

## Southbourne Junior School Pupil Premium Strategy Statement 2020/21

Last year, in light of recommendations from WSCC and The EEF we took a longer term view to our Pupil Premium strategy and aligned our areas of focus for disadvantaged pupils more closely with the whole school development plan. In line with this longer term vision, you will see in the strategy for 2020/21 that we continue to develop the following actions commenced in 2019/20:

- Increase oral language and reading development
- Improve number sense and fluency
- Improve emotional resilience and self-regulation - outdoor learning/tipi project
- Improve attendance of PP pupils

In 2019/20 there was a strong focus through the Pupil Premium strategy and school development plan to improve pupils' foundation skills in writing. We have decided to remove this aim from the 2020/21 strategy in order for teachers to spend this academic year applying the success of their CPD writing projects in the classroom, where we know quality first teaching has the biggest impact on pupil outcomes.

### **New additions to the 2020/21 strategy include:**

- Reduce inequalities by improving pupils' cultural capital  
Overall gaps for disadvantaged pupils (who had a 'less positive experience' in lockdown) are larger than non-disadvantaged. They have less cultural capital.
- Raise disadvantaged pupils engagement with home learning, ensuring they have the resources available (laptops etc.)  
During lockdown a number of our disadvantaged families reported difficulties with access to technology at home particularly where there is more than one sibling of school age (secondary siblings were often given priority access to the home computer/tablet).

As well as aligning to the whole school development plan, this year the Pupil Premium strategy has been written in conjunction with the Catch Up strategy to ensure a whole school strategic approach which addresses the needs of all pupils we identify as vulnerable and in need of additional support.

Impact is reported through termly milestones and can be found at the end of each area of focus. This is a working document and will be revised and amended as necessary.

Date of last review/update: July 2021

### Summary Information

<b>School</b>	Southbourne Junior School				
<b>Academic year</b>	2020-21	<b>Total PP budget</b>	£45,730	<b>Date of most recent PP review</b>	July 2020
<b>Total number of pupils</b>	234 232 233	<b>Number of pupils eligible for PP</b> Yr 3 (6) 5 Yr 4 (11) 10 12 Yr 5 (8) 9 Yr 6 (9) 8 9	34 31 35	<b>Date for next PP strategy review</b>	July 2021
	<b>Service Premium: 5</b> £1,550			<b>Proportion of disadvantaged pupils</b>	15% 13% 15% 17% including service 16% 17%

*Spring figures*

*Summer figures*

### Current attainment 2019 end of Key stage 2

	<b>Pupils eligible for PP at Southbourne Juniors</b>	<b>All pupils at Southbourne Juniors</b>	<b>Pupils eligible for PP National</b>	<b>All pupils National</b>
<b>% achieving ARE or above in reading</b>	57%	77%	62%	73%
<b>% achieving ARE or above in writing</b>	43%	82%	68%	78%
<b>% achieving ARE or above in maths</b>	43%	80%	67%	79%

### Appropriate areas of focus

Lower economic capital which is intrinsically linked to the level of pupils' cultural and social capital means that our disadvantaged pupils have differences in experiences compared to other pupils.

Reduced access to reading rich environments at home and outside of school experiences leading to fewer opportunities to develop oral language and reading development.

Lack of confidence with calculation due to insecure number sense and fluency.

Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation.

### Appropriate areas of focus (external)

Attendance of disadvantaged pupils  
 September 2019-March 2020: 92.99%  
 September 2020-November 2020: 92.47%

The current cohort of pupil premium pupils includes 4 travellers, 8 SEN support and 13 SEN monitor pupils. Reduced school hours cause PP pupils to fall behind academically & socially.

Home learning for some families is difficult due to lack of appropriate devices in the household (amount of siblings in a household)

Parental engagement with home learning due to personal circumstances.

Desired Outcome	Success Criteria
Reduce inequalities by improving pupils' cultural capital	Pupils' exposure to culture and situations which they might not have previous experiences is enhanced.
Increase oral language and reading development	Pupils have access to books at home. Pupils' love of reading is enhanced through memorable experiences. Attainment gap is in line with national.
Improve numbers sense and fluency	Pupils eligible for PP rapidly develop improved number and calculation skills measured through internal data analysis against prior attainment including, intervention diagnostics and progression through Numbots levels. Attainment gap is in line with national.
Improve emotional resilience and self regulation	Learning mentor intervention evidence pupils make good progress in managing emotions and self-regulation. Fewer behaviour incidents reported. Time spent in nature increases the resilience of pupils, improving wellbeing and self-regulation. Outdoor learning increases engagement and learning behaviours within the classroom. Social and emotional skills are developed through participation in group activities and overnight residential stays.
Improve attendance of PP pupils	Attendance for PP children is in line with other children.
Pupils have the resources available for home learning	There is a 'borrowing' system in place so that identified pupils have access to a device for home learning.
Disadvantaged pupils engagement with home learning is raised	PP lead monitors the home learning of disadvantaged pupils and engages with parents to address needs.

Desired Outcome	Reduce inequalities by improving pupils' cultural capital			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Quality teaching for all</b>	<p>Subject leads identify where enrichment opportunities can be further enhanced in their subject.</p> <p>The Tipi and outdoor areas are woven into all areas of the curriculum, ensuring all pupils experience a wide range of opportunities in the outdoors.</p>	<p>At Southbourne Juniors the wide range of enrichment opportunities already provided is a strength of the school. Over the next two years we aim to build on this already rich curriculum by further developing our connections with external visitors, education providers and engagement with local/national events where pupils have the opportunity to work with adults other than teachers and learn in locations other than classrooms!</p>	<ul style="list-style-type: none"> <li>● Curriculum review</li> <li>● Subject lead release time</li> <li>● Outdoor learning training</li> <li>● Forest School consultant</li> </ul> <p><b>SLT</b> <b>Subject leads</b></p>	July 2020
<b>Targeted Support</b>	<p>PP lead alongside subject leads to identify where pre teaching/exposure to wider experiences can be planned in advance to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.</p> <p>The PSHE curriculum is reviewed to ensure that it meets the needs of disadvantaged pupils.</p>	<p>At Southbourne Juniors we recognise that high attaining non-pupil premium students that do really well are able to articulate about lots of different things they've done, where they've been, what they've seen and what they understand from that. Unless our pupils are able to have those experiences and call on those terms of references about different places they've been they are more of a disadvantage because they are unable to talk or write about them. This does have an impact on our disadvantaged pupils and we want them to have those experiences too, if not at home then at school.</p> <p>There is a wide body of research supporting the importance of narrowing the gap that students may experience in understanding and benefiting from the standard school curriculum due to different levels of cultural awareness.</p>	<ul style="list-style-type: none"> <li>● Curriculum review</li> <li>● PSHE development</li> <li>● Subject lead release time</li> </ul> <p><b>PP lead</b> <b>Subject leads</b></p>	July 2020
<b>Other approaches</b>	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the	Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills,	<ul style="list-style-type: none"> <li>● Office/Bursar to check eligibility and manage</li> </ul>	Termly

	<p>school's curriculum.</p> <p>Letters to include information for parents about available funding. PP Lead and HT to liaise with parents regarding specific requests for funding eg residential.</p> <p>Keep a register of disadvantaged pupils attending clubs/enrichment opportunities to ensure representation.</p> <p>Offer Tipi Club</p>	<p>independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.</p>	<p>funding provided.</p> <ul style="list-style-type: none"> <li>• Class teachers to liaise with PP Lead and HT regarding potential funding opportunities</li> </ul> <p><b>Bursar/PP Lead/ Head</b></p>	
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**Estimated cost: £4,460**

Autumn 2020

See below for the impact of the tipi and outdoor learning provision.

SLT reviewed the four year programme of themes for whole school summer 2 learning reflecting on pupils' needs, the school context and wider national/global climate to enhance cultural capital for all our children.

Music, History and DT leads had subject release time to review their curriculum areas.

The PSHE lead continues to champion and monitor the implementation of the new PSHE curriculum, drop ins and a book look of the subject took place as part of the autumn work scrutiny. The PSHE lead attended the virtual PSHE Association annual conference, through engagement with the conference material a bespoke vision statement for PSHE and RSE has been developed and shared with staff and parents through the school website. As recommended by the PSHE Association, the PSHE lead has also reviewed the curriculum by tracking concepts through each year group to ensure the progression of themes spiral through our PSHE programme. Further staff training has taken place to upskill teachers planning and delivery of the new content. Unfortunately the workshops arranged for the autumn term whereby trainers were due to visit the school to teach pupils about first aid and safety around dogs were cancelled due to the autumn lockdown.

Spring 2021

Enrichment activities/trips/residentials that were planned to enhance pupils' cultural capital unable to go ahead due to lockdown and Covid restrictions.

The PP lead completed the online Leaders of Disadvantaged Learners programme led by West Sussex link advisors consisting of 3 blocks of 2 hour training sessions. Engagement with the course content and learning from research evidence enable the PP lead to reflect on our pupil premium strategy to ensure that we are effectively tackling the impact of both Covid 19 and long term disadvantage.

March 2021

The AHT has started the weekly book club with identified year 5 pupils, funding has been spent on providing each child with a copy of the full set of The Chronicles of Narnia and the AHT is developing a set of knowledge organisers for each chapter to aid pupils' understanding of the text. These books have been chosen with cultural capital in mind as well as developing pupils' rich vocabulary. In addition, the time period which these books are set corresponds to the period of British history which the pupils will be studying when they go into year 6 in September so the book club will also be used as a pre teaching strategy, exposing pupils to the knowledge needed to access upcoming learning.

Subject leaders have reviewed subject overviews with consideration to trips and enrichment opportunities however, we remain unable to place any bookings and continue to await further guidance from the DfE and West Sussex.

Summer 2021

PP lead conducted a learning walk to evidence a snapshot 'day in the life' of a disadvantaged pupil at Southbourne Juniors. The photographic evidence alongside pupil voice provided a very strong picture and impact of the extra support provided on a daily basis to meet pupils' individual needs including therapy dog, forest school, small group maths tuition and learning mentor sessions.

Unfortunately due to the Covid restrictions, clubs (with the exception of football club this term) and trips have been unable to go ahead which explains the difference between the estimated and actual spending for this focus area. Pupil premium funding has been used to support some pupils' access to the football club and the Isle of Wight residential which was able to go ahead in June 2021. 25 disadvantaged pupils have also had the cost of school uniform subsidised by the PP fund. PP funding will ensure all year 6 pupils' cultural capital is enhanced by a theatre trip in November 2021 to watch The Lion the Witch and the Wardrobe (connected to the year 5 pre teaching book club, see below).

**Actual Cost: £4,048**

Desired Outcome	Increase oral language and reading development			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Targeted support</b>	<p>Weekly book clubs for disadvantaged pupils led by Pupil Premium lead.</p> <p>Monitoring of engagement with home reading through homework diaries and reading miles certificates.</p>	<p>There was an increase in the number of disadvantaged pupils meeting ARE at the end of KS2 2019. All of these pupils had received targeted support through a book club whereby pupils were provided with their own copies of the Tom Gates series to read at home and during the club. Pupils then visited the theatre to watch the stage show (the first time many of these pupils had ever been to the theatre).</p>	<ul style="list-style-type: none"> <li>● Tracking data</li> <li>● Accelerated Reader/Star Reading reports</li> <li>● Pupil conferencing</li> </ul> <p><b>PP Lead</b></p>	July 2021
<b>Targeted Support</b>	<p>FFT's Tutoring with the Lightning Squad to improve reading skills, fluency, comprehension, spelling and phonics. FFT is an approved high quality National Tutoring Programme provider. The programme is aimed at year 3 and 4 pupils.</p>	<p>With the 75% subsidy from the National Tutoring Programme, the tutoring costs £55 per pupil for the school. This provides daily 30-minute tutoring sessions for six weeks, and 15 hours tutoring per pupil.</p>	<ul style="list-style-type: none"> <li>● Online reports for tutors, teachers and school leaders which monitor pupils' progress and reading attainment..</li> </ul> <p><b>PP Lead</b></p>	July 2021
<b>Other approaches</b>	<p>Nessy intervention (see SEN Action Plan 50% SEN-50% PP)</p>	<p>Nessy - trial completed Jan 2020. Excellent feedback on impact from pupils, staff and parents. Full membership purchased with 40 licences for Nessy Reading &amp;</p>	<ul style="list-style-type: none"> <li>● Learning passports</li> <li>● Termly data tracking</li> <li>● Pupil</li> </ul>	July 2021

		Spelling and 20 licences for Nessy Fingers (touchtyping). Progress evidenced in individual pupil progress data captured on Nessy. Pupils were meeting target learning time during in school provision. Usage dropped off during home learning, despite reminders. However a small number of pupils used it regularly throughout home learning and during the summer holidays. Pupils re-baselined Sep 2020 to track progress.	conferencing <b>SENDCo</b>	
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**Estimated cost: £4,600**

**Impact**

Autumn 2020

The gaps in learning have been identified and support has been planned in those areas through a range of approaches from quality first teaching and specific interventions or support: Jump Ahead, Memory Magic, Speech and Language programmes, 1:1 reading, 1:1 literacy support, Word Wasp, Nessy Reading & Spelling. The identified pupils have all begun to receive the support required for their needs and this was assessed further during the November pupil progress meetings, with changes being made where needed.

An experienced teacher has been working with groups of year 3 children on their reading and comprehension of texts, this has had a positive impact on these pupils with an increase in their reading ages. In spring one of the AHT's will work an additional day each week to increase oral language and reading development with year 5 pupils through a book club, the HT will provide individualised reading support for identified year 4 pupils.

Spring 2021

Due to lockdown, interventions moved to Google Classroom with staff uploading pre recorded videos and material for children to engage with at home. Log in details for online programmes such as Nessy were shared with parents and engagement monitored by the SENDCo. The planned support by the HT and AHT for years 4 and 5 is postponed until school reopens fully to all pupils.

March 2021:

The school is signed up to the FFT Lightning Squad which will commence in May and provide 15 hours per pupil of tutoring for 40 year 3 and 4 pupils.

The AHT has started the weekly book club with identified year 5 pupils, funding has been spent on providing each child with a copy of the full set of The Chronicles of Narnia and the AHT is developing a set of knowledge organisers for each chapter to aid pupils' understanding of the text. These books have been chosen with cultural capital in mind as well as developing pupils' rich vocabulary.

Summer 2021

During the summer term, 40 pupils in years 3 and 4 (some of whom are in receipt of pupil premium) received FFT tutoring with the Lightning Squad, a reading programme which aims to improve reading skills, phonics, fluency, spelling and comprehension. The pupils worked in cooperative pairs (four pupils and the tutor), taking turns as 'Reader' and Coach'. As FFT is an approved Tuition Partner for the National Tutoring Programme (NTP), this subsidised tuition was funded through the Covid catch up premium. The tuition was well received by parents and all offers of places were taken up, the parents with children in the group which started before the school start time were more than happy to accommodate the early drop off and appreciative of the extra support for their child. Of the 40 pupils, 23 made good progress and met or exceeded the target set from their initial baseline assessment. During week 4 of the programme, 17 pupils with lower starting points, 9 of which had missed 2 or more sessions due to school absence, were identified as making steady progress, with the programme due to end at 6 weeks the school decided to fund an additional 9 sessions

of tutoring (a private arrangement with the tutor's recruitment agency) for these pupils. The extended programme is due to finish in the penultimate week of term. During the programme, collectively the pupils read a total of 303 stories!

The year 5 book club has completed book 1 of the Narnia Chronicles, The Magician's Nephew. This has ensured that they will commence year 6 and the learning journey on the Battle of Britain with a sound chronological understanding leading up to this period in British history, as well as a clear comprehension of The Magician's Nephew to build on in year 6.

Nessy - positive impact of individual pupil progress resulted in additional 15 licences being purchased taking total to 55. Particularly strong evidence of impact in year 3. Weekly target for access in school is not being consistently met but weekly data is shared with staff to inform their timetabling. Lower take up of Nessy Fingers, will be reviewed this year to consider if ongoing subscription offers value for money.

**Actual Cost: £4,958**

Desired Outcome	Improve number sense and fluency			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Targeted support</b>	Intervention programmes <ul style="list-style-type: none"> <li>● Breaking Barriers</li> <li>● Number Sense</li> <li>● Success@calculation</li> <li>● Numberstacks</li> <li>● Booster/catch up year 5 and 6</li> </ul>	The impact of our maths intervention programmes was evident from 2019 end of key stage 2 data where 100% of 'cusp pupils met the expected standard. The school employs an experienced teacher with a proven record of raising attainment to deliver Success@Calculation and the year 5/6 booster groups. The Numbersense and Breaking Barriers interventions used in the lower years are delivered by experienced teaching assistants who have received country training to deliver the programme- funding allocated to update training for these members of staff this year 2020-21.	<ul style="list-style-type: none"> <li>● Pupil progress meetings to support identification and inform intervention</li> <li>● Maths termly tracking data</li> <li>● Book looks</li> <li>● Intervention reports</li> </ul> <p><b>Maths Lead</b></p>	July 2021
<b>Targeted Support</b>	Numbots An online platform for improving understanding of number bonds and addition and subtraction facts. Initially introduced with a trial group of parents in the autumn term 2019 before rolling out across the school in spring 2020.	The Numbots platform had been developed by the creators of Times Tables Rock Stars. TTRS introduced last year has been effective in developing pupils' mastery of multiplication and division instant recall. Numbots will provide teachers with an additional resource to target low attainers who are missing core number sense.	<ul style="list-style-type: none"> <li>● Numbots statistical analysis</li> <li>● Maths termly tracking data</li> <li>● Nfer analysis</li> <li>● Parental feedback</li> </ul> <p><b>Maths Lead</b></p>	July 2021
<b>Other approaches</b>	Additional resources to ensure PP pupils have access to a number rich environment outside of school.	Homework completion is reduced for pupils eligible for PP and lower parental engagement with maths	<ul style="list-style-type: none"> <li>● Parents evening/work shop registers</li> </ul>	July 2021

	Support will be individualised and may include the purchase of maths workbooks/activities, maths dictionaries and/or concrete resources such as place value counters or numberlines.	workshops/parents evenings.	<ul style="list-style-type: none"> <li>● Regular parent-class teacher interaction</li> <li>● CT feedback to maths lead</li> <li>● SENDCo referral</li> </ul>	
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**Maths Lead**

**Estimated cost: £28,000**

**Impact**

Autumn 2020

Maths interventions offered in the autumn Term and funded through pupil premium included: Numicon Breaking Barriers (part funded with SEN), Success@Number Sense, Success@Calculation and year 5 and 6 booster with an experienced year 6 teacher. In addition, a new resource Numberstacks is being trialled as a class based pre/post teaching intervention- the programme uses a combination of video tutorials and place value counters to help children master the number system, children can dip in and out of the support as required. Interventions were in place by week 3 or 4, following a period of teacher review and assessment to identify need. Pupil progress meetings were held between the maths lead and intervention teachers at the end of the autumn term to ensure effectiveness. Some changes were made to groupings in consideration of group dynamic, confidence and pace of the programme.

After discussion with the teaching team it was decided to introduce the new year 3 pupils only to Numbots initially in order to secure their foundations in number and addition and subtraction before moving on to Times Tables Rockstars. Year 3 teachers reported children of all abilities have become more confident and accurate with mental fluency of number facts. Parents have been really engaged with the program and the reward system has helped to maintain enthusiasm. The children are motivated by moving on a level/metal, in school they love seeing their progress on the classroom Numbots display board.

Spring 2021

Due to lockdown, the above maths interventions moved to Google Classroom with the staff responsible for each programme continuing the sessions through pre recorded videos and tasks for pupils to complete at home and hand in for feedback which was provided through the comments facility on GC. These staff created packs fortnightly with the concrete resources necessary to engage with the activities. Through calls to parents, these staff members also supported parents' understanding of key concepts and talked through tasks where needed. For pupils accessing in school learning the interventions continued face to face. TTRS certificates were sent home to pupils and a Battle of the Bands school tournament was held virtually to maintain pupils' engagement with TTRS, prizes were hand delivered.

Refresher training for Success@calculation and Number Sense has taken place online via Zoom sessions by an Every Child Counts trainer. Training for a new intervention First Class@Number 2 has also been undertaken this term by the lead teacher and intervention teacher; this support will target pupils who did not meet the expectations for year 2 and it is hoped the first group will commence in summer term.

March 2021:

Continuing the interventions through remote learning meant that in person teaching of all maths interventions commenced immediately the first week that pupils returned to school, the initial session was used to review the children's experiences of engaging with the intervention material through home learning. By day 2 all pupils receiving intervention had resumed the regular group or one to one teaching. Two groups of pupils for First Class@Number were identified in the first week and this intervention began in week 2.

We have introduced The Sandwell Early Numeracy Test as a means of evidencing the impact of our maths interventions, the new First

Class@Number group are the first pupils for whom we have used the test to gain baseline entry data. Some year 3 children are beginning to complete the Numbots programme and move onto TTRS. Badges have been purchased for the final 3 stages to recognise pupils success and engagement with the programme.

Summer 2021

This term, identified disadvantaged pupils in year 5 have benefitted from extra maths tuition (through Teaching Personnel, an approved NTP partner). Each child has received 15 hours of tuition, two 1 hour sessions per week in groups of 3 pupils. The tutor, an experienced junior school teacher, worked alongside the year 5 teachers identifying gaps to plan and deliver sessions to target the group's needs and build pupils' confidence with concepts which had not been secured this year. 67% of these pupils have met the end of year expectations for year 5 with one of these pupil making high progress this term. The pupils who have not met the end of year expectations had lower starting points in comparison, they engaged well with the programme and made typical progress this term, they will continue to be targeted in the autumn term. For the final 5 weeks of the summer term the school has extended the work of the maths tutor to target a group of year 4 pupils with 10 hours of tuition (mirroring the model used with year 5 pupils) the impact of this will follow in September when their new teacher undertakes baseline assessments.

67 pupils received one of the school's maths interventions, each child was discussed individually during pupil progress meetings between intervention staff and the maths lead with Sandwell entry and exit tests, programme diagnostic assessments and NFER tests used to assess progress and identify next steps. The teaching assistants responsible for First Class@ Number, Success@calculation and Number Sense completed their training programmes. Data as follows: 89% of 1st Class@Number 2 pupils made a minimum of +6 months progress based on Sandwell assessments, one pupil with persistent absence missed several sessions including the exit test omitting this pupil 100% of pupils made the progress. Pupils who received Number Sense or Success@Calculation made progress narrowing the gap towards their peers as evidenced by NFER data and the programmes diagnostic assessments.

**Actual Cost: £24,045**

Desired Outcome	Improve pupils' emotional resilience and self-regulation			
	Action	Evidence/Rationale	Monitoring	Review Date
<b>Quality of teaching for all</b>	Training of staff through forest school practitioner and consultant incorporating wellbeing  Staff to plan for outdoor learning sessions with their class  Wellbeing sessions for pupils through 'nature/ green spaces'  Resourcing of outdoor provision	Continued from 2019. This is the second year of a three year vision to enhance our outdoor learning provision incorporating the principles of forest school style approach - The Cabin, The Tipi and Year 3 outdoor area.  <i>'Children who don't connect with nature before the age of 12 are less likely as adults to connect with nature. They therefore lose out on the resilience nature provides when you are really stressed'. Dr William Bird, National Trust, Natural Childhood Report.</i>	<ul style="list-style-type: none"> <li>● School council</li> <li>● Eco representatives</li> <li>● PP Governor</li> </ul> <p><b>PP Lead, PSHE Lead and SENDCo</b></p>	July 2021
<b>Targeted Support</b>	Learning mentor-Nurture groups	Research from the EEF toolkit,	<ul style="list-style-type: none"> <li>● Intervention</li> </ul>	July 2021

	(part funded with SEN budget)	shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average).SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK). The growing need for 1:1 support provided by the learning mentor has risen significantly in recent years.	<ul style="list-style-type: none"> <li>records</li> <li>Attendance for these pupils</li> <li>Observations of pupils' behaviour in the classroom</li> </ul> <b>SENDCo</b>	
<b>Other approaches</b>	Specialist 1:1 therapeutic support as required	There are a growing number of disadvantaged pupils having adverse childhood experiences that have a detrimental effect on their readiness to learn. There are also a significant number of families accessing Early Help.	<ul style="list-style-type: none"> <li>Boxall assessment</li> <li>Feedback from class teacher, therapist, learning mentor etc.</li> </ul> <b>PP Lead &amp; SENDCo</b>	July 2021

**Estimated cost:** £3,000

**Impact**

Autumn 2020

During this autumn term, the most significant impact of the Pupil Premium spending has been the addition of The Tipi which was installed during the summer holiday. Given the current climate and pupils returning to school after a significant period of home learning, the addition of this outdoor learning space has proved invaluable. Following inset training in September as well as two twilight sessions, all staff have been able to plan a number of experiences during this term for their classes to connect with our patch of nature! These have included forest school style activities such as fire lighting, den building and the use of basic tools to make Christmas themed creations. As well as this, the teachers are furthering the connection between the outdoors and the wider curriculum, for example, science with a real fire to learn about changing states of matter. Spending time in the outdoors has had a clear impact on our disengaged pupils, we have seen children who rarely take part in class discussions wanting to put their hand up and engage in classroom learning following a session outdoors as well as an improvement in self regulation. The Tipi has also enhanced the PSHE focus on the link between good physical health and mental wellbeing where teachers have put into practice their training from the Forest School Consultant Mikey Pearce on mindfulness in nature.

Our new Learning Mentor has developed 'The Cabin' into a wonderful space to support pupils with SEMH needs.. She has worked with 6 PP pupils during the course of the term in a mixture of small group, 1:1 sessions or ad-hoc sessions responding to a particular situation. We have used SEMH assessment tools to identify areas of need, review progress from pupil, teacher and parent perspectives and to identify those children for whom support is no longer required. 50% showed improved scores on their self-reflection questionnaires using the Stirling wellbeing scale. These pupils will

continue to receive support into spring term and the information from their questionnaires will inform focus for the sessions. PP funding alongside Early Help and Fair Access has also been used to provide a percentage of therapy and transport costs for children requiring this support.

Spring 2021

The learning mentor has supported 8 pupil premium pupils during the spring lockdown. For pupils in school face to face sessions continued and for pupils at home the support was in the form of weekly welfare calls. It was planned for the learning mentor to work an additional 5 hours per week during this term to increase capacity to meet needs however, due to lockdown this increase in hours is postponed to summer term.

March 2021:

The PP lead and learning mentor have both increased their hours to address the pupil needs after the return from lockdown. Further funding has been spent on resourcing for outdoor learning including a large container which now safely stores our rapidly growing bank of equipment for The Tipi.

Summer 2021

The Pupil Premium and PSHE lead conducted an internal review to capture the impact of ‘The Tipi’ outdoor learning provision introduced this year on pupils’ wellbeing and academic learning back in the classroom. Pupil voice was gained through the school council who conducted class surveys- children were asked their favourite activities, how learning outdoors has helped them this year and how we could develop the provision going forward. Pupils were overwhelmingly positive about the new skills they had acquired through engaging with activities such as fire lighting, den building and using tools with one pupil reporting that getting muddy and getting out in all weathers had given them the confidence to take risks and have fun outdoors. As well as this the pupils were able to reflect with maturity on the wider impact of the provision on their wellbeing, comments such as being outside...mentally calms me, makes me ready to learn, helps me to be positive and working in the tipi has given me life skills for the future encapsulate the influence the provision has had on the pupils, helping them to navigate the emotions of growing up in and the challenges of childhood in a pandemic.

Teachers have received the final twilight session with Mikey Pearce, forest school consultant. The teachers reflected on the outdoor learning they had undertaken with their classes since the introduction of The Tipi allowing Micky to deliver a very bespoke final session on the areas for development identified.

During this trial year, year groups were given the freedom to choose the activities they wanted to undertake in The Tipi, weaving outdoor learning through our connected curriculum. Going forward, the PP lead has developed an overview which outlines the forest school style activities and expectations for each year group. The document aims to ensure continuity and progression but is not overly prescriptive so as not to take away from the freedom and creativity at the heart of outdoor learning- this will be reviewed in summer 2022 to ensure the provision continues to develop and evolve to meet the needs of our pupils.

The Cabin and sensory garden have been developed further with the addition of sensory plants to create smells, texture and colour. The area is used daily by our children visiting the learning mentor. The learning mentor has released some pupils and been able to see new children highlighted for emotional support. The learning mentor has completed the majority of her ELSA training. PP funding alongside Early Help and Fair Access continues to be used to provide a percentage of therapy costs for children requiring this support.

**Actual Cost: £8,036.09**

Desired Outcome	Improve attendance of PP pupils			
	Action	Evidence/Rationale	Monitoring	Review Date
Quality of	<ul style="list-style-type: none"> <li>Use of support agencies to</li> </ul>	Reduced school hours causes	<ul style="list-style-type: none"> <li>Pupil progress</li> </ul>	Half termly

<b>teaching for all</b>	provide additional support to improve attendance of vulnerable families <ul style="list-style-type: none"> <li>• Use of legal processes for penalty notices applied consistently and fairly.</li> </ul>	disadvantaged pupils to fall behind academically & socially as evidenced through school analysis.	meetings- monitor impact on attainment of disadvantaged pupils <ul style="list-style-type: none"> <li>• Head teacher and office will collaborate to ensure absence is swiftly followed up</li> </ul>	<b>Bursar/PP Lead/Head</b>
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**Impact**  
Autumn 2020  
 Attendance of FSM, Ever 6 & Service for autumn term: 91.87%  
 Attendance of FSM & Ever 6 for autumn term: 92.43%  
 APC, blended learning, reduced timetables and Fair Access have been used to address the attendance of some pupils.

Spring 2021  
 Approximately 50% of pupil premium pupils regularly engaged with learning during the lockdown. 6 of these pupils attended in school between 2 and 5 days per week during the partial closure.  
 The PP lead continues to monitor the attendance of pupils, the latest attendance figures for pupil premium pupils including FSM, Ever 6 and service for the period 8th March (when all pupils returned) to 25th March is 93.96%- medical issues, sickness, Covid isolation and a reduced timetable have affected the overall figure for pupil premium pupils as a whole group.

Summer 2021  
 Attendance data for PP pupils including FSM, Ever 6 and service for the period 19th April to 30th June is 91.18% with 7.63% authorised absences and 1.18% unauthorised. Medical issues, sickness, Covid isolation and a reduced timetable continue to impact the overall figure for PP pupils.

**Share of transport costs for PP children get to school: £182.44**

<b>Desired Outcome</b>	<b>Pupils have the resources available for home learning Disadvantaged pupils engagement with home learning is raised</b>			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>

<b>Quality of teaching for all</b>	<p>SLT to develop 'borrowing system' to ensure pupils have access to technology for home learning.</p> <p>PP lead to gather data from class teachers half termly to provide timely support for families where pupils are not completing home learning.</p>	<p>During lockdown a number of our disadvantaged families reported difficulties with access to technology at home particularly where there is more than one sibling of school age (secondary siblings were often given priority access to the home computer/tablet).</p> <p>The majority of our disadvantaged pupils' engagement with home learning is lower compared to other pupils.</p>	<p>Class teachers monitoring homework and reporting to PP lead.</p>	<p>Half termly</p>
<b>Estimated cost</b>	<p>£6,200</p>			
<p><b>Impact</b>  <u>Autumn 2020</u>  The disadvantaged lead gathered information during the autumn pupil progress meetings with teachers to establish the number of disadvantaged pupils engaging with homework through Google Classroom. The majority of pupils eligible for pupil premium were not undertaking the homework set each week putting them at a disadvantage to their peers. Alongside the computing lead, the decision was taken to purchase 15 chromebooks enabling us to set up a borrowing system in the spring term in order to address this area of focus.</p>				
<p><u>Spring 2021</u>  As a result of the third national lockdown, the school received a further 15 laptops enabling us to provide loans to pupils beyond those in receipt of FSM who were identified as at risk of underachieving due to the remote learning situation. All disadvantaged (pupil premium) pupils were offered a device with the exception of pupils who were accessing in school learning for the majority of the week under vulnerable or key worker status. 15 pupil premium (FSM and Ever 6) pupils were loaned a laptop and 16 non PP pupils identified through welfare calls with parents.</p> <p>Daily monitoring of these pupils' engagement with Google Classroom was undertaken by class teachers and reported back to the disadvantaged lead. Strong relationships with our families enabled us to have supportive but also at times challenging conversations with parents where a laptop had been loaned and work was not being completed. 8 out of 15 disadvantaged pupils and 14 out of 16 non disadvantaged pupils who received a laptop regularly engaging with home learning during the spring lockdown. 6 pupils who greatly benefited from the laptop during lockdown have had their loan extended until summer to use for their homework which continues to be set on google classroom.</p> <p>The ability to receive feedback was a key impact of the laptop loans to our disadvantaged pupils. Through engaging with the prerecorded video lessons, differentiated tasks and comment facility on Google Classroom, pupils continued to benefit from the expert guidance and feedback from their teacher which is a critical element of improvement for all pupils but especially our most disadvantaged learners.</p> <p>All disadvantaged pupils accessing a maths intervention were provided with a pack of concrete resources (cuisinairre rods, dice etc) for home learning which enabled them to continue to fully benefit from the extra maths tuition provided by the lead teaching assistants on Google Classroom.</p>				
<p><u>Summer 2021</u>  100% of pupils who had their laptop loan extended to the end of summer term have engaged regularly with the weekly maths and reading home learning set by their class teacher. All pupils have now returned their laptops to be checked by the IT technician over the summer holidays. Now that we have the capacity, in September 2021 all disadvantaged pupils (PP and as identified by our vulnerability pyramids) will be offered a laptop loan for home learning. The bank of extra concrete maths resources we have built up this year will also be available for loan as appropriate.</p>				

**Actual Cost: £4,457.72**