

Planned Pupil Premium Expenditure for 2020-2021



	September 2020 – March 2021	April 2020 – August 2020
Total number of pupils eligible for PPG and total number of LAC pupils	26	15
Estimate amount of PPG to be received per period	28,210	
Estimate total amount of PPG to be received		

Nexus Education Schools Trust (NEST) Principles:

- Educational, social and emotional outcomes for disadvantaged children are the responsibility of everyone.
- We agree to make a difference and be passionate about making a difference to the outcomes and life chances for our disadvantaged children.
- Our PPG strategy comes from the ground up - winning the hearts and minds of teachers and support staff.
- Disadvantaged children are entitled to a full curriculum which means we will think creatively about when and how we run interventions.
- We are committed to enhancing the cultural capital of disadvantaged pupils - filling up their 'cultural bank account' through experiences, engaging learning etc.
- Identification of barriers to learning must be very specific e.g. not just "improve reading" but "improve fluency or reading speed".
- We are committed to honest evaluative judgements about how effective our strategies and interventions have been.
- We are committed to being intentional about building positive relationships with disadvantaged children and their families.

Planned Expenditure for Pupil Premium Funding: 2020-2021

Barrier to learning	Overall aims	Actions	Rationale	Staff / lead	Estimated Costs
1. Quality of Teaching and Learning					
Potential lack in specific, targeted focus on Pupil Premium children can contribute to poor progress and achievement for these children.	PP children make at least good progress across maths, reading and writing.	<ul style="list-style-type: none"> • All staff to be clear about who the DA/PPG pupils are, what their prior attainment is and what the end of year targets are (PPG Lead) • Staff to identify any impact of COVID-19 lockdown experience on achievement • Use PiXL Primary intervention programmes to help target any gaps within class and booster sessions • Use targeted grammar/maths in class to help close any gaps • Ensure that PP achievement is tracked individually (PP Lead) 	The DCSF booklet 'Pockets of Poverty' suggests that in schools with comparatively low proportions of FSM pupils, their needs are less likely to be <i>specifically</i> identified and met, and that inadvertently their culture and expectations are swamped by those of their more affluent peers (pg. 4). The booklet indicates that in effective schools all staff know which children are in receipt of PPG.	AJ and CB	Staff meetings – Nil Cover for PP Meetings – £2,500
2. Targeted Academic Support					
Lack of knowledge in phonics	90% of children to achieve the phonics result	<ul style="list-style-type: none"> -All staff are confident in the teaching of phonics including all sounds and blends -Focused daily teaching which targets groups of children to make at least good progress -Staff to assess the children's progress regularly and identify any gaps -Booster sessions to be implemented where needed 	Children should have a strong knowledge of phonics to ensure they have a secure base for learning to read.	YM, RM, DM	Targeted and booster sessions £850 Cover for phonics tests - £340
Literacy KS1 and KS2 Slow reading speed impacts on reading confidence and comprehension.	PP pupils continue to achieve EXS and GDS in line with national averages for reading and writing. PP children are able to write using cohesive sentences and apply correct punctuation.	<ul style="list-style-type: none"> • Introduce Lexia IT intervention (reading and writing) programme for targeted children. • Teachers continue to model sentence structure and punctuation daily. • Continuation of high level vocabulary used within the classroom • Teachers to continue daily reading from high level texts to classes • Pixl interventions to be used in classrooms and booster sessions 	Over the past two years, children's writing, including PP children has improved but there are still gaps to be targeted across the school especially regarding the clarity of sentence structure.	All staff led by AJ and CB	Lexia subscription - £3850 TA dyslexia course £120

Limited awareness of sentence structure and punctuation when writing.	Children's writing continues to show improvement in sentence structure and the level of vocabulary used.	<ul style="list-style-type: none"> To continue high focus and tracking of 'borderline' children, ensuring access to appropriate support such as writing frames, modelled texts, targeted spellings, and word banks (teachers and TAs). <p>Monitor all PP children in pupil progress meetings</p>			
<p>Maths KS1 and KS2</p> <p>Children not able to access and apply the basic skills in maths</p>	<p>PP pupils continue to achieve EXS and GDS in line with national averages.</p> <p>PP children are able to use the basic skills with confidence and have a good knowledge of the times tables</p>	<ul style="list-style-type: none"> -Daily focused sessions using the basic skills -Booster sessions for children -Targeted focus sessions within class -In Yrs 3 – 6, times tables are practised using class activities and Pixl sheets at least 3 times a week. -PP children to have the chance of extra time on TTRS if they do not have access to IT at home -Continued implementation and application of PowerMaths, TTRS and White Rose Premium Resources 	Knowledge and confidence in arithmetic and times tables are key to the children accessing the rest of the maths curriculum.	All staff led by AJ, HM and CB	CPD - £1500 Staff meetings
Children may not be given enough time to embed or extend their learning within the lesson	<p>Children have the time they need to practice, embed and extend their learning.</p> <p>More disadvantaged children to achieve the expected standard in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> Assess what pupils know and don't know – low key regular mini diagnostics Develop a gaps analysis tool (or use one from Pixl) so that staff can identify gaps and use them to inform planning. Larger scale gaps analysis e.g. the maths curriculum taught so far, and small-scale gaps analysis e.g. for a block or lesson Ensure that teachers invest time in helping learners to develop their self-regulation skills (ongoing throughout steps). Ensure that these are not be overlooked in favour of getting through the curriculum <p>-Ensure high challenge for those who need extending</p>	We know that some children need more opportunities to practice so that learning can be committed to long term memory. Sometimes time within the lesson is not enough, or the children need opportunities to come back to the learning after a break. We know that "spaced learning" works because forgetting is a key element of the learning process - it helps the brain sort important from trivial information.	All staff led by CB and AJ	Additional interventions - £1500
Access to home learning	Children are able to access learning from home	<ul style="list-style-type: none"> -Ensure all PP children have IT requirements for learning, e.g access to iPads, reading books, maths resources, work books -Regular (weekly) contact between the school and parents/carers to build up relationships and respond to any questions 	Children are able to make the required progress.	AJ, CB, BJ	iPads – £6000 Work books - £1,500

3. Wider Strategies to Support Readiness to Learn					
Support parents at home - Learning library packs, access to resources that may not be available otherwise	Children are able to access a wider range of resources at home	<ul style="list-style-type: none"> - Resource packs set up and kept centrally in the library. These will comprise of a series of interactive games and resources (Lego, board games, card games, craft packs) that the children may not have access to at home. - Packs sent out to families on a rota and rotated so each family has a turn with each pack. 	Children with wider social and cultural experience potentially have more life experiences to bring to learning situations; more real-life experiences to support abstract concepts.	AJ, BJ	Resources for the packs – £1,200
Limited life experiences or opportunities and encouragement to access the wider curriculum	PP children have ease of access to wider experiences within the curriculum and in addition to the curriculum.	<ul style="list-style-type: none"> • Embed the creative curriculum, ensuring breadth and depth. • Ensuring that children have access to high quality activities, visits and visitors. Where this is not possible due to the pandemic, ensure children receive a wide range of fun learning opportunities throughout the year within the classroom setting, e.g. treasure hunts, including forest school in activities • Supporting families by subsidising the cost of school trips and residential visits. • Paying for music tuition for those learning instruments with BYMT. 	<p>Children with wider social and cultural experience potentially have more life experiences to bring to learning situations; more real-life experiences to support abstract concepts.</p> <p>In addition, some children may be less skilled in using more formal language conventions and gauging when these are necessary. Wider experiences can support this</p>	All staff led by AJ	<p>Subsidising school trips – £800</p> <p>Subsidising music lessons – £200</p>
Emotional well-being, behaviour or mental health that impact on learning focus.	Try to ensure that children are not disengaged because of anxiety, family challenges, lack of sleep, lack of breakfast	<ul style="list-style-type: none"> • Identifying the children identified as PP+ (LAC, adopted) as an identified sub group often with specific needs. • Family Worker support, including Drawing & Talking as needed. • Introducing Counsellors from the Place to Be to work with children and families <p>-Liaison meetings with Family Worker, senior leaders and staff,</p> <p>-All staff to undergo training through acesonlinelearning.com on 'an introduction to adverse childhood experiences' and learn how trauma in early life can impact on a child's development.</p>	<p>Children's emotional, physical and mental well-being can negatively affect their ability to engage fully with the learning process. Some children's learning may be limited by social and emotional issues which they have difficulty in resolving.</p> <p>Our children who are identified as LAC or adopted are often in the lowest attaining groups, or very 'borderline expected standard'. Often, they have attachment difficulties, and</p>	All staff led by AJ, CB, BJ	Online training – free Place to Be Counsellor – £4500

			need to be supported in self-esteem as people and as learners.		
Attendance	To monitor and improve the attendance and punctuality of PP children	-Attendance and punctuality are monitored half termly by attendance lead. -Letters sent to parents informing them if attendance drops below 92% -Meetings between families and the school will be put in place if required -EWO input if required	Regular attendance is vital for good progress to be made	AJ and CB	EWO visit if required - £1000
				Sub total	£25,860
				Contingency for unexpected costs	£2,350
				TOTAL PLANNED EXPENDITURE:	£28,210

Measuring the impact of PPG spending

The progress of all pupils is tracked systematically and interventions evaluated and adapted accordingly. Pupil progress meetings include analysis of PP (Pupil Premium) children specifically. Progress of children receiving PPG is formally monitored termly. This analysis is used to adjust the provision for children as appropriate.

The take-up of PP children in extra-curricular activities is monitored and the impact on all areas of child's development assessed through lesson observations and evidence in books.

The Local Committee scrutinise the progress of children receiving PPG termly.

PPG expenditure, and, in particular, its impact is monitored termly by the Senior Leaders, and Local Committee.

Pupils' views will be sought in terms of attitude and enthusiasm to learning, strategies that support learning, and issues that hinder learning.