

Pupil premium strategy: Oliver Goldsmith primary School

1. Summary information					
School	Oliver Goldsmith Primary School				
Academic Year	2020/21	Total PP budget	£217,890	Date of most recent PP Review	December 2020
Total number of pupils	364	Number of pupils eligible for PP	176 [48.3%]	Date for next internal review of this strategy	February 2021

2. Current attainment										
	All pupils		National Benchmark All pupils		Pupils eligible for PP		National Benchmark PP		Pupils not eligible for PP	
	Year 2	Year 6	Year 2	Year 6	Year 2	Year 6	Year 2	Year 6	Year 2	Year 6
% achieving expected standard or above in reading			75%	75%			79%	80%	77%	46%
% achieving expected standard or above in writing			70%	78%			74%	83%	57%	28%
% achieving expected standard or above in maths			76%	76%			80%	81%	73%	37%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Due to Covid – 19 pupils have missed a significant proportion of schooling which is having a significant impact on their ability to access the curriculum. The continued management of outbreaks means that pupils may have additional time out of school outside of the national lockdown. This means that for some pupils, further gaps into their knowledge that will need to be catered for through intervention.
B.	A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school

C.	The percentage of children eligible for pupil premium at age related expectations for reading, writing and maths when they enter the school is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
D.	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. Due to Covid – a significant number of families will be experiencing financial hardships and additional pressures which will impact pupils emotional well being.
E.	Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2.

Additional barriers (including issues which also require action outside school, such as low attendance rates)	
F.	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	The gap in pupils' knowledge from time missed due to Covid – 19 will require quality first teaching to be adapted in order to ensure that pupils are acquiring the necessary knowledge and skills to reach age related expectations at statutory checkpoints.	Baseline assessments and pupil progress meetings will identify pupils' gaps in learning. SLT to work with teachers to produce and execute timely interventions to ensure that children are provided with adequate opportunities to 'catch up'. Access to online learning platforms provides learning linked to current topics and additional activities to supplement basic skills. Middle leaders are supporting teachers to ensure that online platforms are used efficiently and safely for pupils.

B.	The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
C.	Higher percentage of children eligible for pupil premium finish at age related expectations. We will be building on our school initiatives from last year using DR/DSR for reading and White Rose for maths. Our aim is to ensure all children leave our school in Year 6 with at least, age-related expectation in reading.	Through assessments, monitoring cycle and cross school moderations.
D.	All pupils in our school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences. We have had to adapt what this looks like due to Covid – 19 but are providing pupils with a variety of experiences in the safest way.	Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement. Adaptations to experiences such as steel pans, circus skills and local environment walks to compensate for the limited access to enrichment venues.
E.	Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes. Also targeted nurture groups are in place to support well-being of children

F.	Higher rates of progress across key stage 1 and 2 for higher ability children.	Pupils eligible for pupil premium identified as high ability make as much progress as all pupils identified as high ability across Key Stage 1 and 2 in maths, reading and writing.
G.	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support. Including opportunities to be trained in new phonics, reading and maths curriculum.

5. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Targeted HLTA support in class and for focused interventions on phonics and Literacy. Targeted TA support for all areas.</p>	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>Oliver Goldsmith continued with termly tracking of pupil progress and detailed discussions at pupil progress meeting.</p> <p>Class provision maps being updated after following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups as part of targeted interventions</p>	<p>Where the need was reviewed termly, the correct support staff member and their expertise were placed accordingly.</p> <p>Oliver Goldsmith have been using this approach for some time and this supports phonics across the school.</p> <p>The aim is to have all PP children gaining solid Phonic understanding including new entry children.</p> <p>The aim is also to increase PP children's attainment in Literacy and Maths</p> <p>100% PP chn last year in key stage 1</p>	<p>£15,000</p>
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<p>Special Educational Needs Practitioner, (SENP) role.</p>	<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>The SENP model creates capacity to ensure that universal approaches are fully rolled out, and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p> <p>Communication and language delivered effectively to all pupils.</p>	<p>Children did get support from an experienced SENP and Speech therapists, and the SENP did support TAs with how to implement speech and language targets as well as our SENP completing some herself.</p> <p>Teachers and support staff have improved CPD for delivering speech and language therapy.</p> <p>Staff know about in house support they can access to meet the needs of the children.</p>	<p>This model has worked well, even when the NHS S&L therapist has been unable to attend sessions, Oliver Goldsmith used their SENP to disseminate strategies and resources to help meet the needs of individual children.</p> <p>Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.</p> <p>Oliver Goldsmith use target tracker to support evidence of noted impact.</p>	<p>£6,826</p>
<p>Dedicated Community Liaison officer role at Oliver Goldsmith School. Part of the role to support families to support their children to achieve the best possible outcomes.</p>	<p>To engage hard to reach parents to have positive impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>Staff to have an overall picture of a child.</p> <p>Family support officer employed to support families that need support. Family support officer to work with outside agencies to target families eligible for FSMs.</p> <p>Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.</p>	<p>Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>Weekly inclusion meetings including the Family Services Officer to monitor disadvantaged children.</p> <p>Trainings and events organised to support parents to address need and demand.</p>	<p>Oliver Goldsmith will continue with the model of having first contact and support meetings.</p> <p>Family support worker has had a positive impact in supporting families in need and monitoring CP issues.</p> <p>During the Lockdown and through the summer the Community Liaison officer was available to provide families with additional support and food vouchers or parcels.</p>	<p>£18,500</p>

Daily Supported Reading Programme in place for all Year 1 and 2 children and then Reception children from the Spring/Summer term.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.	Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate. There has been consistent coordination, monitoring and support for this programme with the nominated DSR lead teacher overseeing. DSR to be used as an intervention in KS2 particularly in Y3 so we can begin to catch up learning missed due to Covid -19	Training has been in place from the start of the academic year so all staff are aware of the DSR impact. This will be monitored weekly and feedback to staff in weekly DSR meeting. Deputy headteacher will work with the phase and monitor the data and impact of the programme over time.	£16,987
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Dyslexia support	Positive impact in progress for children with dyslexic traits or a diagnosis of dyslexia.	Key staff with dyslexic experience to run interventions with children weekly. Key focus to use toe to toe, Nessie, word shark ... tools to support or	Due to issues with assessments on Dyslexia, often it is the support before a clear diagnoses that works.	£7,008

Phonics support	The gap in pupils' language skills closes. There will be positive impact in progress for children with lower phonic knowledge. Communication and language delivered effectively to all pupils.	Oliver Goldsmith continued with termly tracking of pupil progress and detailed discussions were carried out at pupil progress meetings. Streaming occurred in Year One to make sure all needs were met. Reception and Nursery started phonic interventions as soon as the need was identified. SEN, EYEs and TAs completed interventions consistently. CPD for quality first teaching of Phonics Groups to run frequently.	All staff have improved their skills and knowledge in teaching phonics In 2018 - 2019 KS1 96% of pupils passed the phonics screening test – with 100% of PP children passing 2019 -2020 Tests were cancelled due to Covid -19 but predictions for the Y2 in December are at 80% with 78% of PP expected to pass. 11% pupils with a SEND cross over. We will continue with this support as the baseline is very low again in reading and writing	£3,200
Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.	Positive impact in progress for children with speech, communication and language needs. Improve language and communication skills for pp pupils.	Oliver Goldsmith continued with termly tracking of speech and language targets. Reviewed targets with therapist were completed. Oliver Goldsmith built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.	There has been progress within SLCN for each individual child. Oliver Goldsmith will continue with this approach. Some pupils need targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be effective in other schools.	£21,000
Subsidised/free places for enrichment after-school clubs and lunchtime clubs for targeted children.	To create opportunities for children who do not have access to extra-curricular and enrichment activities to impact positively language development, physical development, social development, aspirations etc.	These places were reviewed as part of the termly class provision map review cycle.	Oliver Goldsmith Primary School will continue with the approach as it is supporting disadvantaged families with meeting the needs of their children e.g. language development, physical development, social development, aspirations etc.	£1000

<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, assistant headteachers and head teacher.</p>	<p>Improved standards in reading and writing in Y1-6 Pupil Premium children.</p> <p>Secure a greater number of PP pupils achieving greater depth.</p> <p>Support staff and SLT to run challenge groups for reading and maths.</p>	<p>Oliver Goldsmith completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p>	<table border="1"> <thead> <tr> <th colspan="5">Years 2 – 6 Summer 2 2019 – Expected = 6 points</th> </tr> <tr> <th>Average Points Progress</th> <th>All (287 pupils)</th> <th>Pupil Premium (139 pupils)</th> <th>EAL (205 pupils)</th> <th>SEND (48 pupils)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5.9</td> <td>6.0</td> <td>5.8</td> <td>5.5</td> </tr> <tr> <td>Writing</td> <td>6.1</td> <td>6.3</td> <td>6.0</td> <td>5.5</td> </tr> <tr> <td>Maths</td> <td>6.2</td> <td>6.2</td> <td>6.1</td> <td>5.7</td> </tr> <tr> <th colspan="5">Year 1 Summer 2 2019 – Expected = 5 points</th> </tr> <tr> <th>Average Points Progress</th> <th>All (60 pupils)</th> <th>Pupil Premium (28 pupils)</th> <th>EAL (46 pupils)</th> <th>SEND (12 pupils)</th> </tr> <tr> <td>Reading</td> <td>5.5</td> <td>5.4</td> <td>5.7</td> <td>6.5</td> </tr> <tr> <td>Writing</td> <td>5.1</td> <td>4.9</td> <td>5.2</td> <td>5.3</td> </tr> <tr> <td>Maths</td> <td>5.1</td> <td>4.8</td> <td>5.3</td> <td>6.0</td> </tr> <tr> <th colspan="5">Reception Summer 2 2019 – Expected = 5 points</th> </tr> <tr> <th>Average Points Progress</th> <th>All (50 pupils)</th> <th>Pupil Premium (13 pupils)</th> <th>EAL (41 pupils)</th> <th>SEND (12 pupils)</th> </tr> <tr> <td>Reading</td> <td>6.4</td> <td>6.4</td> <td>6.2</td> <td>5.9</td> </tr> <tr> <td>Writing</td> <td>6.4</td> <td>6.5</td> <td>6.3</td> <td>6.0</td> </tr> <tr> <td>Number</td> <td>5.9</td> <td>6.4</td> <td>5.6</td> <td>6.0</td> </tr> <tr> <th colspan="5">Nursery Summer 2 2019 – Expected = 2 points</th> </tr> <tr> <th>Average Points Progress</th> <th>All (49 pupils)</th> <th>Pupil Premium (11 pupils)</th> <th>EAL (28 pupils)</th> <th>SEND (5 pupils)</th> </tr> <tr> <td>Reading</td> <td>7.0</td> <td>6.2</td> <td>7.0</td> <td>6.0</td> </tr> <tr> <td>Writing</td> <td>6.9</td> <td>6.1</td> <td>6.8</td> <td>6.0</td> </tr> <tr> <td>Number</td> <td>8.0</td> <td>7.4</td> <td>8.1</td> <td>6.8</td> </tr> </tbody> </table>	Years 2 – 6 Summer 2 2019 – Expected = 6 points					Average Points Progress	All (287 pupils)	Pupil Premium (139 pupils)	EAL (205 pupils)	SEND (48 pupils)	Reading	5.9	6.0	5.8	5.5	Writing	6.1	6.3	6.0	5.5	Maths	6.2	6.2	6.1	5.7	Year 1 Summer 2 2019 – Expected = 5 points					Average Points Progress	All (60 pupils)	Pupil Premium (28 pupils)	EAL (46 pupils)	SEND (12 pupils)	Reading	5.5	5.4	5.7	6.5	Writing	5.1	4.9	5.2	5.3	Maths	5.1	4.8	5.3	6.0	Reception Summer 2 2019 – Expected = 5 points					Average Points Progress	All (50 pupils)	Pupil Premium (13 pupils)	EAL (41 pupils)	SEND (12 pupils)	Reading	6.4	6.4	6.2	5.9	Writing	6.4	6.5	6.3	6.0	Number	5.9	6.4	5.6	6.0	Nursery Summer 2 2019 – Expected = 2 points					Average Points Progress	All (49 pupils)	Pupil Premium (11 pupils)	EAL (28 pupils)	SEND (5 pupils)	Reading	7.0	6.2	7.0	6.0	Writing	6.9	6.1	6.8	6.0	Number	8.0	7.4	8.1	6.8	<p>£39,745</p>
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<p>Drama Therapists to deliver specialist support for children with social and emotional health needs.</p>	<p>Drama therapy to be allocated to children with social and emotional needs, to support them with these needs.</p> <p>Children to have improved readiness to learn.</p>	<p>Oliver Goldsmith completed termly reviews with drama therapist and evaluated the impact had for the children with SENCO.</p> <p>Half-termly caseload review meetings between SENCO and drama therapist.</p>	<p>Oliver Goldsmith Primary School will continue with the approach. Children are getting immediate support with their emotional need instead of being on a waiting list for CAHMs.</p> <p>Oliver Goldsmith Primary School will continue with this approach.</p>	<p>£14,450</p>
<p>TA specific interventions</p>	<p>TA/EYE to run groups supporting phonics/listening/ attention/ fine motor and memory skills.</p> <p>Pupil Premium children make expected or better than expected progress due to interventions.</p> <p>Support staff to be used to support children identified during pupil progress meetings.</p>	<p>Oliver Goldsmith completed termly tracking of pupil progress and held detailed discussions about each individual pupil at pupil progress meetings.</p> <p>Class provision maps were updated following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups.</p>	<p>SaLT, Maths, Phonics, Reading, SEMH and Writing interventions have all had a positive impact on children's progress and attainment.</p> <p>Lego therapy, Working memory, Motor skills and EAL support have shown positive improvements with individual children's readiness and ability to learn within the classroom.</p>	<p>£36,841</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	Disadvantaged children to have access to extra-curricular and enrichment activities. To positively impact their language development, physical development, social development, aspirations etc.	Oliver Goldsmith Primary completed termly tracking of pupil progress of all groups of learners. PGL subsidies Circus Skills South London Galleries art lessons Peckham citizen projects Steel pan lessons Oliver Goldsmith subsidised individual trip.	Oliver Goldsmith Primary School will continue with this approach. In previous years all PP children who wished to attend a trip/residential were able to and uniform/P.E kits have been provided. This year uniform and bags were given to pupils.	£9,000
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6. Planned expenditure

Academic year	2020/2021
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?
Targeted HLTA support in class and for focused interventions.	To bring about maximum impact on pupil outcomes with focused interventions and in class support. Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.	MITA research has been used to shape the model for targeted HLTA support and interventions to bring about maximum impact on pupil outcomes.	Termly tracking of pupil progress and detailed discussions at pupil progress meeting. Class provision map meetings following pupil progress to review and adapt interventions accordingly.	SLT SENCOs	Summer 2020 £15,000

Special Educational Needs Practitioner, (SEN) role.	The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. SEN practitioner onsite to support the NHS speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	The SENP model creates capacity to ensure that universal approaches are fully rolled out across year groups and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	SENCOs and Assistant Headteacher for Inclusion liaise with SENPs prior to review/evaluation meetings.	Assistant Headteacher for Inclusion	Summer 2020 £6826
Community liaison Officer onsite, part of their role to support families to support their children to achieve best possible outcomes.	Community liaison Officer role to provide strategic and practical support across all year groups to ensure consistency of best practice. To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality. To create a holistic view for addressing social and emotional barriers to children's learning. All staff, who needs to know, to have an overall picture of a child. Community liaison officer employed to support families that need support. Family support officer to work with outside agencies to target families eligible for FSMs. Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.	Importance of holistic view to addressing social and emotional barriers to children's learning. Targeting families and promoting the importance of good attendance is essential to improving outcomes. Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions. Pupils need to be in school to achieve. Research has evidenced that those from lower income households are less likely to attend school regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school.	All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate. In addition, a weekly inclusion meeting to get an up-to-date overview.	Community liaison Officer SLT SENCO	Summer 2020 £18,500

Daily Supported Reading	Daily Supported Reading programme in place for all Year One children, as well as Reception children from the Spring/Summer term. Also, targeting Year Two children who did not successfully complete the programme. Coordination, monitoring and support for this programme is an integral part of the DSR leading teacher leadership role across our schools.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.	All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate. DSR lead teacher updating SLT with progress of the children taking part in the programme.	DSR Lead teacher SLT	Summer 2020 £16,987
Total budgeted cost					£57,313

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?
Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.	Positive impact in progress for children with speech, communication and language needs. Improvement in their area of difficulty within SLCN.	Oliver Goldsmith to continue with termly tracking of speech and language targets. Reviewing targets with therapist. Oliver Goldsmith built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.	Regular reviews/evaluation of universal services and their impact between inclusion team and the speech and language therapist.	SLT SENCOs	Summer 2020 £14,000

Dyslexia support	Positive impact in progress for children with dyslexic traits or diagnosis of dyslexia.	Following a systematic phonics programme which includes the reading of many non-words. Data has shown that it helps improve reading accuracy to have a daily programme, which has step by step activities for the children to work through. For reading accuracy in Y5-7: useful For comprehension. Over 25 years of fieldwork went into the development of the system Toe by Toe.	Having daily interventions focusing on dyslexic support/phonics knowledge for the older year groups. A lead HLTA overseeing the dyslexic support.	HLTA SENCo	Summer 2020 £7,008
Phonics support	Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions. To bring about maximum impact on pupil outcomes with focused interventions and in class support.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.	Identified teaching assistants and EYEs in each Year Group have been trained by the speech and language therapist, SENP or class teacher to deliver phonics intervention to a good or better standard. They feedback to their class teacher, SENCO or SENP to monitor targets and progression. They, in turn, support SLT to monitor the interventions and provide support and are models of best practice to all staff delivering phonics intervention. Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.	HLTA SENCo SENP SLT	Summer 2020 £3,200

Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, deputy headteachers and headteacher.	<p>To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>To diminish differences and to have individual support matched to their needs.</p>	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.	<p>Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p> <p>SENCO and SLT are all outstanding classroom practitioners prior to appointment into role.</p>	SLT	<p>Summer 2019</p> <p>£39,745</p>
Subsidised/free places for enrichment after-school clubs for targeted children.	<p>To create opportunities for children who do not have access to extra-curricular and enrichment activities.</p> <p>To impact language development, physical development, social development, aspirations etc.</p>	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	<p>These places to be reviewed as part of the termly class provision map review cycle.</p> <p>To assess needs of family and offer support where identified.</p>	SLT	<p>Summer 2020</p> <p>Needs basis</p>

Drama therapy	To deliver specialist support for children with social and emotional health needs. Also SEN TA involved with lunchtime chill out groups	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Drama Therapy provision in our schools targets these children.	Termly reviews/evaluation of the play therapy service and its impact with the play therapist and SENCO.	<p>SENCO</p> <p>SLT</p> <p>Drama therapist</p>	<p>Summer 2020</p> <p>£14,450</p>
Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.	<p>To deliver specialist support for children with social and emotional health needs.</p> <p>Children to become more resilient and are able to manage their feelings.</p> <p>Children to improve their readiness to learn.</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. ELSA provision in our school targets these children.</p> <p>Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional play therapy provision as detailed above, a number of children face difficulties who do not access this service. This will target children for whom emotional and social difficulties are a barrier to their learning.</p>	Termly reviews/evaluation of the ELSA provision and its impact with the trained staff and SENCO.	<p>SENCO</p> <p>SLT</p>	<p>Summer 2020</p> <p>£7,674</p>

TA specific interventions	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p>	<p>Identified teaching assistants and EYEs in each Year Group have been trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.</p> <p>Feedback to their class teacher, SENCo or SENP to monitor targets and progression.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p> <p>CPD training to support TAs with specific interventions, run by lead teachers e.g. SENCo, music specialist etc.</p> <p>Pupil progress meetings identifying impact as well as children who need the intervention.</p>	<p>SENCO</p> <p>SLT</p>	<p>Summer 2020</p> <p>£36,841</p>
Total budgeted cost					£149,716

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?
<p>Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities.</p> <p>To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p> <p>PGL subsidies Circus Skills Oliver Goldsmith subsidised individual music lessons Oliver Goldsmith subsidised individual trip.</p>	<p>Termly tracking of pupil progress of all groups of learners.</p> <p>All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	<p>SLT</p>	<p>Summer 2020</p> <p>£9,000</p>
Total budgeted cost					£9,000
7. Additional detail					