**Pupil premium strategy: Oliver Goldsmith primary School**

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| 1. **Summary information** | | | | | |
| **School** | Oliver Goldsmith Primary School | | | | |
| **Academic Year** | 2021 - 2022 | **Total PP budget** | £220,580 to be updated after census  £££229 | **Date of most recent PP Review** | September 2021 |
| **Total number of pupils** | 331 | **Number of pupils eligible for PP** | 164 | **Date for next internal review of this strategy** | October 2022 |

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| 1. **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**  **% achieving expected standard or above in writing**  **% achieving expected standard or above in maths** | | |  | |  | *%* | *%* |  |  | *%* | *%* |  |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | | | | | | |
|  | | 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. | | | | | | | | | | | |
|  | | 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. Additionally, due to the limited accessibility to services those identified or waiting for assessment are further behind in the speech and language therapy. | | | | | | | | | | | |
|  | | 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. This has been further impacted by the pandemic; national lockdowns and bubble closures. | | | | | | | | | | | |
| **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. Additionally, Covid – 19 has caused a significant number of families to experience financial hardships and increased mental health issues and these additional pressures have greatly 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. After experiencing two lockdowns due to the pandemic KS2 pupils have a significant level of catch up required to meet the national standards. | | | | | | | | | | | |
| **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. The current housing crisis has seen many families being moved from the area and new families seeking asylum or refugee status entering the area. Many of these families are NRPF and are experiencing barriers to access support services. | | | | | | | | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | | | | | | | | | |
|  | 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. Google Classroom will continue to be used to support with additional learning opportunities.  for those with | | | | | | | | | |
|  | 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. School staff are trained by Speech and Language therapists to ensure that interventions are targeted and of a high quality. School will pay for additional therapy days to ensure pupils needs are met. | | | | | | | | | |
|  | 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. Maths subject lead has provided teachers with gap assessment to ensure teachers are plugging the gaps that are essential for children to move forward. Literacy lead to ensure that English objectives are met through the use of High-quality texts in a cross curricular approach. | | | | | | | | | |
|  | 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 visitors in, after school clubs, drama, circus skills and local environment walks to compensate for the ease back in to wider enrichment opportunities post pandemic. | | | | | | | | | |
|  | Pupils are able to focus on their learning during the school day; pupils who transition from our school 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 and drama therapy. | | | | | | | | | |
|  | 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. | | | | | | | | | |
|  | 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. | | | | | | | | | |

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| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | | | **2020/2021** | | | | |
| 1. **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** |
| 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. | | | General absences and longer term Covid absences as well as bubble closures impacted the consistent delivery of support. | £28,152 |
| Special Educational Needs Practitioner, (SENP) 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. | | This support worked well and ensured that pupils with the highest level of need received targeted support.  Moving forward more members of staff need to be trained in this role to support the teaching and learning of all SEND pupils. | 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.  Without intervention, a relentless cycle of disadvantage begins which spans generations. | | The school’s CLO is an integral part of many families support systems.  Supporting families with food parcels and support to access services.  Working with agencies to provide holiday club to disadvantaged pupils.  Continually working with vulnerable families. | 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 continues to be a valuable programme that accelerates pupils progress.  Teachers have adapted the way it is implemented based on staffing levels. | Summer 2020  £16,987 |
| 1. **Targeted support** | | | | | | | |
| **Action** | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **Lessons Learned** | **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. | | Significant disruption to NHS services has impacted the delivery of therapies. On review OG are looking in to alternative providers. | 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/phonic 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  SLT | Summer 2020  £13,200 |
| Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, deputy headteachers and headteacher. | | 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.  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.  To diminish differences and to have individual support matched to their needs.  Secure a greater Number of PP pupils achieving greater depth. | | 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. | | Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.  SENCO and SLT are all outstanding classroom practitioners prior to appointment into role.  SLT | £39,745 |
| Subsidised/free places for enrichment after-school clubs for targeted children. | | To create opportunities for children who do not have access to extra-curricular and enrichment activities.  To impact language development, physical development, social development, aspirations etc. | | A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc. | | These places to be reviewed as part of the termly class provision map review cycle.  To assess needs of family and offer support where identified.  SLT | Summer 2020  Needs basis  £2000 |
| 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. | | Drama therapy will continue to be available for the most emotionally vulnerable pupils. During Covid this was made available to staff to support with the personal hardships’ individuals were facing | Summer 2020  £14,450 |
| Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff. | | To deliver specialist support for children with social and emotional health needs.  Children to become more resilient and  are able to manage their feelings.  Children to improve their readiness to learn. | | 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.  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 cannot access this service. This will target children for whom emotional and social difficulties are a barrier to their learning. | | Due to long term sickness neither member of staff attended school, therefore these interventions were not in place but the financial cost to the school remained. | Summer 2020  £28,734 |
| TA specific interventions  Which children? Identify specific intervention | | 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.  Secure a greater number of PP pupils achieving age related expectations. | | 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 SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.  Pupil progress meetings identifying impact as well as children who need the intervention. | Summer 2020  £36,841 |
| **Total budgeted cost** | | | | | | | £226,443 |
| 1. **Other approaches** | | | | | | | |
| **Action** | | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **Lessons learned**  (and whether you will continue with this approach) | **When will you review and cost?** |
| 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. | | A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.  PGL subsidies  Circus Skills  Oliver Goldsmith subsidised individual music lessons  Oliver Goldsmith subsidised individual trip. | | Termly tracking of pupil progress of all groups of learners.  All PP children who wisheto attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary. | Summer 2020  £9,000 |
| **Total budgeted cost** | | | | | | | **£235,443** |
| 1. **Additional detail** | | | | | | | |
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| 1. **Planned expenditure** | | | | | | |
| **A Academic year** | | **2021/2022** | | | | |
| 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 | | | | | | |
| 1. **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 support in class and for focused interventions | To ensure maximum impact on pupil outcomes through focused interventions and in class support.  Continuing to raise the standards in reading and writing. Pupil premium pupils make accelerated progress to keep in line with their peers and close any gaps impacted by the pandemic. | | The model for TA support is per year team so that support can be targeted to those who require the highest input. The focus is on the TA skill set so it can be bet matched to the pupils need. | Monitoring in line with the schools monitoring cycle.  Detailed discussions and Pupil progress meetings.  Provision map review and target setting, | SLT | **£7,265**  **£5,960** |
| Special Educational needs practitioners | The SENP model creates capacity to ensure that universal approaches are fully rolled out under the supervision of the SENCo and in liaison with external professionals.  Interventions with support recommendations and targets set by the NHS Speech and Language service, Educational Psychologist and the Autism Team. | | The SENP model creates capacity to ensure that universal approaches are modelled, monitored and embedded across the year groups. Upskilling the TA’s to deliver interventions that support pupils’ individual needs. | The SENCo will observe interventions and monitor TA assessments.  Pupil progress meetings and provision mapping.  All pupils and interventions are reviewed in the bi weekly inclusion meetings. | SENCo  SLT | **£5,960**  **£31,200**  **£14,530**  **£11,700** |
| Community Liaison Officer (CLO) | CLO is a permanent onsite role that provides strategic and practical support to pupils and families across all year groups.  The CLO is the first point of call for families and provides support to the most vulnerable members of our school community.  The CLO focuses on ‘hard to reach’ parents to ensure that they are aware of the support available to them; removing the emotional barriers to pupils learning.  The CLO is in charge of attendance and punctuality working with families to remove barriers that may be preventing attendance.  The CLO is the designated safeguarding lead and is responsible for ensuring staff and families are up to date with guidance and training. | | 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. | Weekly safeguarding meeting with SLT  Parent participation | SLT | **£39,402** |
| 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. | SLT  DSR lead teacher | **£16,987** |
| **Total budgeted cost** | | | | | | £112,102 |
| 1. **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 | April 2022  £14,000+ |
| Literacy Lab  On costs | | Literacy Lab - The Children’s Literacy Charity works in socially and economically disadvantaged areas alongside children who struggle to read and write. Providing one-to-one tuition and mentoring helps children unlock and realise their true potential | The intervention model is a blend of 1:1 tutoring and 1:3 small group teaching for KS1 pupils  3 children at 1:1 twice a week and 9 children receiving 1:3 also twice a week.  Thus supporting 12 children in total with their phonics and literacy needs. | Assessments, data tracking. Pupil progress meetings. | Class teachers  Literacy Lab tutors  Deputy Head | £6000 |
| 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. | Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings. | HLTA  SENCo  SLT | £7,265 |
| Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, deputy headteachers and headteacher. | | 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.  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.  Secure a greater Number of PP pupils achieving greater depth. | 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. | Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.  SENCO and SLT are all outstanding classroom practitioners prior to appointment into role. | SLT | £39,745 |
| EAL | | Word Up programme to develop vocabulary in English run by a dual lingual staff member who can monitor the language acquisition of pupils who are new to English or developing competency.  Lunch time clubs for pupil premium pupils who are new to English.  To diminish differences and to have individual support matched to their needs. | 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. | Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings. | SLT | £4768 |
| Subsidised/free places for enrichment after-school clubs for targeted children. | | To create opportunities for children who do not have access to extra-curricular and enrichment activities.  To impact language development, physical development, social development, aspirations etc. | A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc. | These places to be reviewed as part of the termly class provision map review cycle.  To assess needs of family and offer support where identified. | SLT | £2000 |
| Drama therapy | | To deliver specialist support for children with social and emotional health needs. 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. | SENCO  SLT  Drama therapist | £10,994 |
| TA specific interventions  Which children? Identify specific intervention | | 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.  Secure a greater number of PP pupils achieving age related expectations. | 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 SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.  Feedback to their class teacher, SENCO or SENP to monitor targets and progression.    Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.  CPD training to support TAs with specific interventions, run by lead teachers e.g. SENCo, music specialist etc.  Pupil progress meetings identifying impact as well as children who need the intervention. | SENCO  SLT | £26,130  £17,881 |
| **Total budgeted cost** | | | | | | £140,426 |
| 1. **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?** |
| 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. | A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.  PGL subsidies  Circus Skills  Blue Elephant theatre  Oliver Goldsmith subsidised individual music lessons  Oliver Goldsmith subsidised individual trip. | Termly tracking of pupil progress of all groups of learners.  All PP children who wisheto attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary. | SLT | £12,500 |
| **Total budgeted cost** | | | | | | **£265,028** |
| 1. **Additional detail** | | | | | | |
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