

# Nettlesworth Primary School Pupil Premium Strategy Statement 2020- 2021

## School Overview

Number of pupils in school	117
Proportion of disadvantaged pupils	33ch 28.2%
Pupil premium allocation this academic year	£46, 385
Publish date	Sep 2020
Review date	Jan 2021
Statement authorised by	Mrs D Lee
Pupil premium lead	Mr C Graham
Governor lead	Mrs D Barclay

## Rationale

At Nettlesworth Primary, we believe that teaching and learning opportunities meet the needs of all pupils, including those of our most vulnerable pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

## Funding (per eligible pupil)

	<b>2019 - 2020</b>	<b>2020 - 2021</b>
<b>Pupil Premium Reception – Y6</b>	£1,320	£1,345
<b>Pupil Premium Y7 – Y11</b>	£935	£955
<b>*Pupil Premium + Looked after children (LAC)</b>	£1,700	£1,745
<b>Pupil Premium + Post Looked after children (PLAC)</b>	£2,300	£2,345

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £600/ pupil. (The amount of funding that is retained by the LA may change)

## Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	33
Number of eligible boys	18
Number of eligible girls	17
Number of looked/ Post looked after pupils	2
<b>Total funding allocation</b>	£46,385

## Pupil attainment 2019

<b>Reception class</b> All pupils 9 FSM pupils 3 (33%)	All pupils in school		School FSM pupils		National difference between outcomes for Free School Meals pupils and non FSM pupils	Difference between outcomes for school Free School Meals pupils and national outcomes for non FSM pupils		
	<b>78%</b>		<b>33%</b>		<b>-19%</b>	<b>-42%</b>		
<b>Year 1</b> All pupils 13 Dis pupils 1 (8%)	All pupils in school		School dis pupils		National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
	<b>85%</b>		<b>100%</b>		<b>-13%</b>	<b>16%</b>		
<b>Key stage 1</b> All pupils 17 Dis pupils 2 (12%)	All pupils in school		School dis pupils		Expected standard		Greater depth standard	
	Expected standard	Greater Depth standard	Expected standard	Greater Depth standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Reading</b>	<b>82%</b>	<b>24%</b>	<b>50%</b>	<b>0%</b>	<b>-16%</b>	<b>-28%</b>	<b>-14%</b>	<b>-28%</b>
<b>Writing</b>	<b>82%</b>	<b>12%</b>	<b>50%</b>	<b>0%</b>	<b>-18%</b>	<b>-23%</b>	<b>-10%</b>	<b>-17%</b>
<b>Maths</b>	<b>82%</b>	<b>24%</b>	<b>50%</b>	<b>0%</b>	<b>-16%</b>	<b>-29%</b>	<b>-12%</b>	<b>-24%</b>
<b>Key stage 2</b> All pupils 14 Dis pupils 6 (43%)	All pupils in school		School dis pupils		Expected standard		Higher standard	
					National difference between outcomes for disadvantaged	Difference between outcomes for school disadvantaged pupils	National difference between outcomes for disadvantaged pupils	Difference between outcomes for school disadvantaged pupils

	Expected standard	Higher standard	Expected standard	Higher standard	pupils and non-disadvantaged pupils	and national outcomes for non-disadvantaged pupils	and non-disadvantaged pupils	and national outcomes for non-disadvantaged pupils
<b>Reading</b>	<b>86%</b>	<b>29%</b>	<b>67%</b>	<b>33%</b>	<b>-16%</b>	<b>-11%</b>	<b>-14%</b>	<b>+2%</b>
<b>Writing</b>	<b>86%</b>	<b>36%</b>	<b>67%</b>	<b>50%</b>	<b>-15%</b>	<b>-16%</b>	<b>-13%</b>	<b>+26%</b>
<b>Maths</b>	<b>57%</b>	<b>29%</b>	<b>50%</b>	<b>33%</b>	<b>-17%</b>	<b>-34%</b>	<b>-16%</b>	<b>+1%</b>
<b>Rd, Wri &amp; Ma combined</b>	<b>57%</b>	<b>21%</b>	<b>50%</b>	<b>17%</b>	<b>-20%</b>	<b>-21%</b>	<b>-8%</b>	<b>+4%</b>

### Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
<b>Reading</b>	0.8	-0.7	0.3
<b>Writing</b>	1.6	2.0	0.3
<b>Maths</b>	-3.4	-5.3	0.3

### Barriers to future attainment

		Barrier	Desired outcome
<b>Teaching priorities</b>	<b>A</b>	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than other pupils, which slows progress in other years.	Pupils eligible for PP make rapid progress in Reception by the end of the year resulting in GLD over 50% and Phonics results in line with National Average-from 60% to 70%.
	<b>B</b>	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an increased number of children. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage.
	<b>C</b>	Poor language skills and communication to explain reasoning and problem solving skills in maths	Developed confidence when solving problems and explaining their reasoning

	<b>D</b>	Lack of confidence and writing skills due to speech and language difficulties, real life experience and spelling.	Children using and applying phonics/spellings and experiences in independent writing tasks demonstrated in writing. (books and displays)
<b>Targeted academic support</b>	<b>E</b>	Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.	Leading to significant differences between ARE in Maths in comparison with other subjects. Gaps will diminish in 2021.
	<b>F</b>	School does not have a nursery and takes children from a number of different nurseries. As a result, children have a range of experiences and any additional support/intervention provided before reaching school age.	An enhanced transition to enable rapid progress from lower starting points.
<b>Wider strategies</b>	<b>G</b>	Parental, social, emotional and mental health issues	Develop support for parents so that they can support their children
	<b>H</b>	Persistent Absence and lower punctuality rates are lower for Pupil Premium pupils than for other pupils, this affects their attainment	Increase of percentage totals for those in receipt of Pupil Premium funding and a decrease of those who are considered persistent absentees.
	<b>I</b>	Narrow life opportunities, aspirations and enrichment experiences	Staff to provide life experiences linked to topics, through pupil improvement plan, rights respecting council and staff, develop enrichment experiences for children across the curriculum.
	<b>K</b>	Parental engagement for some Pupil Premium Pupils is not as strong as for other pupils (ie completion of homework and reading at home)	Increased parental engagement opportunities so increased links between home, school and community.

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers

	<b>Desired Outcomes</b>	<b>Action/Person Responsible</b>	<b>Evidence Source</b>	<b>Expenditure/Cost</b>	<b>Baseline Data</b>	<b>Autumn Evaluation</b>	<b>Spring Evaluation</b>	<b>Summer Evaluation</b>
A	Continue to improve attainment in Phonics in early years , Year 1 and Year 2	Daily Phonics lesson in each class up to Year 2. LG,RA,LH  Phonics intervention weekly for KS2 LH  Resources for each class to be able to deliver letters and sounds effectively ALL STAFF  Parents Meeting about Year 1 Phonics Screening RA/LG	Year 1 phonics above National Average at 100% (Small cohort of 1 pupil)  Research sates (EEF) that early intervention and daily activities will on average improve progress between four and 6 months, resulting in positive impacts on early learning outcomes.	Organise class timetables to ensure Phonics is delivered effectively  Half Termly phonics assessments to be carried out by class teachers. Results fed back to literacy co-ordinator. Target children for extra catch up  Phonics Resources £120	Cohort tracking/SATs data from Summer Term 2019/2020	Baseline assessment carried out. Progress and cohort tracking monitored.  Interventions reviewed  Observations and work scrutinies complete		
B	Higher rates of progress for all children eligible for Pupil Premium	Designated Pupil Premium Teaching Assistant in liaison with class teachers to identify and	Year 3, Year 4 and Year 6 cohorts have identified a trend of the gap between Pupil Premium and Non-Pupil	Additional 1 to 1 support within the classroom provided by a designated Pupil Premium Teaching Assistant	Cohort tracking data from 2019/20  Children's previous books from 2019/20	September baseline completed and progress monitored at end of term		

	<p>target pupil premium children for initiatives and to monitor progress. CLASS TEACHERS/YG</p> <p>SENDCO/DHT to work closely with Designated Pupil Premium Teaching Assistant to identify and support Pupil Premium Pupils DL/CG</p> <p>Booster classes for Year 2/6 children RA/CG</p> <p>A published Pupil Premium Strategy outlining how we will spend Pupil Premium funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote effective</p>	<p>Premium due to the fact that these pupils also have SEND.</p> <p>1:1 and small group learning will be effective in these classrooms, as suggested by the evidence in the EEF Toolkit.</p> <p>Pupil Premium strategy shared with all staff Autumn 1 Governors and Leaders to review Pupil Premium Strategy and impact on a termly basis.</p> <p>All staff are therefore aware of the different areas of need, resulting in individualised Quality First Teaching being implemented throughout the school day.</p> <p>Consistent monitoring through:</p>	<p>£21 000</p> <p>Release time for middle/senior leaders to monitor progress within their particular subject. £1900</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good progress from their starting points.</p>		<p>Interventions reviewed</p> <p>Data analysed for targeted children to measure impact</p> <p>Catch up Curriculum tuition classes take place for Year 1-6 children after school</p> <p>Middle/Senior leaders attend network meetings relating to their particular subject and are released to work with specialist subject teachers at Central/Bothal Primary Schools.</p> <p>Pupil Progress meetings have been held, cohort tracking/data analysed and action plans in place. Individual learning plans/Support Plans have been monitored to ensure impact</p>	
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		<p>teaching and learning.</p> <p>Leaders and Governors in school will analyse the impact of spending for Pupil Premium children SLT/GOVERNORS</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny. SLT</p> <p>Children in their cohort will make progress from their starting point. ALL STAFF</p>	<p>Cohort tracking/data analysis, Pupil Progress Meetings, Pupil's books and intervention records will allow reactive changes to be made and the redeployment of resources where required.</p>					
C	<p>Developed confidence when solving problems and explaining their reasoning</p>	<p>School is part of the Great North Maths Hub to develop teaching in Master Maths and challenging pupils.</p>	<p>Work Scrutinies for Maths will demonstrate how much access children are given to problem solving opportunities.</p>	<p>Release time for Subject Leader- opportunities to monitor problem solving and shared practise with schools in Great North Maths Hub</p>	<p>Cohort Tracking data/ASP analysis</p> <p>Work Scrutiny with shared schools in Great North Maths</p>	<p>Test Base Resources have been purchased and teachers are using them to tailor to pupil's individual needs.</p>		

		<p>CG</p> <p>Teachers will target through their modelling how to solve problems, using reasoning and real life contexts, so that pupil premium children can reach there ARE and make progress CG/CLASS TEACHERS</p> <p>Staff will target Pupil Premium children to ensure that through targeted maths interventions children will make progress in line with there ARE ALL STAFF</p> <p>At statutory assessment points, there will be an increase in the number of pupil premium children reaching the expected standard and</p>	<p>These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p>	<p>Access to quality CPD-Opportunities for all staff</p> <p>Subject Leader to participate in County Durham CPD opportunities and shared Moderation</p> <p>£1000</p> <p>Annual Subscription of TT Rockstars and End of Year Rewards Celebration £300</p>	<p>Hub from Summer Term 2020</p>	<p>Progress and cohort tracking monitored</p> <p>Observations and work scrutinies complete</p> <p>Shared practise with Great North Maths Hub</p> <p>TT Rockstars Number Bonds for KS1 has been purchased, CPD has taken place and will be launched with children and parents in Spring Term. TT Rockstars continues to have impact on developing confidence.</p>		
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		working at greater depth ALL STAFF						
D	<p>Targeted classroom support and intervention by classroom assistant for basic aspects of literacy, grammar, punctuation, spellings ( FSM children across each of our 4 classes )</p> <p>Children using and applying phonics/spelling skills in independent writing tasks demonstrated in writing books and displays.</p>	<p>Review and improve systems in place for phonics and how spelling is delivered across the school. LG</p> <p>Robustly track and monitor SPAG element throughout the school- particularly KS1 LG/RA</p> <p>HLTA to deliver SPAG intervention weekly to Years 3-6 LH</p> <p>Teachers and TAs work together to plan quality first teaching opportunities to diminish the difference and ensure children are using phonics/spelling</p>	<p>Evidence from the daily lessons will be evident in all writing across the curriculum. Using the positive feedback and celebration of the children's writing will motivate and raise the profile of writing within the school.</p>	<p>Teachers/Teaching Assistants working together to provide quality first teaching</p> <p>Opportunities for staff to learn from each other, complete learning walks and team teaching opportunities.</p> <p>County/Cross County writing moderation</p> <p>Lesson observations/Work Scrutinies</p> <p>Cohort tracking and data analysis</p> <p>Weekly Spelling Tests</p> <p>Half Termly Rising Stars SPAG assessments completed</p> <p>Weekly assessment in writing books</p>	<p>Cohort tracking/data analysis/data from Summer Term 2019/20</p>	<p>Baseline assessments completed and Autumn Term assessments show progress for all Pupil Premium children.</p> <p>Moderation of writing county and cross county completed.</p> <p>Interventions reviewed.</p>		

		skills in independent writing activities. CLASS TEACHERS/TAS		and opportunities for writing assessment through BIG WRITE.				
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

	Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
E	Too few pupils achieved the expected level in Maths at the end of 2019 in KS2. Some pupils underachieve as a result of persistent absence, some historic, which is a barrier to learning. For some pupils, low self-esteem and levels of resilience can make good progress challenging. In 2019, 60% disadvantaged pupils achieved	Before and after school groups for targeted pupils  Booster support groups on a weekly basis  1:1 support for targeted pupils  Additional Teaching Assistant to support maths across the curriculum  ALL STAFF/SLT	Work Scrutinies for Maths will demonstrate how much children are achieving at the expected level. These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.	Teacher for booster sessions twice a week.  Additional TA support		Attendance continually monitored and analysed for key trends.  Whole School Attendance to continue to increase. (Currently at 96.2%)  HT and Attendance Team are working with targeted families to improve attendance of disadvantaged pupils.		

	<p>ARE in maths, leading to significant differences between ARE in other subjects. Gaps will diminish in 2020. Targeted support for children within Y3/4 Summer 2020( did not happen due to Covid 19). and then into Y4/5 in September 2020 who need individual support for basic aspects of Numeracy – some 1-1 sessions, and class based TA small group support during class lessons.</p>					<p>Case studies of identified children</p> <p>Targeted support in maths is in place and two after school booster sessions are given to Year5/6 children.</p> <p>Weekly assemblies held to celebrate success and weekly updates on school website. Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Maths time at 8.45am</p>		
F	<p>An enhanced transition to enable rapid progress from lower starting points</p>	<p>Nursery/home visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, Teddy</p>	<p>A case study published by the Department for Education (Good Practice in Early Education) stated that ‘To support smooth transitions into settings, staff</p>	<p>Release time/supply cover/TA cost: Cost: £2000</p>	<p>Almost half of children entering Reception were below or significantly below in Reading. On average, 40% of children were</p>	<p>We have worked closely with Selby Cottage and other nurseries to enable smooth transition of some of our new reception children.</p>		

		Bear's Picnic, school lunch trial, individual parent meetings in Autumn Term Weekly toddler sessions  HT/EYFS LEAD	identified features of good practice in relation to three broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the children to settle		below or significantly below in communication and language and PSED	We created a virtual lockdown transition page and held social distancing visits and meetings.  Our EYFS Lead continues to establish links with local nurseries		
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**Wider strategies** i.e. Behaviour approaches, breakfast clubs, increasing attendance

	Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
G/K	Increase parental engagement opportunities so increased links between home, school and community  Improve the social and emotional wellbeing of identified pupils, and, as a result, positively	To increase involvement with parents in the school through stay and play, coffee mornings, assemblies, Nettlesworth Primary School Parent Group and family learning  Parents support meetings with	Increase in number of activities across the school involving parents.  Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed. Improving the children's overall	Staff CPD of how to support parents and increase parental involvement.  Specialised CPD for School Mental Health First Aider and HT, including participation in 'Mental Health Trailblazers' program.  Continued specialised mental	% of parents who attend parents' evenings  % of parents who attend activities in class	Pupil Progress Meetings have been held  NSCG organised successful Halloween Treats and Christmas Party for the children.  Virtual Harvest Festival was watched by many parents		

	<p>impact on pupil attainment and progress</p>	<p>teachers about SATs etc</p> <p>Additional support from educational psychologist, counselling services</p> <p>CPD and support provided by Alliance staff has ensured targeted and specialist support has been accessed by children who require it. • Alliance hosted coffee morning to share with parents strategies to</p> <p>Encourage links between home and school.</p> <p>ALL STAFF</p>	<p>emotional and mental health.</p>	<p>health trained teaching assistant to be available and increase to 5 afternoons per week to provide emotional wellbeing support.</p> <p>Use of computing to help produce some online resources for website</p> <p>Use of educational psychologist, counselling services to provide additional support to vulnerable families within the home environment and within school £1000</p> <p>£3000 contribution to COL (subsidised)</p> <p>£2640 for key staff member to be in Breakfast Club and on site to provide intervention for children and families before the school starts.</p>		<p>Virtual Christmas Productions and a Christingle Service was watched via school website engaging families and the community.</p> <p>Increased Early Help involvement with identified families</p> <p>New Cornerstones Curriculum is offering parents opportunities to virtually celebrate children's work in expression time.</p> <p>Regular telephone calls and emails to parents during periods of lockdown and school return. Arranged socially distanced and outdoor meetings occur when necessary.</p>		
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H	Develop support for parents so they can support their children	<p>To engage with parents on children's learning so they can understand and can support children at home</p> <p>Work with referred families on individualised issues which impact upon the child's abilities to access education</p> <p>Support work with parents.</p> <p>Provide a specifically targeted Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a small group setting.</p> <p>ALL STAFF</p>	<p>Increase in children completing homework activities, as this will provide the opportunity for the children to consolidate their learning.</p> <p>Children's wellbeing is increased as they can show parents at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>Staff CPD of how to support parents £325</p> <p>Support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£1600 resource allocation towards yearly subscription of an Anomaly Screen</p>	HT analyses impact upon children and their emotional well-being in school.	<p>Progress of individuals tracked through liaison with Early Help, Breakfast Club and homework club</p> <p>Anomaly has mental health content displayed on our screens. The school environment can have a significant effect on a young person's mental health. Anomaly provides content that equips children with the understanding they need to process their mental health and the compassion they need to help others. The unique, outdoor system can help schools, community cohesion, global citizenship and parent communication, whilst addressing the important issues in young peoples' daily life. The content on the board also promotes ways in</p>		
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						<p>which parents can help their children with learning and homework etc.</p> <p>Support for Home Learning is offered via telephone calls/email/website</p>		
I	<p>There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of Pupil Premium children considered as persistent absentees</p>	<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking and attendance information which can be used to deliver appropriate curriculum content.</p> <p>H/T and School Secretary to contact parents by telephone call if they haven't contacted school by 9.30am, on a daily basis, to explain absence</p>	<p>Attendance figures from SIMS will be shared and celebrated with children and parents. This will be adopted as a whole school approach as a way to improve attainment and progress.</p> <p>Continued communication with parents, through newsletters and texts message to ensure that they are aware of any changes to routines or assessment.</p>	<p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis £600</p> <p>SENDCO to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6100 Additional wages covering breakfast club and homework club.</p> <p>£600 Additional Resources for engagement in breakfast club</p>	<p>SIMS information demonstrates in Summer Term that PP children's attendance</p>	<p>Attendance continually monitored and analysed for key trends.</p> <p>Attendance to continue to increase</p> <p>Case studies of identified children</p> <p>Weekly assemblies held to celebrate success and weekly updates on school website. Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Phonics time</p>		

		<p>Attendance phone calls, on a monthly basis ,to families who are below the 96% target</p> <p>Letters to arrange meetings for those who fall below 90% on a half termly basis</p> <p>Certificates and prizes given to children who has 96%+ and 100% attendance on a termly basis.</p> <p>Breakfast club staff to monitor attendance, punctuality and encourage healthy breakfast habits.</p> <p>SLT/SCHOOL OFFICE</p>						
J	Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil	In order to stimulate learning, teachers should plan for opportunities for children to have individual learning	The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the	<p>Cost of trips and visitors £2400</p> <p>Cost of transport to visits £1500</p>	<p>% of children making progress</p> <p>% of children working towards their ARE</p>	Cornerstones Engagement organised to enable enriching experiences at school due to outdoor trips being unable to go ahead.		

	<p>Improvement plan and staff to develop enrichment experiences for children across the curriculum  Money / budget to be used supplement and enhance educational visits and experiences across year groups, and to further target wider identified curriculum resources for Pupil Premium children across a variety of curriculum areas in order to aid children's understanding, knowledge and key skills development</p>	<p>experiences through trips, visits etc  All teachers to plan for the beginning of their topics to promote the learning.  ALL STAFF</p>	<p>perseverance which they children show in their learning.  Evidenced by quality of resources available to pupils. Evidence in the range of experiences / visits being offered to children across a variety of year groups within school resulting in an improvement in the quality of work within Literacy and Numeracy.</p>	<p>Cost of releasing staff to supervise on visits  £300</p>				
	<b>Total Expenditure £46, 385</b>							

**Additional funding supporting provision**

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**Governance – monitoring the effectiveness of the Pupil Premium Strategy**

<b>Governors involved:</b> Mr Aaron O’Roarty ,Mrs Diana Barclay, Mr Craig Graham and Mrs Donna Lee		
<b>Committee meeting dates</b>		
<b>Autumn:</b> Jan 21	<b>Spring: April 21</b>	<b>Summer: July 21</b>
<b>Autumn summary</b>  Pupil premium strategy was shared with link governors in the Autumn Term. all staff in school have contributed to the evaluation of the strategy for the spring term. Discussed the desired outcomes which would continue from the previous academic year and explained the new desired outcomes in line with the needs of the children. Analysis of data and recent assessments show all Pupil Premium children are making progress. The school data tracking shows that the gaps between pupil premium children and non-pupil premium children are reducing in all year groups. County / Cross County moderations show pupil premium children are on track for their targets in numeracy and writing. All year groups have a designated LSA to take small groups in lessons as support or one to one extra support. Interventions have been monitored and reviewed and are showing impact on pupil progress and on behaviour well-being. Our pupil premium support provides pastoral support and mentoring for vulnerable children and is now trained as a mental health first aider. This is available on an as needed basis for all children. Pupil voice shows that the pupil premium children feel happy and safe in school.		
<b>Spring summary</b>		
<b>Summer summary</b>		