Pupil Premium Strategy

& EVALUATION STATEMENT

2019- 2020





**What is Pupil Premium funding?**

**Overview**

The Pupil Premium was introduced by the government in April 2011 and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception to Year 11. For Looked After Children the Pupil Premium was calculated using Children Looked After data. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. All schools are required to ensure that identified funding is carefully targeted to improve the life chances of designated pupils or groups of pupils.

**Financial year 2019 to 2020**

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: **£1,320 for pupils in reception year to year 6**

Schools will also receive £2,300 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

• adoption

• a special guardianship order

• a child arrangements order

• a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,300 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

*At Arundel Court, the majority of children (between 55% & 65%) are in receipt of pupil premium funding therefore this funding is used to benefit all our children.*

**Objectives for Pupil Premium at Arundel Court Primary Academy**

1. The Pupil Premium will be used to provide additional educational support and enrichment to accelerate progress and raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between academic achievement and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their

educational achievement and lives.

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| **Overview of the school** | **2014/15** | **2015/2016** | **2016/2017** | **2017/2018** | **2018/2019** | **2019/2020** |
| Total number of pupils on roll | **549 NOR**(50 nursery pupils autumn term) | **583 (NOR)** (64 children in Nursery) | **585 (NOR)** (80 Children in Nursery) | **575 (NOR)** (80 Children in Nursery) | **589 (NOR)** ( 57 Children in Nursery) | **598 (NOR)** (60 children in nursery) |
| Total number of Pupil Premium (PP) pupils | 338 pupils @ £1200 per pupil | 324 pupils @ £1300(Nursery = £300) |  pupils @ £1320(Nursery = £300) |  pupils @ £1320(Nursery = £300) | pupils @ £1320(Nursery = £300) | pupils @ £1320(Nursery = £300) |
| **Total amount of funding received incl. Nursery** | **£406,000** | **£435,000** | **£435,000** | **£440,000** | **£411,840** | **£390,720** |

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**Pupil premium strategy statement:**

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| **Summary information** |
| *The school is located in an area of high social deprivation and we have a high percentage of pupils eligible for pupil premium, which brings complex challenges. Staff are committed to ensuring that barriers are broken down to ensure that every child has the best education possible in order that they can reach their full potential and that no child should be left behind.**We strongly believe that educational success should not be about postcodes but from pupil’s innate love and passion for learning and remembering new things.* *Whilst there is a high proportion of pupils in receipt of PPG, we also acknowledge that we have some families in the community whose earnings put them just above the threshold for FSM and therefore eligibility for Pupil Premium (PP). We are determined to ensure that our children are given every chance in life and learning. We strive to ensure that the range of support in place is diverse and flexible enough to ensure that all children in our school are able to access support as individuals in order to achieve their full potential. We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child’s potential in any way.**Termly Pupil Progress meetings enable the identification of underachieving pupils and planning to address their needs.* *In making provision for underachieving pupils, we recognise that not all pupils who receive free school meals will be underachieving. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as underachieving.* |
| **Academic Year** | 2019/20 | **Total PP budget** | £393,360 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 598 | **Number of pupils eligible for PP** | 306 | **Date for next internal review of this strategy** | December 2019 |

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| **Current attainment**  |
| **END OF KS2 OUTCOMES 2019 (2018 outcomes in brackets)** | **Disadvantaged Pupils - 52 pupils**  | **National Average (All)** |
| **% working at ARE or above in reading, writing and maths** |  *59%* 31 pupils *(48%)* | *64.8%* |
| **% achieving expected standard in reading** | 62% 33 pupils (66%) | 73.1% |
| **% working at GDS in reading** | 17.3% 9 pupils (12%) | 26.9% |
| **% achieving expected standard in writing** | 75% 39 pupils (68%) | 78.4% |
| **% working at GDS in writing** | 2% 1 pupil (0%) | 20.1% |
| **% achieving expected standard in maths** | 73% 38pupils (72%) | 78.6% |
| **% working at GDS in maths** | 17.3% 9 pupils (10%) | 27% |
| **Progress rate in Reading**  | -2.4 (-2.7) |  |
| **Progress rate in Writing** | -4.3 (-3.2) |  |
| **Progress rate in Maths** | -2.1 (1.7) |  |

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** |
| **In-school barriers** *(issues to be addressed in school)* |
|  | On entry to school pupils’ oral language and communication skills are lower than their peers nationally. A number of children are not ‘school ready’ on entry to school e.g. toileting, separating from parent/carer, demonstrate listening skills and interact with adults and peers. These children need additional transition arrangements to prepare them for the next stage in learning. |
|  | Pupils in receipt of PP who also have significant special educational needs, some are complex and require additional SALT support. Main area of need is Communication and Interaction. |
|  | Pupils in receipt of PP who are mobile – e.g. join the school mid-year (last year 15% of the school population was transient). |
|  | Language skills in Reception are lower for pupils eligible for PP than for other pupils. Pupils in receipt of PP who have social, emotional and mental health difficulties.  |
|  | EAL and home language can be a barrier. |
|  | Boys under performance from an early start. |
| **External barriers** *(for some pupils)* |
|  | Compared to IMD scores at National Lower Super Output Area Level, Arundel Court Primary sits level of deprivation ranks within 1% of the most deprived neighbourhoods in the country and ACPA  |
|  | Parents experience difficulty in developing parenting skills e.g. lack of boundaries, routines, ambition. Poor behaviour management strategies  |
|  | Increasing number of parents with mental health issues and the number accessing multi-agency support. |
|  | Upheaval and logistical challenges of new school building project (PSBP2) |
| **Desired outcomes**  |
|  | *Desired outcomes and how they will be measured* | *Success criteria for children who attract PP* |
|  | Improve oral language/speech and language skills for pupils eligible for PP within the EYFS and up to year 2 for children at risk of underachieving by the end Key Stage 1  | Pupils eligible for PP in Nursery and Reception make rapid progress by the end of the year so that they all achieve a Good Level of Development /on track to achieve a Good Level of Development. Analysis of school tracking will show PP children at KS1 have made more than expected progress.  |
|  | To improve outcomes for pupil premium pupils by the end of KS2 in Reading, Writing & Maths. | Diminish the difference in combined Reading, writing and maths outcomes by the end of 2020Diminish the difference the difference in Reading, writing & Maths |
|  | Ensure PP pupils continue to achieve well in phonics and even more meet the threshold for age expectation | Pupils eligible for PP all pass the Y1 Phonics AssessmentPupils eligible for PP make as much progress as ‘other’ pupils across Key Stage 1 in reading and achieve at the expected standard in line with other pupils |
|  | Improved quality of relationships, behaviour and attitudes to enable identified children to be ready for school and to access learning independently. | Through Thrive and Nurture provision, provide increased counselling/play therapy/social and emotional support to identified children, delivering tailored therapeutic support to individuals or small groups of children. (Year R to year 4). |
|  | Increased parental engagement for disadvantaged pupils | The staff have strong relationships with parents/wider family built on trust and a shared understanding. The school also supports family learning opportunities with an increasing number of family members being actively involved e.g. reading, attending parent sessions, class assemblies, budgeting and behaviour sessions. |
|  | To improve the mental health and well-being of all pupils, whilst also supporting parents so they are ready and able to consistently engage with all learning. | Identified pupils are able to access learning and personalised provisionAttitudes to learning improve – less incidents of disengagement and/or poor behaviourThe progress of identified pupils improves in line with all pupils and in line with national |
|  | To provide access to a quiet supervised calm space with activities for children at all break times.Breakfast club enables children to settle quickly before school starts and school and learning ready at the start of lessons. | All children have access to these activities, there is not barrier to participation. |
|  | Reduce the number of persistent absentees among pupils eligible for PP. Attendance of pupil premium pupils is in line with or better than national benchmarks (96%) | Parents continue to be well supported in maintaining their children’s good attendance and learning.To continue to work closely with the health related absence nurse., including other health professionals. |
|  | To enable all children to access a range of curriculum enrichment activities in and out of school such as theatre visits, school trips, after school clubs | All children have access to these activities and there is not barrier to participation.  |

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| **Planned expenditure**  |
| **Academic year** | **2019/20** |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** ***Links with Sutton Trust Research (EEF)*** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** |
| Further narrow the gap between PP and Non at the end of EYFS, KS1 and KS2in Reading, Writing and Maths | 1. Two Deputy Head Teachers in post (with some teaching commitments) but a relentless focus to improve the quality of learning
2. Effective use of teaching assistants – Every class has a fulltime TA and additional support staff in YN, YR, Y1 & Y2.
3. After school and before school targeted and personalised interventions
4. Use of volunteer readers and buddy reading system across the school
5. Additional teachers to keep class sizes down to 25 children in a class as well as even smaller classes in year 2 and year 6
 | Using assessment effectively andrigorously to plan high quality, talk rich lessons. All teachers ensure children’s’ gaps and needs are identified swiftly and they are taughtwell to help them catch up.We want children in receipt of PP tomake as much progress as all children and catch up where they have or are beginning to fall behind.*EEF – high first quality teaching**EEF Evidence indicates that tuition can be effective, on average accelerating learning by approximately five additional months’ progress.**Reducing class size appears to result in around 3 months additional progress for pupils, on average.* | HT to monitor role of DHTDHT to work closely with year leaders in their phase.Termly pupil progress meetings, focussing on any pupils falling behind and implementing strategies to close the achievement gap.Performance managementPlanning & book looksSuccessful and helpful Termly Tri-ad lesson observationsPersonalised learning, with flexible groupings, allowing increased opportunities to give 1 to 1 feedback | DHTs – T&LYear leaders  | £37,930Booster Groups – £1540.005 x teachers £188,2701 additional teacher £1771.00  |
| *Due to the Covid 19 pandemic and the lockdown restrictions, the end of term assessments were not completed and therefore difficult to evaluate the impact of the above actions. However, PP/vulnerable children were offered places in school during this time. Early baseline and assessments in September 2020 revealed the majority of children have mainly remained where they were in March. Pupils have not forgotten what was taught until that point. At the start of the new academic year all children carried on with previous books to show the learning journey and continuity & progression**Please click* [*here*](PP_strategy%20EVALUATION%202019.20.docx) *see the Autumn term EVALUATION OF FULL OPENING PROVISION* |
| To improve outcomes for PP children by the end of KS2 in Reading, Writing | 1. Effective use of school librarian
2. Power reading (BRP)
3. Targeted tuition for identified year groups.
4. 4th teacher in year 6 a.m. only (starting from Jan 2020)
5. GAPS across the school
6. Three staff are part of a reading action research project
7. Whole school reading comprehension
8. School to use a whole school reading comprehension programme (led by English team)
9. Additional hour for most TAs, half an hour before and after school hours to support and compliment the teaching programmes and deliver more targeted reading support every day.
 | When the school had two ECAR teachers all teaching assistants and volunteers were trained to deliver an intensive one to one reading programme (BRP/Wave 3 FFT). We are continuing with this but now calling this reading intervention ‘power reading’. Children read 15/20 minutes three times a week. The programme lasts for 10 weeks.*EEF - Evidence suggests that TAs can have a positive impact on academic achievement.**Those where TAs support individual pupils or small groups, which on average show moderate positive benefits.**EEF - Feedback studies tend to show very high effects on learning. (On average an additional 8 months)**On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.* | Regular staff meetings and training for TAs around reading, delivered by an accredited reading recovery trainerSLS & Librarian doing regular reading trainingExpert support from the university of Chichester in English and MathsTeachers and both English and Maths teams attend regular network meetings, forums and moderation surgeries.Three staff working towards an NPQSL & ML accreditation and research action work is linked to our School Improvement Work in English |  | £18,602 - BS training –6 teachers tutoring - £5000Easter school - £15001 x Teacher £23,4296 x Cover Supervisor days’ pa £200BS - £50020 x staff £7690 |
| *Due to Covid 19 pandemic and the lockdown restrictions, the end of term assessments were not completed and therefore difficult to evaluate the impact of the above actions.* *However, the school worked relentlessly to promote reading at home during the lockdown. See website, YouTube and social media for further information on activities etc. The librarian & the English team worked hard to provide a virtual library with staff reading events etc. Post lockdown in June 2020 all spare adults, including the Lunchtime staff were allocated pupil premium children to listen to them read every day.*  |
| To maintain our specialist inclusion/pastoral team so they can continue their valuable work supporting children and their families, including targeted families to improve attendance, provide a range of support and advice to parents & carers | The inclusion team to provide support through;1. Targeting pupils with poor attendance and offering different levels of support dependent on the family need.
2. Parenting support such as family learning workshops in targeted areas e.g. phonics, maths, managing behaviour, sleep clinic, understanding boys and adult basic skills.
3. Triple P parenting training
4. Regular telephone calls and contact in school.
5. Breakfast club
 | School is one of the most deprived part of the city of Portsmouth and recent IMD shows the complex needs and challenges of the community.Skilled staff are trained to This is where a small team of staff work with groups or individual children to help improve a range of skills and attitudes to learning and friendships. They may help children develop self-confidence, raise self-esteem, help with friendship worries, help resolve conflicts and have a positive mind set. One of their roles is to prevent vulnerable pupils at risk of exclusion and to support them in class.*EEF toolkit identifies Parental Involvement as having a positive outcome in relation to cost.**Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (on average an additional 3 months)**On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).* | All inclusion/Pastoral staff attend weekly ‘LAPS’ (Learning and Pastoral meetings)Attend regular multi-agency meetings within the localityNetwork with a range of professionals, including social care, health and the police.SEND/INCO sits on the ISP panelAttendance officer attends termly attendance network meetingsTeam is part of the behaviour network in the city, helping to keep up to date with city initiatives etc. |  | £86.855 |
| *We could not underestimate the role of the inclusion workforce during the lockdown period from March to July 2020, responding rapidly to a wide a range of family needs and supporting those living in crisis. All staff worked hard to keep connected with parents and children, mainly through phone calls, emails and regular zoom meetings. Children’s learning and emotional needs in school have been supported through one to one, additional phonics, reading sessions, nurture, and Thrive sessions. Staff collectively increased emotional support through selected stories, circle time, P4C and topics addressed within the class bubble. Due to the pandemic, lots of proposed actions and approaches were unable to take place and therefore difficult to assess.* |
| To enable all children to access a range of curriculum enrichment activities in and out of school. | 1. Year group leads and subject teams identify enrichment activities that would benefit all children.
2. Clubs to be arranged for children to participate in at lunchtimes or afterschool.
 | Children are given the opportunities to try out and take part in various extra-curricular activities to increase their confidence.This helps the curriculum and learning come alive! The children learn more through first hand experiences. Children are able to see and do more around the local area, which enriches the curriculum and helps to develop cultural and community awareness*Research has shown that children’s writing is improved if they write from their own experience. By providing a range of first hand experiences children have the opportunities to write with purpose from experience.* | Senior Leadership Team (SLT) will ensure there is a variety of activities on offer and that children are given the opportunities to access these.Year leaders and subject leads will have a shared curriculum intent and successfully implemented to ensure that pupils are experiencing and talking about their experiences. Increased number of staff meetings to review the curriculum and to ensure its relevant and purposeful.Monitor improved attendance and a reduction in PA, another indication that the curriculum is having an impact on enjoyment and pupil outcomes. |  | Clubs |
| *Due to the pandemic and restricted interactions allowed children did not experience all the usual enrichment activities to support the curriculum. Parents were encouraged to share home learning activities during lockdown and there were lots of opportunities to participate in virtual whole school or year group events, keeping the school connected. See the school website, YouTube and social media for more evidence.*  |
| Continue to enrich children’s school experiences byproviding a wide range of outdoor learning and widercurriculum opportunities. | 1. Funded 3 x mini buses are leased every year so that we can provide more regular and affordable opportunities for the children to engage in outdoor learning and wider curriculum experiences.
2. Author visits, theatre company visits are mostly subsidised
3. 50 things to do before the pupils leave Arundel Court Primary – children have to complete this and keep certificates and achievements in a portfolio.
 | Landport is the highest unemployed area and highest crime and poverty in Portsmouth. The school works incredibly hard to help break this cycle of unemployment and raise aspirations. Curriculum design, including regular visits form a range of people in the world of work (usually linked to every year group’s topic.Helping children to understand the importance of money management, working hard and savings. Enterprise activities and challenges help to understand the importance of finances and profit gains etc.*The EEF believes enriching education has intrinsic benefits and thinks all children including those from disadvantaged backgrounds deserve a well-rounded education. It suggests outdoor adventure learning can have a potential gain of +4 months* | Curriculum PlanningPupil and Parent/Carer SurveysPupil interviewsSchool councilWhole school, values led and approach to building a successful school community. |  | £19,302Trip subsidy £1500Fuel/MOT/Services/MIDAs trainer costs £2500£600Space dome £550Viking £35050 things - £3000? |
| *Due to lockdown restrictions and the move to the new school building in February 2020 resulted in limited or no out of school visits. The lease to the minibuses ended and were not renewed in April 2020. The pupil passport was started in autumn 2019 but has been put on hold since March 2020.*  |
| To accelerate progress in all core subjects so that;more PP pupils achieve ARE in line with non and national;progress scores are in line with national. | 1. ‘Gaps time’ - 1 to 1 pupil conferencing
2. Catch Up, Keep Up and Stretch groups (with a priority on PP and HA PP pupils)
3. Boys reading club
4. A variety of mastery groups which take part at various times in the day and often TA led
 | Gender and PP gap needs to be closed because as children get older the gap gets wider. React quickly if any child’s progress dips or falls behind from where they’ve entered a new key stage and in year progress.*The EEF evidence suggests:** *feedback to children +8 months*
* *tuition +5 months*
* *small group tuition +4 months*
 | Pupil progress meetings, identifying who and when targeted intervention happens.Class visitsBook looksEnglish and Maths leads, including year leads monitor and track any gaps with PP and non PP and gender. | HT/DHT and year leaders to monitor effectiveness | % of TA salary 2 hours every day x 5x39 = £2,250 |
| *All activities were in place in Autumn 2019 but all unable to assess progress due to lockdown restrictions and no end of term assessments.*  |
| To accelerate the progress of PP pupils with SEND | SENCo to; assess PP pupils with SEND; co-plan with teachers; support teachers to:1. Provide the most effective classroom provision; support

teachers and 1 to 1 TAs in theplanning, delivery and tracking of high quality interventions1. Outreach support to help teachers to plan for differentiation
 | High proportion of SEND pupils have the PPG in school | Pupil progress meeting discussions, which involve the SENDCOStaff meetings to accurately moderate PKS standards and all staff are using these across the key stages.Regular discussions and meetings with Teachers and TAs with SEND pupils in their class. Monitoring and supporting SEND pupilsDeploy 1 to 1 TAs effectively and regularly support and monitor their work with SEND pupils |  | ???? |
| *No end of term assessments and evaluations were possible due to limited number of pupils in school during the Spring term 2 & the summer term 2020.*  |
| Total Budgeted costs  |  |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** |
| To improve outcomes for PP children in the Phonics Screening at Year 1 & 2 | 1. Extra fulltime teaching assistant in Year 1 to support progress in phonics / reading where required.
2. Purchase more phase related phonics books across Reception and KS1.
3. Replenished banded books for each class.
4. Weekly targeted training for TAs delivering phonics.
5. Phonics Bug Club.
6. Closer work and regular training/moderation with YR & Y1 teachers
 | Poor phonics outcomes in 2018/19 cohort and low year 1 cohort this year (1.8 APS for reading at the end of Year R)Limited amount of reading at home. Many parents have poor literacy skills and many can’t read. *The extra adult to provide extra focused phonic support:**EEF Small Group Tuition + 4 months**EEF Phonics Intervention + 4 months**EEF 1 to 1 Tuition + 5 months* | Pupils will make at least expected progress from their starting points and the phonics screening results will meet targets set.Staff subject knowledge will be improved and this is evidenced through monitoring and pupil outcomes in phonics.Children will have regular opportunities to reinforce and consolidate phonics skills taught during independent guided reading sessions. | HS – Phonics lead | £12,309£5,500Bug Club £850.00 |
| *Phonic phase related books were purchased and were used effectively in the autumn term 2019. During the lockdown period, pupils had access to the phonics bug club but we were unable to assess the progress pupils made due to limited remote learning engagement in spring/summer 2020.* |
| Improve outcomes for identified pupils with social, emotional and mental healthdifficulties, many of whom are in receipt of PP | 1. Thrive Councillor to provide support for children’s emotional wellbeing.
2. Pastoral team workers have dedicated time to support identified pupils in class, plan and deliver specialised programmes such as Lego therapy and other interventions
3. Training for team
 | *EEF toolkit identifies social and emotional learning as having a positive impact in relation to their cost.**The EEF suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective with a potential gain of +3 months**Social and emotional learning**support +4 months* |  |  | £21,902 3 days Thrive £1700£2000 |
| *Behaviour and attitudes to learning throughout all of the lockdown remained positive and all pupils attending school were respectful and safe. No exclusions and most of the vulnerable pupils returned to school. 90% of SEND pupils returned over this period. Those who didn’t attend school were clinically vulnerable. Pupil behaviour & attitudes have been excellent and those who returned in June 2020 have been settled, focused and have been more productive in class. Working in smaller groups, pupils formed strong friendships and had high levels of concentration. The increased amount of outside time and increased physical activity made a difference to pupil attitudes, behaviour and social skills.*  |
| SALT | 1. More teaching assistants in lower school are now trained to deliver SALT to identified pupils with speech programmes.
2. One Speech therapist has been employed for one day a week to support TA and deliver programmes across the school.
3. 1.5 days per week of SALT time from NHS
4. Explicitly extending pupils’ spoken vocabulary, through everyday provision and planned events like performing to parents, visitors, ‘sing up’ and ‘off by heart, poetry’ events.
 | Oral language interventions will be promoted at all opportunities to encourage pupils to engage in early conversations. Developing spoken language will also benefit reading and writing skills across the curriculum.Oracy interventions, particularly in the lower years and adults modelling language well will emphasise the importance of spoken language and verbal interaction in the classroom. *EEF - Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.* |  |  | £11,955£1000 - CPD£11,000 |
| *Staff training by SALT took place in Autumn term and TAs used this effectively in their everyday practice. Again very difficult to assess impact of this work due to the lockdown restrictions in 2020.*  |
| **OTHER APPROACHES** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost****implementation?** |
| Nurture provision | Accredited practitioners planning and delivering small-bespoke sessions mainly with Year R to Year 4 pupils. Helping to prepare pupils to be ready for learning and more able to deal with personal anxieties or worries.  | *EEF toolkit identifies social and emotional learning as having a positive impact in relation to their cost.**The EEF suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective with a potential gain of +3 months*Social and emotional learningsupport +4 months |  | Diane CookBev Tiller | £51,278 |
| Welfare personal pride and development  | Year 6 uniform (blazer, tie and shirts) given to all year 6 when they have earned ‘passport to 6-cess’. |  | Positive role models and ambassadors for the school community. Year 6 easily visible.School prefects selected, including head boy & head girlKey responsibilities around the school, including after school events and activities.  |  | £2300 |
| Total budgeted costs | **£523,833** |