



Ide Hill Church of England Primary School Pupil Premium Strategy Statement Academic Year 2020-2021

Rationale:

At Ide Hill C of E Primary School our priorities this year are:

We aim to develop a love of learning, placing equal importance upon academic, moral, social, physical and spiritual development. Through strong links with our families and the wider community we aspire to deliver an education which will prepare the children for the opportunities, experiences, responsibilities and challenges of adult life.

To this end, we aim to support the academic learning of our pupils in receipt of the Pupil Premium Grant but we also provide them with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. We also fund extra-curricular activities such as school clubs and the purchase of essential items to ensure equal access to the curriculum. We also use the PPG grant to try to ensure that our children make at least good progress from their starting points and diminish the difference between them and their non-pupil premium peers.

Ide Hill recognises the growing importance of strategies to improve mental wellbeing and emotional literacy for all of our children and have this year recruited a “Wellbeing Champion” and Emotional Literacy Support Assistant.

We identify and address barriers to learning faced by individual pupils through:

- Everyday teaching practice;
- Discussions with pupils;
- Engagement with parents and agencies involved;
- Rigorous regular tracking of pupil attainment and progress. This occurs termly in our solution-focused “closing the gap” pupil progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with the senior leadership team. This enables us to measure the effectiveness of strategies to overcome their barriers to learning, and a new tailored programme put in place where appropriate.

The main barriers to educational achievement faced by eligible pupils at the school:

- Broken family structures – family stress and low resilience
- Access to morning and after school child care
- Access to activities outside of school hours i.e. paid for school clubs
- Low prior attainment in other settings
- Safeguarding and welfare issues which have lead to Social Services involvement
- Physical challenges
- Low self esteem
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Frequent moves of school
- Socio-economic disadvantage i.e. low income leading to lower opportunities
- Attendance & punctuality figures are typically lower for FSM pupils. Poor Attendance inhibits achievement.
- Affordability of school uniforms

Expenditure of Pupil Premium funding to overcome these barriers to learning:

All the interventions and support are chosen for their proven effectiveness (research or peer/internal impact evaluation), with the intention of accelerating the progress of our disadvantaged children to raise their standards of attainment and close any gaps with their non-PP peers. Pupil premium used to support additional activities before and after school. Trained staff to deliver emotional support and one:one sessions where required.

Pupil premium Strategy 2019/20:

- Quality teaching for all
- Meta-cognition and self-regulation
- Collaborative learning
- Mastery Learning
- Oral language intervention
- Targeted support
- One:one and small group tuition
- One:one wellbeing support
- Peer tutoring

Measuring Impact:

We will use both internal and external data to measure the impact of the Pupil Premium Grant on our children's learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required. At the end of the school year we will publish our data focusing not only on the attainment of our pupils in reading, writing and maths, but also on how effective we have been in diminishing the difference between our highest and lowest attainers. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development. The use of the Pupil Premium Grant is fluid as children's needs change throughout the year. The numbers indicated below are indicative and as such are subject to change.

1. Summary information					
School	Ide Hill C of E Primary School				
Academic Year	2020/2021	Total PP budget 2020/2021	£14,400	Date of most recent PP Review	September 2020
Total number of pupils	152	Number of pupils eligible for PP	9	Date for next internal review of this Strategy	January 2021
2a. Current attainment					
End of KS2 results 2020 (to be updated July 2021)	Pupils eligible for PP (Ide Hill C of E Primary School)		Pupils eligible for PP (national average)		National Average
% of PP pupils achieving expected or above in Reading					
% of PP pupils achieving expected or above in Writing					
% of PP pupils achieving expected or above in Maths					
% of children achieving expected or above in GPS					
Average Progress Scores in Reading					
Average Progress Scores in Writing					
Average Progress scores in Maths					

2b. Current attainment		Pupils eligible for PPG	National pupils eligible for PPG (2021)	National pupils not eligible for PPG (2021)
End of KS1 results 2020 (to be updated July 2021)		(Ide Hill C of E Primary School)		
% of PP pupils achieving expected or above in Reading				
% of PP pupils achieving expected or above in Writing				
% of PP pupils achieving expected or above in Maths				
Reading (making the School expected progress of 0.3 points)				
Writing (making the School expected progress of 0.3 points)				
Maths (making the School expected progress of 0.3 points)				
3. In-school barriers (issues to be addressed in school, such as poor oral language skills)				
A.	Attainment in reading/writing/maths			
B.	Challenging behaviours			
C.	Independent Learning/Growth mindset not fully embedded			
External barriers (issues which also require action outside school, such as low attendance rates) (Not in priority order.)				
D.	Broken family structures – family stress and low resilience			
E.	Loss and bereavement			
F.	Time lag in gaining support needed from external agencies			
G.	Access to funds to pay for “extras” i.e. school trips/activities etc.			
H.	Low prior attainment			
I.	Physical challenges			
J.	Low self esteem			
K.	Trauma and mental health issues			
L.	Poor attendance & poor punctuality for some of cohort			
M.	Socio economic disadvantage i.e. unable to access uniforms etc.			

4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
•	Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving to have support through appropriate interventions. Support to be targeted based on need.	Termly teacher assessments & pupil progress meetings will show that each child has made more than expected progress on reading, writing and maths, so that they move closer to age related expectations.
•	To support children with personal, social, emotional development and wellbeing. Some of our children have external pressure detrimental to their wellbeing and we wish to address this. Ensure that this is available before and after school where required for children who need to access before and after school clubs on a regular basis.	Fewer behaviour incidents recorded for these pupils. Ensure wellbeing champion and ELSA are used where needed most. Work with external counsellors where required. Feedback from trained member of staff/external counsellor where required. Improved emotional wellbeing, resilience, self esteem and building positive relationships to be evident – as confirmed by parents/external agencies/teachers/support staff.
•	All PPG children to have access to the curriculum, including part funding for trips and resources for identified children. All PPG children to have access to a range of after school clubs and activities at no cost to include wrap around care i.e. before and after school.	100% take up for school trips and all pupil premium children to participate in at least one free after school activity per week. 2 places to be held in both morning and after school clubs for PP children.
•	Increased attendance rates for pupils eligible for PP. Parents engaged with all aspects of school life and events and strong home partnerships are developed. Children are able to attend school regularly and on time.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves in line with 'other' pupils as new attendance policy is adopted.

5. Planned expenditure					
Academic year	2020/21 Actual Estimated Pupil Premium Grant: £14,400 Actual Estimated Expenditure: £19,225				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving to have support through appropriate interventions.	<p>Targeted Staff training:</p> <p>1. First Class @ number, 2. Blooms Taxonomy 3. Growth Mindset 4. Mastery 5. Phonics</p> <p>Staff training for new Teaching Assistants in order to provide excellent quality support for PPG children and offer meaningful and targeted one:one sessions.</p> <p>Purchase targeted and appropriate learning resources to support the teaching.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>One to one teaching is having a positive impact and also assists with pupil confidence and self-belief contributing to a growth mindset.</p> <p>We continue to invest in the following proven programmes: Nessy; Speech/Language Link; Number Shark; Power of 2; Toe by Toe</p>	<p>Courses selected using evidence of effectiveness.</p> <p>Working within Sevenoaks Partnership to share best practice.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees’ classes after the course, to embed learning (including TA’s).</p> <p>Lessons from training embedded in discussions at weekly staff meeting and TA meetings.</p> <p>Subscriptions/Licences purchased have been tried and tested by staff.</p> <p>Governor monitoring visits and discussions (including formal feedback) at TLC meetings.</p>	Headteacher	<p>Jan 2020</p> <p>Staff training: £500.00 (only a proportion of staff training is assigned to PPG)</p>
B. Mastery Approach embedded in all subject	Continue with “mastery approach” in 2020/2021	“Mastery approach” is proven to deepen subject knowledge and understanding.	<p>Lead teacher to train & support all teaching and relevant support staff on mastery.</p> <p>Ongoing Governor monitoring & feedback from Governors.</p> <p>Regular update at Pupil Progress Meetings</p> <p>Regularly monitor data</p>	HB	No additional costs this year

C. Meta-cognition and self-regulation	Working with children to ensure that they “know what to do” when they “don’t know what to do”	In conjunction with growth mindset, ensure children have the ability to “learn to learn” and measure their own development.	Appoint lead teacher to train and support other staff.		£400.00 leadership time dedicated to this over year.
D. Collaborative Learning	Ensure children know what effective collaboration looks like	Instil the benefit of team work, respect for one another and sharing ideas. Support PP children to contribute effectively to build confidence.	Measure outcomes/success through informal feedback at staff meetings. Pupil Progress meetings. Governor monitoring. Ongoing monitoring of pupil data.		0.00
E. Peer Tutoring	Teachers to direct children to work in small groups. Children support each other to achieve their very best.	Whilst this is already in practice, ensure teaching staff are actively encouraging children to work together and ask them for feedback on the success. Often PP children have less confidence and support and encouragement from their peers is very valuable.	Measure outcomes/success through informal feedback at staff meetings. Pupil progress meetings. Ongoing monitoring of Pupil data. Governor monitoring.		0.00
F. Talk for writing/Oral language intervention/. Dialogic Teaching and Learning	Emphasis on spoken language and verbal interaction rather than explicit direction.	Further embed talk for writing.	Measure outcomes/success through informal feedback at staff meetings. Pupil progress meetings. Pupil data. Governor monitoring.		0.00
H. To support children & staff with personal, social, emotional development and wellbeing (within curriculum)	Continuation of staff and pupil wellbeing a school priority in 2020/2021 there will be a whole school focus on this initiative.	Pupil and staff wellbeing School Priority: Leuwwen Screening Rights Respecting Schools – Bronze award Working with “Feegans” wellbeing charity to engage with parents Live marking is proven to increase staff wellbeing. One:one counselling available & £50.00 per hour	Courses selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning. Governor monitoring visits (including formal feedback) and discussions at TLC meetings.	All	Jan 2020 £500.00
Total budgeted cost					£1,400.00

ii. Targeted support i.e. one:one/small group 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	When will you review implementation?
Improved emotional wellbeing for children	New appointment of Early Learning Support Assistant.	An ELSA in a school is an Emotional Literacy Support Assistant to support children with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.	SENCo to monitor impact	CR/DH	Jan 2020 Training: £600.00 5 hours per week £5,680.00 (50% attributed to PP) = £3,140.00
A. Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving and/or not reaching full potential to have support through appropriate interventions.	1:1 and small group provision: 1.1st Class @ Number 1 2.Number Shark 3.Additional Handwriting 4.Additional Reading including Comprehension 5.Additional 6.Spelling/Phonics 7.Maths Mastery 8.Growth mindset	Some of the students need targeted support to catch up particularly in reading/writing/maths. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Governor monitoring visits on pupil data. Discussed at termly pupil progress meetings and at Teaching and Learning committee meetings. Teacher hourly group rate per pupil £6.75 (6 children) TA hourly rate per pupil in group £2.35 (6 children) Teacher one:one hourly rate £40.00 TA one:one hourly rate £13.50	Individual class teachers	December 2020 TA Time: £2,300.00 (4 hours per week) Teacher Time: £4,000 (1 hour1:1 per week) Licences & subscriptions: £1,800.00 Total £8,100

<p>B. To support children with personal, social, emotional development and wellbeing.</p>	<p>Targeted support for Pupil Premium children requiring one:one support for personal, social and emotional wellbeing. This will include purchasing external resources such as Playtherapy and will involve external organisations/specialists where appropriate.</p> <p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	<p>Discussions held with parents and KCC advisors about best approaches.</p> <p>Use resources that have had the biggest impact in previous years.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Impact overseen by SENCo and Headteacher.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Discussed at termly pupil progress meetings.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>SENco/HB</p>	<p>April 2020</p> <p>Appointment of “wellbeing champion” at school, providing one:one support for children who need it. £5,171.00 (50% pupil premium) £2,585.50</p>
<p>Total budgeted cost</p>					<p>£13,825</p>

iii. 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	When will you review implementation?
<p>C. All PPG children to have access to the whole curriculum, including part funding for trips and resources for identified children.</p> <p>Free after School clubs for all PPG children</p> <p>Free wrap around care for targeted PP children</p>	<p>The School has agreed to fund school trips for targeted children.</p> <p>All PPG take up the offer of free after school clubs & activities in order to engage them in cross curricular activities that they may not ordinarily access.</p>	<p>It is evident that children would miss out if the School did not fund certain activities.</p> <p>The high percentage take up of free after school activities indicates that this is a worthwhile initiative. Evidence of increased engagement after participating in school clubs.</p>	<p>Engage with parents.</p> <p>Ensure all PPG children encouraged to do as many activities as possible.</p>	Headteacher	<p>January 2020</p> <p>£500.00 School Trips contribution (subject to trips re-instated Jan 2021)</p> <p>£1,000.00 School Clubs contribution (subject to clubs re-instated Jan 2021)</p> <p>£2500.00 morning and after school club</p>
D. Increased attendance rates	<p>Rigorous monitoring of pupil absence and follow up quickly on absences. First day response provision.</p> <p>Implementation of new attendance policy.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of all staff about existing absence issues.</p> <p>Staff to collaborate to ensure new policy and standard school processes work smoothly and applied correctly.</p>	Headteacher	Jan 2020
Total budgeted cost					£4,000



**Ide Hill Church of England Primary School
Pupil Premium Strategy Statement
Academic Year 2019-2020**

REVIEW OF EXPENDITURE

1. Summary information					
School	Ide Hill C of E Primary School				
Academic Year	2019/2020	Total PP budget 2019/2020	£15,673	Date of most recent PP Review	April 2020
Total number of pupils	154	Number of pupils eligible for PP	8	Date for next internal review of this Strategy	July 2020
2a. Current attainment					
No end of KS2 results for this academic year	<i>Pupils eligible for PP (Ide Hill C of E Primary School)</i>		<i>Pupils eligible for PP (national average)</i>		<i>National Average</i>
% of PP pupils achieving expected or above in Reading					
% of PP pupils achieving expected or above in Writing					
% of PP pupils achieving expected or above in Maths					
% of children achieving expected or above in GPS					
Average Progress Scores in Reading					
Average Progress Scores in Writing					
Average Progress scores in Maths					

2b. Current attainment		Pupils eligible for PPG	National pupils eligible for PPG (2019)	National pupils not eligible for PPG (2019)
No end of KS1 results 2020 this academic year		(Ide Hill C of E Primary School)		
% of PP pupils achieving expected or above in Reading				
% of PP pupils achieving expected or above in Writing				
% of PP pupils achieving expected or above in Maths				
Reading (making the School expected progress of 0.3 points)				
Writing (making the School expected progress of 0.3 points)				
Maths (making the School expected progress of 0.3 points)				
3. In-school barriers (issues to be addressed in school, such as poor oral language skills)				
A.	Attainment in reading/writing/maths			
B.	Challenging behaviours			
C.	Independent Learning/Growth mindset not fully embedded			
External barriers (issues which also require action outside school, such as low attendance rates) (Not in priority order.)				
D.	Broken family structures – family stress and low resilience			
E.	Loss and bereavement			
F.	Time lag in gaining support needed from external agencies			
G.	Access to funds to pay for “extras” i.e. school trips/activities etc.			
H.	Low prior attainment			
I.	Physical challenges			
J.	Low self esteem			
K.	Trauma and mental health issues			
L.	Poor attendance & poor punctuality for some of cohort			
M.	Socio economic disadvantage i.e. unable to access uniforms etc.			

6. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
•	Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving to have support through appropriate interventions. Support to be targeted based on need.	Termly teacher assessments & pupil progress meetings will show that each child has made more than expected progress on reading, writing and maths, so that they move closer to age related expectations.
•	To support children with personal, social, emotional development and wellbeing. Some of our children have external pressure detrimental to their wellbeing and we wish to address this. Ensure that this is available before and after school where required for children who need to access before and after school clubs on a regular basis.	Fewer behaviour incidents recorded for these pupils. Use techniques such as Leuven screening to measure wellbeing. Feedback from trained member of staff, experienced in counselling on an individual basis. Improved emotional wellbeing, resilience, self esteem and building positive relationships to be evident – as confirmed by parents/external agencies/teachers/support staff.
•	All PPG children to have access to the curriculum, including part funding for trips and resources for identified children. All PPG children to have access to a range of after school clubs and activities at no cost to include wrap around care i.e. before and after school.	100% take up for school trips and all pupil premium children to participate in at least one free after school activity per week. 2 places to be held in both morning and after school clubs for PP children.
•	Increased attendance rates for pupils eligible for PP. Parents engaged with all aspects of school life and events and strong home partnerships are developed. Children are able to attend school regularly and on time.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves in line with 'other' pupils as new attendance policy is adopted.

7. Planned expenditure					
Academic year	2019/20 Actual Estimated Pupil Premium Grant: £15,673 Actual Estimated Expenditure: £15,875				
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.					
iv. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving to have support through appropriate interventions.	Targeted Staff training: 1. First Class @ number, 2.Blooms Taxonomy 3.Growth Mindset 4.Mastery 5. Phonics Staff training for new Teaching Assistants in order to provide excellent quality support for PPG children and offer meaningful and targeted one:one sessions. Purchase targeted and appropriate learning resources to support the teaching.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. One to one teaching is having a positive impact and also assists with pupil confidence and self-belief contributing to a growth mindset. We continue to invest in the following proven programmes: Nessy; Speech/Language Link; Number Shark;Power of 2; Toe by Toe	Courses selected using evidence of effectiveness. Working within Sevenoaks Partnership to share best practice. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning (including TA’s). Lessons from training embedded in discussions at weekly staff meeting and TA meetings. Subscriptions/Licences purchased have been tried and tested by staff. Governor monitoring visits and discussions (including formal feedback) at TLC meetings.	Headteacher	Jan 2020 Staff training: £1,500.00 (only a proportion of staff training is assigned to PPG)
B. Mastery Approach embedded in all subject		“Mastery approach” is proven to deepen subject knowledge and understanding.	Lead teacher to train & support all teaching and relevant support staff on mastery. Ongoing Governor monitoring & feedback from Governors. Regular update at Pupil Progress Meetings Regularly monitor data	HB	£800 mastery training for lead teacher (including supply cover and leadership time)

C. Meta-cognition and self-regulation	Working with children to ensure that they “know what to do” when they “don’t know what to do”	In conjunction with growth mindset, ensure children have the ability to “learn to learn” and measure their own development.	Appoint lead teacher to train and support other staff.		£400.00 leadership time dedicated to this over year.
D. Collaborative Learning	Ensure children know what effective collaboration looks like	Instil the benefit of team work, respect for one another and sharing ideas. Support PP children to contribute effectively to build confidence.	Measure outcomes/success through informal feedback at staff meetings. Pupil Progress meetings. Governor monitoring. Ongoing monitoring of pupil data.		0.00
E. Peer Tutoring	Teachers to direct children to work in small groups. Children support each other to achieve their very best.	Whilst this is already in practice, ensure teaching staff are actively encouraging children to work together and ask them for feedback on the success. Often PP children have less confidence and support and encouragement from their peers is very valuable.	Measure outcomes/success through informal feedback at staff meetings. Pupil progress meetings. Ongoing monitoring of Pupil data. Governor monitoring.		0.00
F. Talk for writing/Oral language intervention/. Dialogic Teaching and Learning	Emphasis on spoken language and verbal interaction rather than explicit direction.	Further embed talk for writing.	Measure outcomes/success through informal feedback at staff meetings. Pupil progress meetings. Pupil data. Governor monitoring.		£800.00
H. To support children & staff with personal, social, emotional development and wellbeing (within curriculum)	Continuation of staff and pupil wellbeing a school priority in 2019/2020 there will be a whole school focus on this initiative.	Pupil and staff wellbeing School Priority: Leuwwen Screening Rights Respecting Schools – Bronze award Working with “Feegans” wellbeing charity to engage with parents Live marking is proven to increase staff wellbeing. Self esteem/resilience workshop November Self regulation resilience, taking responsibility workshop May 20 Youth worker in school for 4 weeks delivering healthy lifestyle, anti bullying and resilience workshops spring 2020 One:one counselling available	Courses selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning. Governor monitoring visits (including formal feedback) and discussions at TLC meetings.	All	Jan 2020 £1,500.00 £800.00
Total budgeted cost					£5,000

v. Targeted support i.e. one:one/small group 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	When will you review implementation?
A. Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving and/or not reaching full potential to have support through appropriate interventions.	1:1 and small group provision: 1.1st Class @ Number 1 2.Number Shark 3.Additional Handwriting 4.Additional Reading including Comprehension 5.Additional 6.Spelling/Phonics 7.Maths Mastery 8.Growth mindset	Some of the students need targeted support to catch up particularly in reading/writing/maths. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Governor monitoring visits on pupil data. Discussed at termly pupil progress meetings and at Teaching and Learning committee meetings. Teacher hourly group rate per pupil £6.25 (6 children) TA hourly rate per pupil in group £2.17 (6 children) Teacher one:one hourly rate £37.50 TA one:one hourly rate £13.00	Individual class teachers	April 2020 TA Time: £2,100.00 (4 hours per week) Teacher Time: £3,875 (1 hour1:1 per week) Licences & subscriptions: £1,500.00 Total £7,475.00

<p>B. To support children with personal, social, emotional development and wellbeing.</p>	<p>Targeted support for Pupil Premium children requiring one:one support for personal, social and emotional wellbeing. This will include purchasing external resources such as Playtherapy and will involve external organisations/specialists where appropriate.</p> <p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	<p>Discussions held with parents and KCC advisors about best approaches.</p> <p>Use resources that have had the biggest impact in previous years.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Impact overseen by SENCo and Headteacher.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Discussed at termly pupil progress meetings.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>SENco/HB</p>	<p>April 2020</p> <p>To be carried forward to next academic year due to limitations caused by C-19</p>
<p>Total budgeted cost</p>					<p>£7,475.00</p>

vi. 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	When will you review implementation?
<p>C. All PPG children to have access to the whole curriculum, including part funding for trips and resources for identified children.</p> <p>Free after School clubs for all PPG children</p> <p>Free wrap around care for targeted PP children</p>	<p>The School has agreed to fund school trips for targeted children.</p> <p>All PPG take up the offer of free after school clubs & activities in order to engage them in cross curricular activities that they may not ordinarily access.</p>	<p>It is evident that children would miss out if the School did not fund certain activities.</p> <p>The high percentage take up of free after school activities indicates that this is a worthwhile initiative. Evidence of increased engagement after participating in school clubs.</p>	<p>Engage with parents.</p> <p>Ensure all PPG children encouraged to do as many activities as possible.</p>	Headteacher	<p>January 2020</p> <p>£500.00 School Trips contribution</p> <p>£1,000.00 School Clubs contribution</p> <p>£1,900.00 morning and after school club</p>
D. Increased attendance rates	<p>Rigorous monitoring of pupil absence and follow up quickly on absences. First day response provision.</p> <p>Implementation of new attendance policy.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of all staff about existing absence issues.</p> <p>Staff to collaborate to ensure new policy and standard school processes work smoothly and applied correctly.</p>	Headteacher	Jan 2020
Total budgeted cost					£3,400.00