review of expenditure		
Previous academic year	£130,000	Demonstrate how you are using the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.
Quality of teaching for all		

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
1:group teaching	Educational outcomes	Children carefully identified to work in smaller group (Year 6) and educational outcomes reached. (see data page 1)	Small group teaching was difficult with an inexperienced member of staff	£6000
Nurture Provision	Fewer exclusions Improved outcomes	Successful routes for most challenging children. Progress made in some chn who are now transitioning to main stream.	In 2019-20, nurture provision will be developed alongside educational psychologists using Boxhall profile assessments and implemented within KS1 and KS2.	£10000
Vulnerable Learners	Increased independent skills and confidence with their curriculum	Quality first Teaching introduced to children with identified difficulties	The intervention led to increased independent skills of children with SEN. Next – share strategies with main stream class.	£24000
Key Stage 1 reading intervention teacher	Continuation of progress from Foundation Stage. Improved participation from parents	Impacted positively	Continuation with year	£12000
Targeted support				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost

Develop procedures for PSA and Attendance Support	Increase resilience of families	Use of attendance bus for most vulnerable children has had a positive impact. Case studies demonstrate improved procedures for PSA and whole school	Vulnerable learners lead with NEAT 2019-20 Attendance focus to continue 2019-20 through use of planners and revision of attendance incentives.	£18000
Provision of pastoral services e.g. breakfast club and snacks	Improve offer to families	Numbers in breakfast club are strong	Continue to monitor approaches.	£10000

Other approaches

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Curriculum Development/Hooks and maintenance of minibus	Motivation of pupils	Positive impact	Continuation this year	£18000

6. Planned expenditure

Academic year	2020/21	Demonstrate how you will use the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.
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Quality of teaching for all

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Develop the Windscreen as an effective tool for measuring impact as well as providing direction.	To develop welfare systems further within school to enhance	Evidence based on learning routines and impact of parents. Work of Ronald Ferguson supports our aims.	Half termly monitoring of home school routines. Welfare check ins for pupils that are causing concern.	Head/Senco	

Generating entry and exit systems. Providing staff time to explore dynamics and ensure school systems are effective for identifying barriers for children and families	quality first teaching	Also interventions should be fixed in length according to best practice tips from Educational Psychology	Teaching and Learning conversations Windscreen. Easily understood entry and exit systems with consistent dialogue around expectations		
Total budgeted cost	£40,000				
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Stringent monitoring and procedural systems for intervention linking in with point 1 and establishment of learning routines and identification of opportunity.	Develop attendance offer	Linked to point one – home school routines are hugely important with attendance being one.	Daily monitoring Assessing against windscreen	Head	Termly
Appointment of staff Staff training opportunities	Increase opportunities to develop speech and Language in School	Outcomes for children with Speech and Language issues are lower. By focusing on correct interventions and positive models for dialogue in school we are more likely to create opportunity	Identification of needs Training Evaluation	Foundation stage Assistant Head Senco	Termly
On going and routine activities to support the Windscreen at levels from 0-4	Children and families receive support	Improve outcomes for families by development of clear routines based on the intention of pupil and family relationship and well being	Regular monitoring	PSA/Senco	Half termly

Total budgeted cost		£110,000			
Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Order resources Set up system to allow creation of a Homework Library	Establish further curriculum opportunities to enhance learning for all but particularly PP children not in receipt of pastoral support	Research carried out during Lockdown showed a huge positive impact from positive home school based learning and opportunities to learn	Student voice Link into community groups	Curriculum lead	Termly
Total budgeted cost		£10000			

7. Additional detail

Use this section to refer to additional information that you have used to support the sections above.

Through use of the PPG tracker, children in receipt of PPG are placed on the tracker and any interventions that they receive are input including the cost of these. Interventions include (but are not limited to): School bus transport, attendance NEAT, Welfare school, Welfare NEAT, Nurture access, Breakfast club, Welfare support, NEAT counsellor, small group interventions and support.

Average spend PPG - Autumn term

The tracker demonstrates that the most PPG funding is spent on children within Level 4 of windscreen and this amount decreases depending on windscreen level. This enables pupils to be targeted for support.

Windscreen level	Average spend per pupil Autumn term
Level 4	£373.47
Level 3	£222.07 Does not currently including EHC spend and ARC places cost
Level 2	£367.49
Level 1	£177.44
Level 0	£0

Individual pupil spend example for one class (first column has been removed in order to anonymise data):

NB: Some pupils will receive more than one intervention which is arranged on spreadsheet and a total collated from the cost.

Windscreen	Year	Class	FSM or Ever 6?	LAC?	Post-LAC?	Service child/ war pensions child?	Total budget	SEND?	Intervention 1	Autumn term	Spring term	Summer term
3	Y6	6	Y	N	N	N	£1,345.00	Y				
3	Y6	6	Y	N	N	N	£1,345.00	N	Attendance NEAT	Yes		
3	Y6	6	Y	N	N	N	£1,345.00	Y	Nurture	Yes		
3	Y6	6	Y	N	N	N	£1,345.00	Y	Nurture	Yes		
2	Y6	6	Y	N	N	N	£1,345.00	N	Attendance NEAT	Yes		
2	Y6	6	Y	N	N	N	£1,345.00	N	Attendance NEAT	Yes		
2	Y6	6	Y	N	N	N	£1,345.00	Y	Nurture	Yes		
2	Y6	6	Y	N	N	N	£1,345.00	Y	Nurture	Yes		
0	Y6	6	Y	N	N	N	£1,345.00	N				
1	Y6	6	Y	N	N	N	£1,345.00	N	Attendance NEAT	Yes		
0	Y6	6	Y	N	N	N	£1,345.00	Y				
2	Y6	6	Y	N	N	N	£1,345.00	N	School bus	Yes		
0	Y6	6	Y	N	N	N	£1,345.00	N				
0	Y6	6	Y	N	N	N	£1,345.00	N				
0	Y6	6	Y	N	N	N	£1,345.00	N				
2	Y6	6	Y	N	N	N	£1,345.00	N	Attendance NEAT	Yes		

Data analysis from Autumn 2020 for all year groups:

All data across all year groups has been considered when deciding on priorities. The data is included here:

Year Group	Previous Key stage	End of Previous Year	Aut term % on track Exp +	Aut term % on track PP Exp +	End of year target Exp+	End of year prediction Exp+
Reception GLD			13%	9%	63%	63%
Year 1 phonics	45% GLD	45% GLD			65%	65%
Year 1 reading	45% GLD	45% GLD	20%	30%	65%	65%
Year 1 writing	45% GLD	45% GLD	27%	30%	65%	65%
Year 2 reading	64% GLD	67%	20%	21%	60%	60%
Year 2 writing	64% GLD	67%	20%	21%	60%	60%
Year 2 maths	64% GLD	67%	20%	21%	77%	77%
Year 3 reading	75% GLD 68% Ph	69%	25%	30%	75%	75%
Year 3 writing	75% GLD 68% Ph	69%	8%	20%	75%	75%
Year 3 maths	75% GLD 68% Ph	69%	23%	30%	75%	75%
Year 4 reading	81%	69%	24%	36%	72%	72%
Year 4 writing	87%	62%	21%	36%	65%	65%
Year 4 maths	81%	62%	27%	40%	65%	65%
Year 5 reading	76% KS1	71%	10%	12.5%	74%	74%
Year 5 writing	72% KS1	71%	11%	6%	74%	74%
Year 5 maths	86% KS1	71%	15%	12.5%	74%	74%
Year 6 reading	73%	59%	15%	12%	78%	78%
Year 6 writing	63%	59%	31%	35%	78%	78%
Year 6 maths	69%	59%	13%	12%	78%	78%
Year 6 GPS	63%	59%	25%	26%	78%	78%
Year 6 combined	63%	59%	13%	12%	78%	78%

