

# 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

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| 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

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| <b>Reception class</b><br>All pupils 9<br>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><br>All pupils 13<br>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><br>All pupils 17<br>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><br>All pupils 14<br>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   |

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|                                  | <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> |
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| 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<br><br>Phonics intervention weekly for KS2 LH<br><br>Resources for each class to be able to deliver letters and sounds effectively<br>ALL STAFF<br><br>Parents Meeting about Year 1 Phonics Screening<br>RA/LG | Year 1 phonics above National Average at 100% (Small cohort of 1 pupil)<br><br>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<br><br>Half Termly phonics assessments to be carried out by class teachers. Results fed back to literacy co-ordinator.<br>Target children for extra catch up<br><br>Phonics Resources<br>£120 | Cohort tracking/SATs data from Summer Term 2019/2020                            |                          |                          |                          |
| 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<br><br>Children's previous books from 2019/20 |                          |                          |                          |

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|  | <p>target pupil premium children for initiatives and to monitor progress.<br/>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.<br/>£1900</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good progress from their starting points.</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<br/>SLT/GOVERNORS</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny.<br/>SLT</p> <p>Children in their cohort will make progress from their starting point.<br/>ALL STAFF</p> | <p>Cohort tracking/data analysis,<br/>Pupil Progress Meetings,<br/>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> |  |  |  |

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|  |  | <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<br/>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<br/>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<br/>£300</p> | <p>Hub from Summer Term 2020</p> |  |  |  |
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|   |  | working at greater depth<br>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.<br/>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<br/>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> |  |  |  |

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|  |  | skills in independent writing activities.<br>CLASS<br>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<br><br>Booster support groups on a weekly basis<br><br>1:1 support for targeted pupils<br><br>Additional Teaching Assistant to support maths across the curriculum<br><br>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.<br><br>Additional TA support |               |                   |                   |                   |

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|   | <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> |   |  |   |  |  |  |  |
| 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> |  |  |  |

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|  |  | Bear's Picnic, school lunch trial, individual parent meetings in Autumn Term<br>Weekly toddler sessions<br><br>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 |  |  |  |
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**Wider strategies** i.e. Behaviour approaches, breakfast clubs, increasing attendance

|     | <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> |
|-----|---|--|---|---|--|--------------------------|--------------------------|--------------------------|
| G/K | Increase parental engagement opportunities so increased links between home, school and community<br><br>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<br><br>Parents support meetings with | Increase in number of activities across the school involving parents.<br><br>Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed.<br>Improving the children's overall | Staff CPD of how to support parents and increase parental involvement.<br><br>Specialised CPD for School Mental Health First Aider and HT, including participation in 'Mental Health Trailblazers' program.<br><br>Continued specialised mental | % of parents who attend parents' evenings<br><br>% of parents who attend activities in class |                          |                          |                          |

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|  | <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> |  |  |  |  |
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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. |  |  |  |
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| 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 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>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<br/>£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.<br/>£6100<br/>Additional wages covering breakfast club and homework club.</p> <p>£600<br/>Additional Resources for engagement in breakfast club</p> | <p>SIMS information demonstrates in Summer Term that PP children's attendance</p> |  |  |  |
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|   |  | <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 | <p>Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p> <p>Money / budget to be used supplement and enhance educational visits and experiences across year</p> | <p>In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to promote the learning.</p> <p>ALL STAFF</p> | <p>The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the perseverance which they children show in their learning.</p> <p>Evidenced by quality of resources available to pupils. Evidence in the range of experiences / visits being offered to children across a</p> | <p>Cost of trips and visitors £2400</p> <p>Cost of transport to visits £1500</p> <p>Cost of releasing staff to supervise on visits £300</p> | <p>% of children making progress</p> <p>% of children working towards their ARE</p> |  |  |  |



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|  | 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 |  | variety of year groups within school resulting in an improvement in the quality of work within Literacy and Numeracy. |  |  |  |  |  |
|  | <b>Total Expenditure £46, 385</b>  |  |   |  |  |  |  |  |

**Additional funding supporting provision**

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

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| <b>Governors involved:</b><br>Mr Aaron O’Roarty ,Mrs Diana Barclay, Mr Craig Graham and Mrs Donna Lee |                         |                        |
| <b>Committee meeting dates</b>  |                         |                        |
| <b>Autumn:</b><br>Jan 21  | <b>Spring:</b> April 21 | <b>Summer:</b> July 21 |
| <b>Autumn summary</b>   |                         |                        |

**Spring summary**

**Summer summary**