**Pupil Premium Strategy 2020-21: Eccleston Lane Ends Primary School**

**In 2020-21 ‘Catch Up’ funding given by the government due to corona virus will also be used to ensure our most vulnerable children are not disadvantaged even further (see below for outline of planned ‘Catch Up’ expenditure**

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| 1. **Summary information** | | | | | |
| **School** | Eccleston Lane Ends Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £40,555 | **Date of most recent PP Review** | No external review |
| **Total number of pupils** | 247 | **Number of pupils eligible for PP/PPP** | PP=9 PPP=12  Armed Forces =1  21 + 1 total | **Date for next internal review of this strategy** | Annually/September 2021 |

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| 1. **Current aspirational attainment targets based on FFT projections (where applicable) in July 2021** | | |  |
|  | *Pupils eligible for PP/PPP ELE* | *ELE predictions for cohort at ARE* | *All pupils national (latest 2019 data comparison)* |
| **EYFS**  **% of pupils to achieve a Good Level of Development (GLD) in EYFS** | 3/5 pupils =80% | 83% | 71.8% |
| **YEAR 1**  **% of pupils to achieve Age Related Expectations (ARE) in Year 1 in Reading**  **% of pupils to achieve Age Related Expectations (ARE) in Year 1 in Writing**  **% of pupils to achieve Age Related Expectations (ARE) in Year 1 in Maths** | 2/4 pupils =50% | 80%  80%  89% | N/A |
| **YEAR 2**  **% of pupils to achieve Age Related Expectations (ARE) in Year 2 in Reading**  **% of pupils to achieve Age Related Expectations (ARE) in Year 2 in Writing**  **% of pupils to achieve Age Related Expectations (ARE) in Year 2 in Maths** | 2/2 pupils =100% | 85%  91%  94% | 75%  69%  76% |
| **YEAR 3**  **% of pupils to achieve Age Related Expectations (ARE) in Year 3 in Reading**  **% of pupils to achieve Age Related Expectations (ARE) in Year 3 in Writing**  **% of pupils to achieve Age Related Expectations (ARE) in Year 3 in Maths** | 3/4 pupils =75% | 88%  89%  91% | NA |
| **YEAR 4**  **% of pupils to achieve Age Related Expectations (ARE) in Year 4 in Reading**  **% of pupils to achieve Age Related Expectations (ARE) in Year 4 in Writing**  **% of pupils to achieve Age Related Expectations (ARE) in Year 4 in Maths** | 1/1 pupil =100% | 76%  76%  91% | NA |
| **YEAR 5**  **% of pupils to achieve Age Related Expectations (ARE) in Year 5 in Reading**  **% of pupils to achieve Age Related Expectations (ARE) in Year 5 in Writing**  **% of pupils to achieve Age Related Expectations (ARE) in Year 5 in Maths** | 2/3 pupils =66% | 79%  79%  82% | NA |
| **YEAR 6**  **% of pupils to achieve Age Related Expectations (ARE) in Year 6 in Reading**  **% of pupils to achieve Age Related Expectations (ARE) in Year 6 in Writing**  **% of pupils to achieve Age Related Expectations (ARE) in Year 6 in Maths** | 2/3 pupils =66% | 73%  70%  76% | 73%  78%  79% |

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| 1. **Barriers to future attainment (for pupils eligible for PP/PPP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | The numbers are small and this can distort the picture of attainment each year-progress from starting points is more important to us. |
|  | The coronavirus pandemic has meant that some children have lost more learning. |
| **C.** | Some PP children are also SEND and because of the small numbers can make attainment look lower. The challenge is to ensure they make good progress from their starting points. |
| **D.** | There are a number of higher attaining pupils who are also PP pupils. The challenge is to ensure they achieve beyond the expected standard and work at a greater depth. |
| **E.** | Classes are large, particularly in KS2. Practitioner support is required to ensure all pupils including PP have targeted intervention or guidance. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **F.** | Some children’s emotional wellbeing has suffered due to the pandemic with children feeling isolated and finding friendships more difficult. |
| **G.** | Some pupils eligible for PPP display difficulties in social and emotional aspects of their learning because of attachment issues. This can lead to difficulties with friendship groups so we have to ensure that this does not impact negatively upon their learning outcomes or the outcomes of others. |
| **H.** | Although mobility does not often happen, when it does it does not give school enough time to have a positive impact on the outcomes of these children. |
| **I.** | Coronavirus pandemic has meant that some children have been further disadvantaged by being absent from school. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Ensure all pupils make at least good progress from their starting points so that it is not just attainment that is measured. | Pupils eligible for PP across the school continue to do at least as well as their non-disadvantaged peers. Progress and attainment comparative trackers analysed termly and intervention/support instigated. |
|  | For all pupils in all year groups who are eligible for pupil premium to make good progress in all subjects including reading, writing, spelling and maths as well as the foundation subjects from their starting points. This will be measured using internal progress and attainment trackers. | Level of attainment for pupils eligible for PP is closely aligned to non PP pupils. Progress is at least good for all groups of pupils. |
|  | Higher attaining pupils eligible for pupil premium continue to thrive in all subjects and make outstanding progress from their starting points. | In house tracking evidences higher performing pupils making continuous, rapid progress with their learning being deepened. At the end of Year 6 they reach the higher level within the expected standard. |
|  | Children entitled to pupil premium will have attendance that is as good or even better than non-disadvantaged pupils at Eccleston Lane Ends or improve due to the work undertaken. | Attendance compares favourably with both school and national data. |
|  | Develop pupils’ social and emotional well-being in targeted individuals and groups throughout the school. | Intervention/support programmes demonstrate that children are more equipped to manage their feelings and relationships. Analysis of behaviour rewards and sanctions demonstrate that this work is impactful. This will not only be a statistical analysis but through pupil voice evidence and professionals’ reports. |
|  | Access to extra-curricular activity has a high uptake from disadvantaged pupils to support social interaction and extra education. | Breakfast, After School Club and other clubs and events are attended well by those entitled to pupil premium. |
|  | Negative behaviour is reduced as children are increasingly supported during times other than lessons. | Behaviour records demonstrate a decrease in incidences involving disadvantaged pupils. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2020/21** | | | | |
| The three headings below enable Eccleston Lane Ends to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted intervention as well as supporting whole school strategies. | | | | | | |
| **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?** |
| New children in YR with language and communication difficulties are identified early and supported well. | Teddy Talk  ELKLAN  Talk Boost | | This is a successful programme that requires doing each year with the new YR cohort.  These programmes are nationally recognised as improving early language and communication skills. | * Staff trained by specialist staff from LASC. * Identified lead practitioners to deliver. * Children identified quickly on entry to school so programmes can be impactful early in the school year. * Monitor impact of interventions-report to Governors. | EYFS teachers | Termly assessment through progress reports to SLT.  Cost £2000 |
| All children access an effective phonics teaching programme with good results (at the end of Y1 and Y2 during the coronavirus year) | Two qualified teachers deliver English lessons in KS1.  Teachers identify who are the more able and who need greater support to make ARE in Y1 and Y2. | | Many different evidence sources, e.g. EEF Toolkit suggest Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading and that that expertise is a key component of successful teaching of early reading. | * Purchase of more Read Write Inc phonics books * Additional training for English Leader and KS1 practitioners as a result of Lacey Green Teaching School training * Additional teacher to support across KS1 in reducing pupil teacher ratio. * Continue to use RW Inc and supplement with Reciprocal Reading in Year 2 term 2 to deepen understanding * Key Stage Leader to manage the programmes. * Pupils supported by two qualified teachers during English lessons. * Staff ongoing training needs to be met through in-house and external agencies. * School time-tabling to be organised to ensure effective delivery. * Assessment outcomes and ways forward are reported to Headteacher as well as the Curriculum and Inclusion Committee of the Governing Body. | Class teachers  KS1 Leader  English Leader | Assessment points:  Oct 2020  Dec 2020  Feb 2021  April 2021  June 2021  Cost £4000 |
| Improved maths outcomes from starting points in school but particularly KS2 more able  Continue to embed Active Maths into the PE curriculum as part of our wellbeing strategy.  Continue to promote the use of Times Tables Rock Stars  Wellbeing Strategy is implemented | Continue whole school approach to pupil self-regulated strategies.  Maths will be taught through physical activity.  Re-introduce an element of competition to learning times tables.  Training from mental health first aider. Fully accredited course for all staff. | | We want to invest some of the PP in longer term change that will help all pupils.  The EEF Toolkit identifies that ‘metacognition and self-regulated strategies’ can effectively improve academic outcomes.’ We believe that a variant of this can be employed across KS2 to improve maths quality via planning, self-correction and peer support.  A key focus will be on the success of 2020-21 maths results particularly for the more able.  Active maths is a recognised resource for raising standards in mathematics.  It has the added bonus of keeping children active while still learning other skills.  Children get healthy exercise through a maths lesson per week.  Children like winning and being rewarded.  They like fair play and can see themselves progressing over time. They can compare progress and speed with their peers.  Staff as well as children understand how to identify anxiety and know what to do to support mental wellbeing. This course is fully accredited with evidence to back up the positive impact. | * Implement a recovery curriculum through identifying key objectives from White Rose maths * Whole school focus on improving arithmetic including times tables. * Learning Assistants continue to support teachers in this delivery model. * Review of maths resources and approach. * Additional maths time allocated during afternoon sessions to focus on basic mathematical skills. * Pupils have a voice in how maths is delivered. * Pupils are shown implementation strategies so they can work independently at times. * Whole school White Rose focus with consultant * Staff meetings calendared to review the effectiveness of this strategy. * Target specific small groups to enjoy active maths so interactions with a teacher are greater * Review Active Maths resources used * Train staff in its use. * Refresh physical Active Maths sports packs for each year group. * Gain pupil voice and staff voice on the impact of this approach to improving mathematics. * Timetable use with Sports Coach * Subscribe to Times Tables Rock Stars. * Deliver re launch assembly to motivate pupils in its use. Provide competition between the classes. * Communicate with parents so they understand the rationale for using TTRS and how often their child should be accessing. * Purchase 2 x trophies for each class, one for progress, one for top speed. * Create ways of promoting through coronavirus restrictions. * Additional training to disperse undertaken by the Pastoral Leader to complement the vast amount of work undertaken during the lockdown period. | Maths Leader  PE Leader  PPA teacher  Maths Leader  Sports Coach  Pastoral Leader | Assessment points:  Dec 2020  April 2021  July 2021  Cost £1,500  Assessment points:  Dec 2020  April 2021  July 2021  Cost £775  Cost £600  £1,500 |
| **Evaluation /Impact Statement**  **To be populated in September 2021** | | | | | | |
| **Total budgeted cost for quality of teaching for all** | | | | | | £10,375 |

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| **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?** |
| All staff are highly aware of the disadvantaged students in their classes and ensure every effort is made to focus support to avoid under achievement. | Review, re launch and remind new staff.  FIRST CLASS support and challenge approach. | Nationally children in receipt of pupil premium do not do as well as those who are not disadvantaged. This approach raises awareness of the national issue and how we can help to narrow the gap in our own school by implementing simple but consistent strategies. | * Ensure staff understand that we need to create a level playing field for PP students in order for them to access the curriculum. * Introduce FIRST CLASS   F First marked, asked, checked.  I Identified in progress trackers  R Relentlessly challenged through feedback, targets and questioning.  S Seated strategically.  T Talked to in lessons, playtimes.  In addition supporting more able students  C Challenge by keeping engaged with demanding work.  L Link learning to develop pupils’ ability to synthesise information from different parts of the curriculum.  A Apply-build on opportunities to deepen understanding.  S Stretch-encourage pupils to try new things and to go further.  S Support-through encouragement when hard tasks are given. | Headteacher CGo | PP focus through all monitoring and self-evaluation activities eg book scrutiny, lesson observation, progress trackers.  Review through staff meetings  Cost £400 |
| Phonic and language skills at KS1 are high despite lost learning from coronavirus school closure. | Small group and when required 1-1 provision through Read, Write Inc at appropriate stage with a qualified teacher or experienced learning assistant. | Some of the pupils need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching.  This work will be carried out daily for 30 minutes. | * Systematically organised timetable to ensure staff can deliver the lessons effectively. * Half termly assessment to be carried out into effectiveness. * Use of IPad software to record evidence of progress towards meeting key objectives. * SENCo liaison to ensure good communication of provision which will tie in with provision mapping. * Assessment outcomes and ways forward are reported to Headteacher as well as the Curriculum and Inclusion Committee of the Governing Body. | KS1 Leader  SENCo  Y1 teacher  Y2 teachers for check in 2020 | Assessment points:  Oct 2019  Dec 2019  Feb 2020  April 2020  June 2020  Cost £2000 |
| High attaining children entitled to PP make rapid progress from starting points and achieve greater depth within the expected standard in each year group. | Teacher to evidence in planning.  Learning Assistant awareness of the targeted pupils. | We want to provide additional challenge and depth to learning to ensure a higher attainment and rapid progress.  Reciprocal reading groups focus on ability.  Challenges for problem solving in maths.  Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | * Extra learning assistant time and preparation time paid for out of PP budget. * Impact overseen by English and mathematics leaders. * Tracking data will evidence progress. * Pupil voice listened to in determining how challenged and engaged in learning the pupils are. * Work scrutiny and planning monitoring to see how effectively these pupils are being challenged. | English Leader  Maths Leader | Assessment points:  Oct 2019  Dec 2019  Feb 2020  April 2020  June 2020  Cost £1000 |
| Improve maths outcomes by using a specific maths intervention. | Catch Up Numeracy | Catch Up Numeracy has a proven record of improving mathematical skills, knowledge and understanding by identifying gaps in learning that other children are meeting at age related expectations. | * Full training of identified learning assistant through Local Authority commissioned work (Virtual School). * Learning Assistant to train other staff in rationale, identification, diagnosis, intervention and assessment. * Individual assessment to take place-identification through teacher. * Timetable the 6 week programme, implement and assess. * Monitor effectiveness through SLT termly. * Learning Assistant time for each year group to access | Learning Assistant SM  SENDCo CGr | Termly assessment through progress reports to SLT.  Cost £7000 |
| Y6 Maths Booster Club used to raise standards in outcomes in sats 2021 for those borderline ARE and borderline GDS.  This will complement the catch up programme for tuition. | Offer targeted support to those at risk of not meeting at least national standard in Y6 in 2020. Also those who are more able to gain greater depth standard. | Additional time with qualified teachers has been proven to raise standards. | * Identify targeted groups in February/March 2019. * Timetable breakfast/lunch and after school times to groups. * Plan to plug the gaps in learning to meet ARE/go beyond to greater depth standard. * Agree arrangements with parents for good communication and partnership. * Review impact of progress and attainment through KS2 outcomes 2020. | Maths Leader  Year 6 teachers | February to May 2020  Cost £480 |
| Improve reading and writing skills of those with SEND and are PP.  Children with dyslexia have a formal diagnosis. | Commission the Learning Support Service to work with groups of children who have specific learning difficulties/have trouble accessing at ARE. | A specific programme of support by an expert in this field to raise standards in reading and writing. | * Identify pupils in KS2 with this need. * Timetable support and intervention. * Plan, do, assess and review. * Report produced for parents to support home school communication. * Access/adaptations to Y6 SATs arrangements if appropriate and entitled. | SENDCo  CGr | Nov 2020 onwards  Cost £3000 |
| To improve reading, writing and especially vocabulary knowledge. | Immerse children in high quality literature.  Use The Red Letterbox Club. | Disadvantaged pupils nationally have a vocabulary that is much smaller than non disadvantaged. This is especially true of those children in families in receipt of welfare benefits.  By making schematic connections through literacy the children’s vocabulary increases which in turn enables them to know more and access more difficult texts. | * Sign up to the home delivery scheme of specially selected book boxes each half term. * Children in receipt of the boxes use their voice to discuss the impact of this service eg more regular reading/enjoyment/excitement | English Leader (SB) | Sept 2020 –July 2021  Cost £1700 |
| To enable children to feel confident and independent in making positive choices through managed risks. | Introduce friendship groups and the DESTY programme of support. | Some children lack self-belief and confidence or required additional reassurance especially if there have been attachment difficulties. The forest schools approach by a trained teacher enables children to explore outdoor learning in a safe yet demanding way. | * Teacher trained in this counsellor scheme. * Identify suitable pupils. * Introduce the elements of independence and trust. * Plan, do, assess and review the programme. * Student voice reports and feelings charts. | SENDCo  CGr | From Sept 2020  Cost £3000 |
| For children to have positive mental health. | Train staff in mental health first aid so all staff are equipped to meet the emerging needs of our school community. | To fit in with the governments promise to equip schools to be able to deal with mental health issues. To promote positive mental health and wellbeing before it becomes a barrier to learning or socialising. | * Whole school staff training by trained Mental Health Coach * Identification of alerts/triggers * Whole school approach to our strategy * Evaluate impact by providing case studies. | Sports Coach trainer | March 2020  Cost £2000 |
| **Evaluation /Impact Statement**  **To be populated in September 2021**  **Total budgeted cost for targeted support**  £15,580 | | | | | |
| **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?** |
| To continue to promote very good attendance for those entitled to PP. | Use of systematic tracking and stepped approach. Early identification of absence and discussion with SLT. | Pupils who attend school regularly maximise their chances of good outcomes. National data confirms this. | * Monitoring of student attendance records. * First day contact. * Celebration of improved attendance. * Parents’ meetings. * Report to SLT on half termly basis. * Offer breakfast club to all PP students to ensure they are on time and in school. | Head | Analysis and action at the end of every half term.  Cost £400  Breakfast Club records of attendance  Cost £4 per session per pupil  £8,000 |
| To encourage social interaction through clubs. | To enable disadvantaged pupils to access extra-curricular clubs such as sports’ arts etc  Use of PE Passport to track | Disadvantaged children sometimes do not have all the opportunities to participate in regular extra curricular activities. This is sometimes because of the cost of clubs but sometimes because parents are unable to take them. | * Club leaders understand that PP children will be given first access. * Activities are planned across the year so there is regular attendance. * Club lists are maintained and discussed as part of PP impact. * Celebrate through end of year graduation ceremony. | Head | Half termly club registration and attendance check. |
| Leadership skills and participation are developed.  (this has been paused due to coronavirus bubbles not mixing) | Sports Leaders will be selected by the sports coach for lunchtime activity. | Children develop responsibilities. They have a say in organisation of games which should improve their leadership skills. | * Sports coach to understand the importance of targeting specific children. * Sports coach to skill up the pupils in delivering the games. * Sports coach to work with PE students from Edge Hill University. * Other children recognise the positive element of this work and praise the sports leaders which in turn boosts confidence and social interaction. | Sports Coach | Following the training and then implementation by Sept 2019 for new cohort.  £1,000 |
| **Total budgeted cost for targeted support** | | | | | £10,000 |
| **Evaluation /Impact Statement**  **To be populated in September 2021** | | | | | |
| **Total budgeted cost for quality of teaching for all**  **Total budgeted cost for targeted support**  **Total budgeted cost for other approaches**  **Total budgeted cost** | | | | | £10,375  £20,580  £10,000  £40,995 |

**In 2020-21 ‘Catch Up’ funding given by the government due to corona virus will also be used to ensure our most vulnerable children are not disadvantaged even further (see below for outline of planned ‘Catch Up’ expenditure**

**Catch-Up Funding Plan**

**Eccleston Lane Ends Primary School**

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| **Summary information** | | | | | |
| **School** | Eccleston Lane Ends Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £19,500 | **Number of pupils** | 248 |

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| **Guidance** | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.  Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.  As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations. | |
| **Use of Funds** | **EEF Recommendations** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed particularly for groups of children who did not attend during wider opening from June 2020 as well as those with limited access to an education at home during the lockdown period. Gaps in learning and stalled sequencing of journeys has been evident across the school. Recovery plans for maths showing key objectives missed have been embedded into teachers’ planning. Children have come back to school with a good attitude but lots of the instant recall in number has had to be a focus.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in teacher assessments and lesson evaluations. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills and the skilled teaching input enabling high quality writing to be produced. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Children are getting ‘back on track’ much faster than anticipated however. |
| **Reading** | Most children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Those children that read regularly during the non- school period have kept up with their fluency. Those who were previously reluctant readers or those that needed further support have on the whole not fared as well and these children need additional support. Most Year 1 children attended school during wider opening and the focus on phonics has proved productive with parents welcoming the support for their children. |
| **Other subjects** | There are now significant gaps in knowledge and skills as planned in the long term curriculum map. Whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Some knowledge and skills can be taught prior to a new unit in order to catch up (a pre-learning approach). The senior leader responsible for the curriculum overview is working on the most effective ways to recover learning in these subjects with subject leaders and class teachers. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful/wow curriculum moments despite the teachers’ best efforts in providing these in other ways through different resources. |
| **PSHE and wellbeing** | Positive wellbeing has been a focus for our school in supporting children, families and staff to cope and even thrive through the pandemic.  The PSHE curriculum has been carefully mapped out and wellbeing activities have been strengthened across the school.  Since September with the full opening of school children have relished their learning and the appetite to be in school is high. The number of times to teach PSHE elements was able to be reduced quite quickly as children settled well. Some individuals (KS2) however are feeling more anxious than usual. We are able to support some of these children through our pastoral support programme. |

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| **Planned expenditure -** The heading below encompasses the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools | | | | |
| 1. **Teaching and whole school strategies; targeted support and wider strategies** | | | | |
| **Desired outcome** | **Chosen approach/resource and anticipated cost** | **Staff Lead** | **Evaluation and Impact (July 2021)** | |
| * All children will have appropriate access to technology to support their learning at home. * Families with siblings will have more flexibility in their approach of delivery and timetable at home because they are not reliant on devices. * Increased device availability during lessons in schools to access reading software. | ***Purchase of 20 Samsung Galaxy devices (and covers) for school and home learning.***  ***Devices have all the apps downloaded to them.***  ***Loan agreement in place to protect the resource and acceptable use.***  ***(£2,400)*** | Mr Loftus |  | |
| * To improve reading fluency, stamina and comprehension across Key Stage 2. * Each child will have a start of the course reading age with measurable impact improvement reports at regular times throughout the year. | ***Purchase additional site licence for Reading Plus electronic book library. All children in KS2 will have an individual programme of reading using technology.***  ***A programme to support both at home and school which is individualised to demonstrate progress made.***  ***(£1,400)*** | Mr Dagnall |  | |
| * Each child to have physical access to workbooks at home to supplement a digital learning programme. * Parents can leave children to get along themselves with these age appropriate workbooks for use in case of further learning at home. * Used as a revision resource if bubbles do not close. | ***Purchase of CGP work books for all children across the school for maths and English.***  ***(£1,000)*** | Miss Bond |  | |
| * Assessment tool enables identification of gaps in learning common to the class as well as individuals. * Teachers have a clear understanding of which objectives need to be planned for to ensure progression in maths, reading and other English components. | ***Change to NFER tests across school for end of Autumn Term assessments. Purchase the product and train staff in the use of the test materials so there is consistency in application.***  ***(£1,200)*** | Miss Bond |  | |
| * Children who have been adversely affected by the pandemic emotionally have the tools to be good learners. * Children who lack self-esteem or confidence become more resilient learners. * Children are able to communicate in a positive way about their feelings and can overcome any emotional barriers to learning. | ***Training of SENDCo and Pastoral Leader to be D.E.S.T.Y. councillors.***  ***Purchase of individual desty packs at £45 each (half price).***  ***Commitment to the desty programme weekly.***  ***(£1,500)*** | Mrs Garford  Miss Grant |  | |
| * Children and parents have a learning and communication platform for home learning. * Feedback can be given by the teacher for work uploaded. | ***Upgrade the Seesaw learning platform to Seesaw for Schools Enhanced Package which allows feedback and scheduling of work.***  ***(£1,000)*** |  |  | |
| Phase 2 – Post – lockdown on children’s return to school 8th March 2021 | | | | |
| * Targeted individuals will have intervention in small groups in maths to enable them to catch up with their peers. * Disadvantaged children will be targeted first to ensure the disadvantage gap does not widen due to the pandemic. * Children will feel more confident with their maths skills, particularly in calculations. * Some more able children will achieve their potential by working at a greater depth standard because they are capable of doing so. | ***Employ the services of an approved DfE tuition company to roll out maths catch up programme in the Spring Term 2021.***  ***Use the subsidised tuition scheme to target those children who most need to catch up in maths (this might be the more able).***  ***(£2,400)*** | Mr Loftus |  | |
|  | ***Purchase additional reading books to enhance the current reading scheme and ensure children have enough books at the appropriate level.***  ***(£576)*** | Miss Bond |  | |
| **Total allocated**  **Total budgeted cost to date at Autumn 2020**  **Remaining budget to be determined following assessment of need** | | | | **£19,780**  **£10,900**  **£8880** |