

# The National Church of England Junior School

## Pupil Premium Statement and Action Plan

2020-21



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## 1. Background

The Pupil Premium Grant is a government initiative which began in 2011, and is allocated to schools to improve outcomes of disadvantaged pupils of all abilities and close the attainment gap between disadvantaged pupils and their peers across the country.

For the academic year **2019-20** the Pupil Premium amount is:

**£ 1320-** for children who have been on Free School Meals (FSM) at any point over the past six years (also known as Ever 6)

For Looked After Children (LAC) or children who have been previously Looked After (i.e. adopted, Special Guardianship Order or a Residency Order granted). We receive funding from the supporting local authority, note that this now includes any children who have previously been in care for **one day or more** where previously the criteria was in care continuously for at least 6 months. This money is managed by the Local Authority Virtual School.

**£ 300** for children who have a parent working in the armed forces (or have served in the armed forces in the previous 4 years, known as Ever 5).

In the publication 'Twenty outstanding primary schools excelling against the odds', OFSTED made it clear:

***'It is no longer acceptable to use a children's background as an excuse for underachievement. The challenge for schools is to make a difference'.***

This document sets out how we used the Pupil Premium funding in 2019-2020 and how we plan to use it in 2020-2021 to overcome disadvantage and 'narrow the gap'.

## 2. 2019 – 2020 Pupil Premium Funding Report

In the academic year 2019-2020 The National Church of England Junior School received £170,240 Pupil Premium funding (including £300 for service pupils) with 134 eligible pupils (12 service pupils). Details of how this money was allocated, and on its impact, can be found in the following sections.

### Key Characteristics January 2020

	National	Our School	Comparison
Number on roll	281	430	Above average
% Free school meals eligibility	17.3%	19.3% (83 pupils) increase from previous January.	Above average
% Pupils with English as an	21.3%	13% (56 pupils) decrease from	Below average

<b>additional language</b>		previous January.	
<b>% Service children</b>	<b>no data available</b>	2.7% (12 pupils) decrease from previous January.	<b>no data to compare</b>
<b>% LAC children</b>	<b>no data available</b>	1.4% (6 pupils) Increase from previous January	<b>no data to compare</b>

Note that National data refers to Primary Schools, where the box is grey this data is not available

National data Source: DfE Schools, Pupils and their Characteristics: January 2020 published June 2020  
School data source: School census summary 2020

### **Narrowing the gap: a brief overview**

The National Church of England Junior School is a large town centre Junior School of around 430 pupils with two Infant feeder schools. We work hard to acknowledge the recognised challenges of KS1 to KS2 transition in place within Junior Schools, and offer additional transition and experiences in an attempt to support pupils in settling to learn as soon as possible.

Research undertaken by NFER (Published in November 2015) has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment: They are:

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance.
- High quality teaching for all.
- Meeting individual learning needs.
- Deploying staff effectively.
- Data-driven and responding to evidence.
- Clear, responsive leadership.

There is no expectation that schools should spend the grant only on eligible pupils, or on a per pupil basis, as the needs of all pupils are assessed and the grant is used to make maximum impact in the school. In June 2019, the EEF report recommends schools take a tiered approach to Pupil Premium spending with teaching the top priority, as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

In addition to the Pupil Premium money, many of our school systems were already in place to support children from backgrounds and of all abilities. Our Pupil Progress meetings happen 6 times

a year, and are an opportunity to discuss all children in school in some depth, with regard to both their academic attainment and pastoral issues. Our assessment, monitoring and tracking systems allow us to identify any children or groups of children who were not making sufficient academic progress. The teaching strategies employed by staff in the school enables all children to make progress and provide for a wide range of needs.

The Trust has adopted a tiered approach to Pupil Premium Spending, balancing approaches to improving teaching (e.g. professional development to ensure that an effective teacher is in front of every class), targeting academic support (e.g. structured interventions and small group support), and wider strategies (e.g. behaviour approaches, increasing attendance, providing social and emotional support, BreakfastClub provision) to overcome barriers to success.

The school has used the Sutton Trust EEF toolkit to ensure funding is spent in a way to best achieve good outcomes for children. This research has been useful in analysing what really makes a difference, enabling us as a school to make informed choices about professional development and workforce deployments. The toolkit makes it clear that high quality, effective whole class pedagogies can lead to success for all children and young people, including those that are our most vulnerable.

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes for struggling pupils, however, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to the wider barriers to learning such as attendance and behaviour (The EEF Guide to The Pupil Premium published June 2019).

It is rare for teaching staff to be able to identify a single activity that has made a step-change to the performance of a pupil or pupil group. It is more realistic to consider the cumulative effects of several activities, some of which may be pupil premium funded, in the explanation for improved months of progress or improved marks in assessment.

There is no single intervention which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils.

### **Pupil premium objectives and spending 2019-2020**

<b>Key Action</b>	<b>Objectives</b>	<b>Cost</b>	<b>Expected Impact</b>	<b>EEF Impact</b>	<b>Update July 2020</b>
<b>Assigned Pupil Premium Manager to monitor and evaluate the effectiveness of spending of Pupil</b>	<b>To ensure that Pupil Premium Funding has maximum impact on pupil progress</b>	<b>£7,500</b>	<b>Improved outcomes for Pupil Premium Pupils. Closed attainment gap between PP pupils</b>	<b>N/A</b>	<b>Until December 2019</b>

Premium Funding			and non PP pupils.		
Staff training - CPD and resources	To ensure that Pupil Premium Funding has maximum impact on pupil progress	£7,500	Improved outcomes for Pupil Premium Pupils. Closed attainment gap between PP pupils and non PP pupils.	Quality First Teaching	Up until March 2020, due to the global pandemic-Covid-19, staff have attended courses and delivered intervention including: friends for life, healthy minds grief and loss, power maths and forest schools.  Training LENS pathways project-improving outcomes for all vulnerable pupils. Accelerate training restorative approaches social pedagogy LEAP/LAMP
Purchase of evidence based maths and English interventions	To identify barriers and raise attainment in Maths and English for Pupil Premium pupils in line with their peers	£9,500	To close the gap and enable PP children to maintain progress in line or exceeding peers	Digital Technology - EEF Impact: +4 months Reading comprehensi on strategies - EEF Impact: +6 months	Interventions and programmes purchased including Power Maths NESSY Dynamo Maths ensures pupils receive appropriate interventions and support within the classroom. Specialist Teacher recommendations have been considered when purchasing intervention programmes.

<p><b>Delivery of evidence based maths and English interventions by best staff to support disadvantaged pupils - including support in years 3-6 for reading, writing, and maths.</b></p>	<p><b>To identify barriers and raise attainment in Maths and English for Pupil Premium pupils in line with their peers</b></p>	<p><b>£55,500</b></p>	<p><b>To close the gap and enable PP children to maintain progress in line or exceeding peers</b></p>	<p><b>Reading comprehension strategies - EEF Impact: +6 months</b></p> <p><b>Small group tuition EEF Impact: +4 months</b></p> <p><b>Mastery learning &amp; support in class EEF Impact: +5</b></p> <p><b>Peer Tutoring EEF Impact: +5 months</b></p> <p><b>Meta-cognition and self regulation strategies EEF Impact: +7months</b></p> <p><b>Oral Language Interventions EEF Impact: +5 months</b></p>	<p><b>A robust pupil progress meeting format has been introduced to hold to account the teachers for the progress their pupils make. There is good evidence of the use of differentiation to match the work to pupils needs. Behaviour management was very good with effective use of positive praise to keep pupils focused and on task. TA's have made a positive impact on pupils making good progress in lessons. In all lessons the level of challenge is high, and pupils are encouraged to develop as independent learners. The quality of teaching has continued to improve since the initial Pupil Premium review.</b></p>
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<p><b>1:1 Mentoring</b></p>	<p>To develop the emotional resilience of disadvantaged children and promote emotional well being:</p>	<p><b>£6,000</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>1:1 Individualised instruction and support EEF Impact: +3 months</b></p>	<p><b>Regular support from Trustees Pupil passports completed all year groups. Purple portfolios are still in place for all PP pupils. Regular meetings with PP Trustees have provided valuable support and monitoring PP Trustees have attended 'chance to share' sessions to support specific PP pupils. Peer Mentoring - pupils - training has been attended by Learning Mentor and pupils in the role of mentors embedded . Poppies- peer support group is up and running.</b></p>
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<p><b>Training and Implementing and embedding the use of Strengths and Difficulties Questionnaires to monitor and support emotional wellbeing and behaviour.</b></p>	<p><b>To identify individual needs, and develop the emotional resilience of disadvantaged children.</b></p>	<p><b>£2,000</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>Social and Emotional Learning EEF Impact: +4 months</b></p>	<p><b>SDQs for pupils accessing pastoral support and LAC liaising with Virtual School.</b></p>
<p><b>Casey counselling</b></p>	<p><b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</b></p>	<p><b>£4,750</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>1:1 Individualised instruction and support EEF Impact: +3 months</b></p>	<p><b>Up until March, due to the global pandemic Covid-19, Counselling Sessions have been accessed by 14 PP pupils, however since the pandemic there has currently been 2 children accessing the service.</b></p>

<p><b>Funding for independent Educational Psychologist and Specialist Teacher assessments</b></p>	<p>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</p> <p>Children to develop strategies for planning, monitoring and evaluating their learning</p>	<p><b>£5000</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>Behaviour Interventions</b>  <b>EEF Impact: +3 months</b>  <b>Meta-cognition and self regulation strategies</b>  <b>EEF Impact: +7months</b></p>	<p><b>Behaviour training and advice from Future Behaviours and beyond behaviour consultants embedded into school behaviour strategies. This funding was allocated to provide 1:1 support for pupils with challenging/deregulated behaviours.</b></p>
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<p><b>Breakfast club - invitation only</b></p>	<p>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</p>	<p><b>£6,500</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>Social and Emotional Learning</b>  <b>EEF Impact: +4 months</b></p>	<p><b>The breakfast club is very effective in supporting key pupils in engaging with school and improving their attendance with parents being full of praise of the staff and the care they demonstrate. Accessed by 6 PP pupils.</b></p>
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<p><b>Mini police - To work in partnership with Lincolnshire Police to introduce 'Mini Police' and promote community cohesion To develop the emotional resilience of disadvantaged children</b></p>	<p><b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</b></p>	<p><b>£600</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>Social and Emotional Learning EEF Impact: +4 months</b></p>	<p><b>10 Y5/6 pupils - 5 of which are PP - have taken part in activities arranged by PCSO linked to community and National initiatives e.g. crime 10 Y5/6 pupils - 5 of which are PP - have taken part in activities arranged by scene investigations, visit to CCTV offices. Group also supported by PP manager. Uniforms purchased</b></p>
<p><b>Targeted Pastoral Support - from assigned Pastoral team - including ELSA.</b></p>	<p><b>To identify develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b></p>	<p><b>£40,000</b></p>	<p><b>Emotional health, resilience and well-being for PP Pupils improved.</b></p>	<p><b>Social and Emotional Learning EEF Impact: +4 months</b></p>	<p><b>The Pastoral Team supports 73 pupils - 43 are PP (56%) Groups include: ELSA, Friends for Life, Self-Esteem, Anger, Lego Therapy, Friendship. Also 1:1 pastoral support and access to the Community Room at break/lunch times. Peer Mentor cluster/training</b></p>

<b>Music Tuition</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£3,000</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>N/A</b>	<b>Funded for 2 PP pupils</b>
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<b>Trips and Outings</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£1,055</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Outdoor Adventure Learning EEF Impact: +4 month</b>	<b>Up until March (PP) 8 children visited around the local area looking at the reasons for issuing parking tickets. Unfortunately, due to the pandemic Covid -19 all trips and outings were cancelled followed by advice of the government.</b>
<b>Clubs and activities (including Mini Police and Poppies)</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£6,225</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Sports Participation EEF Impact: +2 months  Social and Emotional Learning EEF Impact: +4 months</b>	<b>Pop Mime - self esteem and performance - focussed on PP pupils in all year groups. Poppies - service pupils support group met 6 times per year.</b>
<b>Designated Attendance Officer to support for families  Attendance awards and Incentives</b>	<b>To increase attendance rate for Pupil premium pupils and close the gap with non Pupil</b>	<b>£15,625</b>	<b>Increased attendance rate for Pupil premium pupils and close the gap with non Pupil Premium peers.</b>	<b>Parental involvement /engagement - supporting child's learning  EEF Impact: +3 months</b>	<b>Designated Attendance Officer to support families. Attendance awards and incentives intended to increase the attendance rate</b>

	Premium peers.				for Pupil premium pupils, closing the gap with non Pupil Premium peers.  Attendance officer resigned April 2020. new Attendance officer started 1 . 9.20.
Coffee mornings and parent training sessions  Family Learning in partnership with parents and school	To increase engagement of parents in their child's education and to be confident to support learning.	£1,400	Increased engagement of parents in their child's education and parents are confident to support learning.	Parental involvement /engagement - supporting child's learning  EEF Impact: +3 months	Up until March parent Forum attended by parents including PP Other opportunities for parent engagement included: Parental Questionnaires Parent Information evenings Chance to Share sessions Caring2Learn - partnership with schools and Foster carers SLT - Discussions with Family learning - options for 2020/21

2020 support for the global pandemic.	To ensure that vulnerable children and their families access support in crisis.	£4,000	Emotional health, resilience and well-being	weekly food parcels-additional expense  Telephone expenditure by staff contacting PP/ vulnerable families  Learning packs/postcards	
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		<b>TOTAL: £176,155 (including Services PP)</b>			
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EEF data source: Teaching and Learning Toolkit October 2018  
 Updates include feedback from follow-up PP Peer Review report November 2018

The Pupil Premium was also used to support enrichment and pastoral support including: Future Behaviour training and monitoring; Circle Time training for staff and implementation across the school; Monday morning check-ins are embedded; weekly access to an Art Therapist; achieving and embedding the Caring2Learn Caring schools silver award; Pupil Mentors introduced following Learning Mentor restorative training;, and increased liaison with the Virtual School coordinator via cluster groups.

### **Service Pupil premium (SPP)**

Whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups, children from Service families attract a separate grant, the Service Premium ( currently £300 per eligible pupil). This has no connection with disadvantage and is intended to provide mainly pastoral support for service children, particularly during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

*Government guidance (2019) states: SPP should not be used to subsidise routine school activity (trips, music lessons etc.), however, schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.*

During 2019-2020 12 pupils accessed opportunities provided by Services Pupil Premium funding. These included maths and literacy interventions and clubs (to improve self-esteem), Inspire+ mentoring, school visits and additional transition, access to the school counsellor and support from the pastoral team. This year also introduced a specific support group, which the pupils named Poppies, to encourage opportunities for the pupils to support and mentor each other.

### **Impact of the Pupil Premium**

The EEF Guide to The Pupil Premium states ‘Collecting data is valuable when it supports decision making... for example when it helps to identify trends and target additional support...’ However ‘... the measurement and comparison of internal class or school gaps is less likely to provide useful information and isn’t required by the Department for Education or Ofsted’. Therefore to measure the effectiveness of our pupil premium approach and spending we assess the performance of our disadvantaged pupils compared with the national average for non-disadvantaged pupils.

The publication of provisional attainment statistics for key stage 2 (KS2) National Curriculum Assessments (September 2019) states ‘in 2019, 51% of disadvantaged pupils reached the expected standard in reading, writing and maths compared to 71% of all other pupils’

**National School Attainment at the end of Key Stage 2 in 2020**

**SATS: Average Point scores**

	Number of Pupils	Reading	Maths
All Pupils	N/A	N/A	N/A
Pupil Premium	N/A	N/A	N/A
Non Pupil Premium	N/A	N/A	N/A

Unfortunately there has been no current data due to the coronavirus disease (COVID-19) pandemic, 107 countries had implemented national school closures by March 18, 2020 therefore, pupils were unable to access ARE. (School closure and management March 2020).

[Source: The Harrowby/National Academies Trust. Achievement Analysis for outcomes 2018-19 Supporting Information for School Self Evaluation](#)

**Attainment Outcomes - % of pupils achieving Age Related Expectations (ARE) at The National School (July 2020)**

		<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
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Year	Pupils	2018	2019	2020	2018	2019	2020	2018	2019	2020
<b>3</b>	ALL	48	67	*no data	64	62	no data	51	72	no data
	PP	29	48	no data	48	45	no data	42	62	no data
<b>4</b>	ALL	38	77	no data	48	62	no data	55	66	no data
	PP	30	70	no data	42	50	no data	57	55	no data
<b>5</b>	ALL	61	71	no data	58	51	no data	43	71	no data
	PP	50	69	no data	43	38	no data	31	69	no data
<b>6</b>	ALL		65	no data		87	no data		58	no data
	PP		53	no data		71	no data		47	no data

\*No data due to the coronavirus disease (COVID-19) pandemic, 107 countries had implemented national school closures by March 18, 2020 therefore, pupils were unable to access ARE. (School closure and management March 2020).

The end of year for 2019 data at the National School shows that Pupil Premium pupils achieving ARE has increased across all year groups in Reading and Mathematics compared to 2018. Additionally in Mathematics our disadvantaged pupils in Year 3 to 5 achieved higher than the national average of 51%. With Year 6 pupils above average in Reading and Writing. Nationally there continues to be a gap between the progress and attainment of Pupil premium pupils and non pupil premium pupils and closing this attainment gap remains a whole school priority.

In relation to achievements and qualitative data, the Pupil Premium continues to have a positive impact on the lives of our disadvantaged children and pupil premium children. Evidence from pupil, staff and parent/carer views, outside professionals, questionnaires from pastoral intervention demonstrates an enriched, caring and supportive environment in which our disadvantaged children have opportunities to develop and thrive.

## Pupil Premium 2020 - 2021

In the academic year 2020 - 2021 the school anticipates receiving Pupil Premium funding of £174,854 to support our disadvantaged pupils (based on the January 2020 census). Currently this academic year we have 130 pupil premium (FSM) eligible pupils. From September 2019 schools were encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school’s pupil premium statement.

A detailed breakdown of the Pupil Premium Plan for this academic year can be found below:

<b>Key Action</b>	<b>Objectives</b>	<b>Cost</b>	<b>Expected Impact</b>	<b>EEF Impact</b>
<b>Assigned Pupil Premium Manager to monitor and evaluate the effectiveness of spending of Pupil Premium Funding</b>	<b>To ensure that Pupil Premium Funding has maximum impact on pupil progress</b>	<b>£7,500</b>	<b>Improved outcomes for Pupil Premium Pupils. Closed attainment gap between PP pupils and non PP pupils.</b>	<b>N/A</b>
<b>Staff training - CPD and resources</b>	<b>To ensure that Pupil Premium Funding has maximum impact on pupil progress</b>	<b>£8,500</b>	<b>Improved outcomes for Pupil Premium Pupils. Closed attainment gap between PP pupils and non PP pupils.</b>	<b>Quality First Teaching</b>
<b>Purchase of evidence based maths and English interventions</b>	<b>To identify barriers and raise attainment in Maths and English for Pupil</b>	<b>£9,500</b>	<b>To close the gap and enable PP children to maintain progress in line or exceeding peers</b>	<b>Digital Technology - EEF Impact: +4 months Reading comprehension strategies - EEF</b>

	Premium pupils in line with their peers			Impact: +6 months
Delivery of evidence based maths and English interventions by best staff to support disadvantaged pupils - including support in years 3-6 for reading, writing, and maths.	To identify barriers and raise attainment in Maths and English for Pupil Premium pupils in line with their peers	£56,000	To close the gap and enable PP children to maintain progress in line or exceeding peers	<p>Reading comprehension strategies - EEF Impact: +6 months</p> <p>Small group tuition EEF Impact: +4 months</p> <p>Mastery learning &amp; support in class EEF Impact: +5</p> <p>Peer Tutoring EEF Impact: +5 months</p> <p>Meta-cognition and self regulation strategies EEF Impact: +7months</p> <p>Oral Language Interventions EF Impact: +5 months</p>
1:1 Mentoring	To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:	£7,250	Emotional health, resilience and well-being for PP Pupils improved.	1:1 Individualised instruction and support EEF Impact: +3 months
Implementing and embedding the use of	To identify individual	£2,500	Emotional health, resilience and	Social and Emotional Learning

<b>Strengths and Difficulties Questionnaires to monitor and support emotional wellbeing and behaviour.</b>	<b>needs, and develop the emotional resilience of disadvantaged children.</b>		<b>well-being for PP Pupils improved.</b>	<b>EEF Impact: +4 months</b>
<b>Student support for mental well-being and pandemic related comorbidities.</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</b>	<b>£6,725</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>1:1 Individualised instruction and support EEF Impact: +3 months</b>
<b>Funding for independent Educational Psychologist and Specialist Teacher assessments</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</b>  <b>Children to develop strategies for planning, monitoring and evaluating their learning</b>	<b>£5,500</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Behaviour Interventions EEF Impact: +3 months</b>  <b>Meta-cognition and self regulation strategies EEF Impact: +7months</b>
<b>Breakfast club - invitation only</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing:</b>	<b>£6,500</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Social and Emotional Learning EEF Impact: +4 months</b>

<b>Targeted Pastoral Support - from assigned Pastoral team - including Superstars, ELSA, Family learning</b>	<b>To identify develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£40,125</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Social and Emotional Learning EEF Impact: +4 months</b>
<b>Music Tuition</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£3,000</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>N/A</b>
<b>Trips and Outings</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£3,000</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Outdoor Adventure Learning EEF Impact: +4 month</b>
<b>Clubs and activities (including Mini Police and Poppies, superstars and pop mime)</b>	<b>To develop the emotional resilience of disadvantaged children and promote emotional wellbeing</b>	<b>£6,225</b>	<b>Emotional health, resilience and well-being for PP Pupils improved.</b>	<b>Sports Participation EEF Impact: +2 months  Social and Emotional Learning EEF Impact: +4 months</b>
<b>Designated Attendance Officer to support for families  Attendance awards and</b>	<b>To increase attendance rate for Pupil premium pupils and close the gap with non</b>	<b>£18,000</b>	<b>Increased attendance rate for Pupil premium pupils and close the gap with non Pupil Premium peers.</b>	<b>Parental involvement /engagement - supporting child's learning  EEF Impact: +3 months</b>

Incentives	Pupil Premium peers.			
Additional support during school closure due to lockdown.	Supporting families and children in crisis.	£4,000	Provide food parcels and provide pastoral telephone support.	Parental involvement and engagement supporting child's learning.
		<b>TOTAL: £184,000 (including Services PP)</b>		

EEF data source: Teaching and Learning Toolkit updated October 2018

The above plan has been completed and reviewed at the beginning of the academic year (2020/21). It is a 'living document' that will evolve over the course of the year and therefore may be added to at any time to meet the changing needs of the pupils in our school.

Sources:

Pupil Premium Allocations 2019/20:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020>

Service Pupil Premium 2019/20:

<https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know>

Funding and accountability:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings> updated June 2019

Frequently asked questions:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/809229/Pupil\\_Premium\\_Frequently\\_Asked\\_Questions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809229/Pupil_Premium_Frequently_Asked_Questions.pdf)

EEF guidance:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

EEF Teaching and Learning Toolkit updated October 2018

<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>

7 building blocks for success:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/475570/Effective\\_support\\_for\\_disadvantaged\\_pupils\\_achievement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/475570/Effective_support_for_disadvantaged_pupils_achievement.pdf)

\* Attendance data 2017/18 published March 2019

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