

Review of previous year's expenditure	Amount of PP received:	£40920
<p>Pupil Premium was used to support the learning and progress of those pupils eligible for Pupil Premium funding.</p> <p>Support staff are employed to deliver bespoke interventions for struggling pupils at the point of learning (Booster Intervention Time). Two part-time members of staff are employed to create an individualised reading support programme designed to address the individual gaps and needs of the children. This was planned by class teachers and delivered by the support staff.</p> <p>Individualised peer learning programmes in Reading and Maths were developed and delivered daily in classrooms. Individualised resource packs for parents were purchased and made to improve the home learning environment and to support parents when working with their child at home. These packs were reviewed and updated every 6 weeks. Parent Impact workshops were run in reading, writing and maths and packs to support these sessions were sent home. Teachers held extra meetings with parents to discuss individualised targets and to share ideas of how to help at home. These sessions were also an opportunity to model how to use the home learning packs.</p> <p>A Learning Mentor was employed to support vulnerable pupils and to run afterschool Family SEAL club and homework clubs. Parenting classes (Solihull Approach) have been available to support parents. This also built strong relationships between families and school. Teachers were released to attend half-termly Pupil Premium meetings and to plan and share ideas for additional support and provision for Pupil Premium children in their class.</p> <p>A Data Manager was funded to track Pupil Premium children's progress and issue reports. Staff were trained to deliver a range of specific interventions to support children in reading, writing, maths, social skills and carefully monitored by the SEND co-ordinator. Staff were trained in interventions such as Enable Plus, SALLEY, targeted reading, Rapid Phonics and maths interventions. Early Years staff received training in NELI to help develop language skills. Staff were trained to run interventions to support social skills through Lego therapy and building blocks. A nurture group has been available for children who needed support with emotional or social skills. A dedicated member of the senior team was designated to monitor the provision for PP children. Speech and language programmes were delivered and monitored for impact with all identified children.</p> <p>An EWO was employed for half a day per week in school to oversee attendance and support families. A Family Support Worker was employed to support the EWO with regular home visits and meetings and ensure a member of staff was available throughout the week if follow up work was required.</p> <p>Offsite experiences and visitors in school were subsidised where needed so that we could engage the children in an enriched curriculum. A BSL Interpreter was available for a parent during parent's meetings and school productions, and language interpreters were available for meetings. School uniform was purchased for those families who needed this support.</p>		

During CIVD-19 outbreak and school closure

Members of staff were allocated families to call on a regular basis to check on their wellbeing and enquire if any extra support was needed. All families were offered support with food parcels and this was delivered to the home where necessary. Charities were accessed to provide extra support with food where needed.

Some families had home learning printed and delivered to the home to help them access all of the work. Teachers made calls home to check the children were accessing the work successfully.

Individualised homework packs were sent for those children who needed further SEND support.

Speech and language support was arranged virtually for children who needed this support.

What was the impact in 2019 - 2020?

The academic impact was monitored until March 23rd when all schools went into lockdown due to COVID-19.

Up until March 23rd, Pupil Premium children in Early Years were making more progress than their non-Pupil Premium peers. In Key Stage One, the Pupil Premium children were making more progress in reading, writing and maths than their non-Pupil Premium peers.

During lockdown, the systems put in place enabled school to gain a greater understanding of the challenges some of our families were facing and ensured we were able to put in swift and effective support where needed.

Action plan for Current year	Amount of PP received:	£64560
Barriers to educational achievement for PP pupils		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
Due to Covid-19 and school closures, the language deficit has increased and continues to be identified as a major barrier. Where children have not been in school, they have had even less access to an enriched vocabulary outside of the school environment. This is about the number of words they speak, not about the language they speak. Some children may find positive social interaction difficult which may be a barrier to taking part successfully in all school opportunities. Children have had less social interactions due to Covid restrictions. Social and emotional health issues can mean that a child is not ready for		

learning and needs support each day to remove those barriers before progress can begin to take place. The long period of time out of school will have affected the children's basic skills in phonics, reading, writing and maths and this will be a barrier to accelerated progress for some pupils.

On entry to school, many children are not school ready. They have limited experiences and many begin school still unable to make their needs known due to their very poor early communication skills. There are many children who on entry to school are not ready to learn. They have very poor concentration and listening skills and are not used to routines or rules.

External barriers (*issues which also require action outside school, such as low attendance rates*)

Attendance and punctuality is a barrier, as families are anxious about sending children back to school during a pandemic. Increased communication will be needed to support families and offer reassurances regarding safety precautions in place within school. Attendance will continue to be monitored closely to ensure that children are in school whenever possible, accessing all learning opportunities. Some children may lack self-esteem or belief in their own abilities to achieve highly – aspirations at home can be low and parents may not understand the importance of school for their children. Some parents may need help to support their child with homework. Significant issues at home, which could be due to any number of circumstances, may lead to children feeling unsettled and not ready to learn.

Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended Outcome	How it will be measured	Cost
Continue to employ EWO to raise attendance and lower PA for PP Pupils.	Children cannot learn if they do not attend, and wellbeing and safety as well as learning is a high priority. We need to ensure children are here, so we can support with the range of strategies we have in place.	Attendance for PP pupils rises, and PA for PP pupils decreases.	Attendance data monitoring and reports	£2500
Continue to employ a mentor and family support staff to support vulnerable families	Vulnerable families need support, and by making us a base for support, we empower parents, encourage	Children are emotionality ready for learning, families are engaging positively in school and attendance rises. Families are	Observations, pupil voice, parent voice staff anecdotal	£15000

	<p>collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, +3</p> <p>Families will need support with their own anxieties surrounding sending their child back to school after long school closures.</p>	<p>supported so that they can be more effective in supporting their children at home. Communication improves and children are making increased progress and showing more engagement with learning.</p>	<p>evidence. Data and work scrutinies. Attendance figures</p>	
<p>Employ an additional member of the safeguarding team with pastoral responsibilities for vulnerable families to coordinate support and services</p>	<p>Vulnerable families need support, and by making us a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, +3</p> <p>Families will continue to need extra support if schools go into lockdown again, or if school closes due to positive cases.</p>	<p>Families are engaging with school and children are attending. Communication between school and home improves and children engage with learning.</p>	<p>Attendance data, academic data, pupil voice, parent voice.</p>	<p>£4200</p>
<p>Continue to provide quality support and CPD for staff so that quality first teaching is of a high</p>	<p>In line with EEF recommendations, quality first teaching is the key to progress for all. By ensuring that our children receive the best</p>	<p>Quality first teaching improves leading to improved outcomes for all pupils. There is greater equity for children ensuring that no child is disadvantaged.</p>	<p>Observations, Pupil Progress meetings, work scrutinies, data, pupil</p>	<p>£7500</p>

<p>standard and meets the needs of all children.</p> <p>Completion of 'thinking differently' modules.</p>	<p>quality teaching, we give them every chance in life.</p>		<p>voice and staff feedback.</p> <p>Completion of 'Thinking differently' modules</p>	
<p>Continue to provide Good start, Great start in nursery</p>	<p>To engage with parents as soon as possible, whilst still maintaining social distancing regulations and adhering to covid-19 guidance. To support parents so that they are more effective in supporting their children at home. To build good relationships with families. Research from EEF confirms this. EEF + 4, +3</p>	<p>Children are ready for school and families are more engaged with school and attendance improves.</p>	<p>Parental feedback, pupil engagement, attendance figures.</p>	<p>£3400</p>
<p>Provide Speech and Language intervention</p>	<p>There are a growing number of children finding speech and language challenging. A member of staff to be employed to deliver specific speech and language support. EEF+6</p>	<p>Children's speech improves and their knowledge of words and language enables them to access reading, and the curriculum with greater enjoyment and success.</p>	<p>Speech and language tracking and progress.</p>	<p>£7000</p>
<p>Embed the teaching of vocabulary , language development and early comprehension skills.</p>	<p>Research (EEF and wider) shows that knowing more words leads to comprehending</p>	<p>Children's vocabulary improves and leads to them 'knowing more' and making accelerated progress across the curriculum</p>	<p>Data, pupil progress meetings, observations</p>	<p>£3000</p>

	more – and ultimately making more progress. EEF +6		and work scrutinies. Pupil and parent voice opportunities	
Ensure PP pupils have access to small group and 1:1 sessions as appropriate for same day intervention following a lesson to address misconceptions (Booster Intervention Time)	EEF tiered approach shows that targeted support has a positive impact on overall attainment and progress for PP pupils. By using this approach, we are ensuring children are ready for the next steps in learning more quickly. EEF +5	Children make accelerated progress and are supported to close any gaps in knowledge and skills.	Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities	£10000
Continue to ensure peer support is available for phonics and maths.	EEF shows peer tutoring and support to be a cost effective way of supporting progress. We know this from our previous work in this area. EEF +6	Children have opportunities to be supported, and support their peers. Progress and attainment rise and any gaps decrease.	Data, pupil progress meetings, observations	£3200
Employ staff to run a small 'nurture' group each morning	Social and emotional support is high on the EEF agenda, and we know that ensuring children are reading and confident for learning aids progress. EEF +4	Children are settled and have appropriate support each day to ensure that they are emotionally ready to learn	Observations, pupil voice, staff anecdotal evidence. Data and work scrutinies	£4200

Deputy Head to hold half-termly meetings with teachers to discuss barriers to learning and progress			Pupil progress records, lesson observations, data, book scrutinies	£4500
Ensure disadvantaged children are considered in the School Development Plan and strategies to support these children are woven through all improvement areas.	EEF research shows that good teaching has the greatest impact on children's learning.	Disadvantaged children are always considered whenever teachers are planning, teaching or assessing.	Observations, Pupil Progress meetings, work scrutinies, data.	£0