



All Saints Church of England Pupil premium strategy / self-evaluation Form 2019/2020

1. Summary information

School	All Saints Church of England Primary School				
Academic Year	19/20	Total PP budget	£3,960.	Date of most recent PP Review	N/A
Total number of pupils	108	Number of pupils eligible for PP	3	Date for next internal review of this strategy	Spring 2019

NB. 2018/2019 We had 6 pupil premium children and should receive £1320 = £7,920. We lost 6 FSM pupils either from year 6 or in other year groups and took 2 new FSM who then left summer 19. Children come and go and it is difficult to manage who we have money for and who we do not due to pupil movement and clawback but spends are tracked against each individual child. Please ask to see pupil premium tracking spreadsheet if this is appropriate in your role.

OFSTED All Saints, - 2016 Outstanding "The very small number of disadvantaged pupils means it is not statistically reliable to directly compare their attainment with other **SIAMS Needwood 2018 Outstanding - same leadership team and school improvement planning**

"The accelerated progress made, particularly by the vulnerable, reduces the gap between them and their peers."
pupils in the school or nationally. However, inspection evidence confirms that there are no gaps in the achievement of disadvantaged pupils and their classmates. They achieve equally well." "The small proportion of disadvantaged pupils in the school receive highly effective support from the pupil premium funding. The grant is used to support pupils with their learning, support their emotional and social welfare and ensure that they have full access to all school activities."

2. Current attainment

2019	Disadvantaged ARE school 1	Disadvantaged national ARE	Non Disadvantaged ARE	Whole school ARE	National (all pupils) ARE	Disadvantaged GDS School	Disadvantaged National GDS	Non Disadvantaged GDS	Whole school GDS	National (all pupils) GDS
reading	100% (1) (GDS)	TBC	82% (9/11)	83% (10/12)	75.3%	100% (1) (GDS)	TBC	36% (4/11)	41.6% (5/12)	28.1%
Writing	100% (1) (GDS)	TBC	91% (10/11)	91.6% (11/12)	78.3	100% (1) (GDS)	TBC	18% (2/11)	25% (3/12)	19.9%
Maths	100% (1) (GDS)	TBC	82% (9/11)	83.3% (10/12)*	75.6%	100% (1) (GDS)	TBC	36% (4/11)	41.6% (5/12)	23.9%
GPS	100% (1) (GDS)	TBC	91% (10/11)	91.6% (11/12)	77.7%	100% (1) (GDS)	TBC	36% (4/11)	41.6% (5/12)	34.4%

2018	Disadvantaged ARE school 4 pupils	Disadvantaged national ARE	Whole school ARE	National (all pupils)	Disadvantaged AGD School	Disadvantaged National AGD	Whole school AGD	National (all pupils)
reading	75% (3/4)	80%	88.4% (15/17)	75.3%	25% (with 1 1 SS off)	33%	35.29% (6/17)	28.1%
Writing	75% % (3/4)	83%	88.2% (15/17)	78.3%	25%	23%	41% (7/17)	19.9
Maths	100%	81%	94% (16/17)	75.6%	25% (with 1 1SS off)	28%	52.94% (9/17)	23.9%
GPS	75% % (3/4)	82%	82% (14/17)	77.7%	25%	39%	52.94% (9/17)	34.4%

Note: we could only achieve 25%, 50%, 75% or 100%.

	2016		2017		2018		2019	
	READING ARE							
	disadvantaged	SEN	Disadvantaged	SEN	Disadvantaged	SEN	Disadvantaged	SEN
School	50% (2 Pupils)	NO SEN	100% (1)	100% (1)	2 FSM 100% AGD 50%	0 (2)	100% (1)	2 support nut not on national data
National	71%	66%	77%	71%	59	38.1	80%	
	WRITING ARE							
	disadvantaged	SEN	Disadvantaged	SEN	Disadvantaged	SEN	Disadvantaged	SEN
School	50% (2 pupils)	NO SEN	100%	100%	100% (2) AGD 50%	0 (2)	100% (1)	2 support nut not on national data
national	79%	74%	81%	76%	62	33.1	83%	
	Maths ARE							
	disadvantaged	SEN	disadvantaged	SEN	Disadvantaged	SEN	Disadvantaged	SEN

School	100% (2 pupils)	NO SEN	100%	0% (1)	100% (2) AGD 50%	50% (1/2)	100% (1)	2 support nut not on national data
national	75%	70%	80%	75%	59	36.8	81%	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor oral language skills)
Based on the current children in school as opposed to analysis of data of last years' year 6 pupils.

A.	Mental health / Emotional needs and especially resilience and confidence in performance/exam mode (cusp children achieving ARE).
B.	Learning attitudes, seeing themselves as learners and how to learn. Metacognition.
C.	Reaching potential at Greater depth. More-able transition GDS to AGD.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Parental involvement / parenting support (both of child's behaviour and learning at home and for parents' needs) and communication.

These intended outcomes are based on the bespoke needs for current pupils in school and the success of existing strategies.

	Intended outcomes (specific outcomes and how they will be measured)	Success Criteria
A Mental health / Emotional needs and especially resilience and confidence in performance/exam mode.	<p>Children will have improved:</p> <ul style="list-style-type: none"> - Positive attitudes to learning - Self esteem - Confidence - Safe and ready to learn - Relationships with friends, adults in and out of school - Attendance - Confidence and achievement in formal / standardised assessments <p>To make sure children, who are in receipt of Pupil Premium, are provided with a variety of support to meet their social, emotional and behavioural needs.</p>	<ul style="list-style-type: none"> - Pupil voice will identify the listed improvements. - Book Trawl - Data analysis – attendance data – remains in line with Non-PP - Reduced behaviour issues / sanctions (behaviour logs, exclusion data) - Staff/parental discussions - Learning walks - Teacher assessment and formal assessment to show good progress from their starting points.

<p>B Learning attitudes, seeing themselves as learners and how to learn. Metacognition.</p>	<p>Children will have improved metacognition of their learning and how they learn. They will use meta language, analysis their learning cycle</p> <ul style="list-style-type: none"> - Know how to learn - Aspire to challenge - Use learner qualities - Be responsible for their own learning - Believe effort will lead to success and have a growth mindset - Collaborates - Talks about their own learning <p>With the ultimate impact on improved progress and attainment outcomes, readiness for the next steps in their learning and transition phases.</p>	<ul style="list-style-type: none"> - Children's social, emotional needs being met in classroom based activities. - Effective nurture provision. - Effective bespoke, booked external activities
<p>C Reaching potential at Greater depth. More-able transition. GDS to AGD.</p>	<p>There will be an improvement of the percentage of pupils transitioning, GDS to AGD and cusp children (upper 90s to achieve ARE).</p>	
<p>D Parental involvement / parenting support (both of child's behaviour and learning at home and for parents' needs) and communication.</p>	<p>Parents will be able to support behaviour management strategies at home impacting on esteem and therefore achievement as well as behaviours in school. Relationships will be developed between parents and children enabling improved esteem and ability to learn.</p> <p>Parents emotional and mental health will be supported due to more ordered homes and management of children enabling them to be more able to help with learning and having positive discussions.</p>	<p>As above and parental evaluations of classes.</p>

4. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Action	Intended outcome (IMPACT on pupil premium pupils)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with...)	Cost
<p>PP CPD (raising of profile and needs of and expectations for Exploration of barriers to learning for individual pupils. Develop an understanding or the impact of Quality first teaching on PP pupils.</p>	<p>Staff will have an understanding of the profile and expectations for PP pupils, what the barriers to their learning are and their needs. PP children – make expected or accelerated progress to close the gaps)</p>	<p>See data above.</p> <ul style="list-style-type: none"> - Comparable evidenced teacher assessment data of pupil premium children to non-pupil premium children (in school and nationally) in internal data. - Tracked good progress of individuals in cohort tracking. - Reduced exclusions 	<p>These actions and strategies will continue to be implemented in the following academic year</p>	<p>0 Support in classroom in order to enable effective feedback</p>

<p>Further PP focus for discussion at Pupil Progress Meetings PP continues to be tracked as a vulnerable group by SLT Focus on quality first teaching.</p>	<p>Developed understanding of needs of the child's academic, social, emotional, health barriers to development and strategies to overcome these barriers.</p>	<ul style="list-style-type: none"> - Improved pupil premium attendance for example: 94% - 97%. - Increased esteem and better responses to friendship and emotional issues – more than one child. - Increased ability to respond to extraneous circumstances which are beyond our control or what any child should have to deal with. - Extremal pupil premium review outcomes. - Achieved value for money from resources purchased. - Qualitative evidence of emotional / social progress and support. 	<p>Continue.</p>	<p>and QF. £4000</p>
<p>Specialist learning resources. Specific interventions, texts Such as word wasp etc.</p>	<p>Where necessary some children will require specialist learning resources so a supportive budget has been set. To include ICT software and licences.</p>		<p>PP children were broadly in line with non-PP pupils progress across 2017/2018.</p> <p>A high proportion children made good and accelerated progress.</p> <p>We will, next year, look to bespoke interventions for the current pupils online.</p> <p>Continue.</p>	<p>£1000</p>

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Intervention for children who are either making slow progress or who are below Nationally expected levels.</p> <p>Provision planning in place for Autumn term and 6 weekly review of cost, impact benefit and adjustment of provision.</p> <p>Pupil progress analysis senior leaders and staff, then sets groupings and targets for the next term.</p>	<p>Children will make accelerated progress.</p> <p>Teachers and support staff will be acutely aware of the Childrens needs and tailor learning on a daily basis to them with specialist resources and a consistent approach which is regularly reviewed at a forensic level.</p>	<p>See above</p>	<p>See above</p>	<p>See full cost impact analysis £4000.</p>

<p>Interventions include academic and social and emotional support.</p> <p>Costs include the running of, resources for and on costs of the interventions.</p> <p>Interventions to target specific support such as phonic needs, narrowing the gaps / Wave 1-3 interventions which are different levels of intervention ranging from in class to specialist services and support, opportunities for quality feedback - ranging from Teaching Assistant (TA) to qualified teacher support.</p> <p>Additional interventions for the more-able pupils are included in provision</p>				
<p>Agency support and / or achievement meetings with partners</p>	<p>Some Agencies come with a cost and some children may need additional support such as special educational needs support services, educational psychologist SENSS, EP, e.g. £163 a session (so 3 sessions (7.5 hours but can only be taken in 3 blocks of 2.5 hours each, may benefit 1 child 3 times, or 3 children?!) Additional costs so that staff can be</p>	<p>This support offered tailored suggestions for improvement and standardised and other data to identify specific barriers to learning such as vocabulary, processing etc. interventions then were bespoke to pupil needs enabling good progress.</p> <p>See above.</p>	<p>Continue.</p>	<p>£500</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will)</p>	<p>Cost</p>

<p>To set up pre teaching groups to ensure preparation and confidence for forthcoming lessons.</p>	<p>Children will be well prepared for their learning impacting on outcomes in lessons, progress overall and esteem / confidence development.</p>	<p>V positive for mental health – preparedness for lessons and esteem/confidence.</p>	<p>Difficulties in ensuring parents will commit and children turn up on time otherwise group are out of sync.</p> <p>V positive for mental health – preparedness for lessons and esteem/confidence.</p>	<p>12.50 per session for adult cost only.</p>
<p>Premier booking for Y6 sessions on wellbeing and mental health around examinations. (4 1 hour sessions).</p>	<p>Y6 children feel more confident going into exams which some find difficult and do not demonstrate what they are capable of – support the reduction of the extremely high expectations they have on themselves and their parents have on them which adds pressure and exam stress.</p>	<p>2 children still really struggled under the pressure but the rest went in with very positive mind-sets.</p>	<p>Continue provision as it supports a large proportion of children.</p> <p>Look to how to support those of this disposition where intervention. Mindfulness and mental health support hasn't helped.</p>	<p>£400</p>

<p>Head Teacher trained as Pupil Premium Reviewer Head Teacher completed training – support provision for PP in own and other schools</p>	<p>Continued growth in knowledge of good practice and apply to all MAT schools.</p>	<p>High quality CPD necessary to move practice forward - understand expectations.</p>	<p>Review of training – good. Supported own schools PP review. Conduct school reviews and continue to learn and grow changing practice in schools.</p>	
<p>Develop effective nurture and social, emotional support and intervention.</p> <p>Mindfulness development</p>	<p>Staff feel able to support children with emotional needs impacting on the children’s academic progress through improved confidence and self-esteem.</p> <p>Children are ready to learn and have improved academic attainment and accelerated progress because they have had the opportunity to discuss barriers to learning with regards to mental health.</p> <p>-Developed of self-esteem; -Improved social skills through the use of play to teach social skills such as turn-taking, sharing, cooperating and appreciating the feelings of others; and -Developed language for communication.</p> <p>Specific, targeted mindfulness teaching for PP children with Anna Morrone to enable strategies to manage emotions, behaviours and learning attitudes.</p>	<p>This has been highly effective for all pupils and parents as the support for mental health and parenting has been extended through CPD.</p> <p>Children are more confident in school and are more engaged in their learning. They are more-able to play and work with peers and speak to adults effectively.</p>	<p>We have needed to ensure another is trained and timetabled to support across the federation sites in the absence of the nurture leader however, this is an excellent opportunity for all of our pupils and supports the huge barrier to learning which is behaviour, well-being, self-esteem issues and often more underlying</p>	<p>£4,500</p> <p>£500</p> <p>£500</p> <p>£500</p>

Access to all educational extra-curricular opportunities linked to curriculum learning. Subsidisation of visits and visitors / Residential visits.	Children have access to all activities, do not feel the stigma of not being able to attend freely, prevent worry for parents or difficult conversations.	Children are freely accessing opportunities and, as cited above, there is evidence of academic or emotional / social progress and support.	Children were enabled to access all provision. A significant proportion of PP children attended	£190 per child.
Registration and costs towards extracurricular activities and groups	Music tuition and / or access to sporting clubs and tournaments. Support towards summer and holiday clubs where they are educational.	See above.	Continue.	£740
Uniform / sundry support	Ensure parents are notified that we can support with such items and provide opportunity for them to approach us. Where appropriate provide support such as uniform items and sundries.	Parents feel like they can approach us for support. Support provided enables children's esteem to Do children feel emotionally more supported (they may not be aware but they should feel more inclusive with appropriate uniform etc).	Childrens esteem was improved because they were 'like their peers'. Continue.	£50 - £100

5. Planned expenditure

Academic year	2019/2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome (IMPACT on pupil premium children)	What is the evidence and rationale for this strategy?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Bespoke intervention in developing confidence in performance mode/exam technique for example, specific maths program for identified children – Power maths, certain decisions about interventions such as precision teaching, word wasp etc.	Increase confidence examination expectations, increase achievement – identifying tiny developmental steps in achievement, reevaluating interventions half termly to consider next steps. High levels of engagement between teachers and teaching assistants using forensic AFL, standardised Formative assessment will reflect teacher assessment.	Research into effective provisions for all pupils – EFF / Headteacher updates, bespoke training / ENTRUST			

<p>Further develop metacognition understanding.</p>	<p>Staff will know what metacognition is, how it sits with what we are doing, why we are developing it, what impact it will have. Ultimately, improved outcomes, rapid progress.</p> <p>They will be able to develop children's metacognition with the ultimate aim to impact on progress and attainment.</p> <p>Children will understand their own learning within a metacognition framework, use meta language with an impact on positive learning behaviours and progress and standards.</p>	<p>closing the gap, DFE supporting attainment of disadvantaged. OFSTED expectations and publications. - Visiting successful schools - The previous, positive impact on existing PP children Evidence from external Pupil premium review</p>	<p>As above.</p> <p>Robust action planning and careful steps ensuring staff, children and parents are on our journey.</p> <p>Monitoring and moderation, as cited above and in SEF.</p> <p>SIP RAG</p> <p>Staff will understand what metacognition is and be involved in the action plan for developmental next steps in order to impact on the progress for all and especially our PP children whose learning attitudes and understanding about their learning is less developed.</p> <p>Better understanding of learning will support improved outcomes for children.</p>	<p>FLT</p>	<p>Half termly.</p>
<p>Early barriers review with staff and pupils themselves. Ensure early barriers information is used effectively in order to ensure bespoke interventions and planned QF teaching meets needs effectively.</p> <p>Case studies developed.</p> <p>Early identification, drill down to what the issues real are.</p> <p>Continued tracking of PP pupils, comparisons in internal data, pupil progress meeting focus.</p> <p>FLT to take on a PP child each for further tracking and focus.</p> <p>Link Governor to explore pp progress in more explicit detail and conduct learning walks focussing on targeted pupils. – developed Gov monitoring.</p>	<p>Continued focus on individual PP pupils will flag up any barriers and alternations to learning needed ensuring rapid progress and improved attainment.</p> <p>Governor understanding, expertise and focus on PP pupils, scrutiny and reflection will enable high focus.</p>	<p>As above</p>	<p>Regular review of tracking, cost impact analysis.</p> <p>Data analysis.</p> <p>All monitoring drivers cited above.</p>	<p>FLT and SENDCO</p>	<p>Half termly</p>

<p>Explicitly understand the language of and teach learning attitudes and processes.</p> <p>Develop as a staff to identify our learning processes and what we are targeting as a federation.</p> <p>Have a definitive list of learning attitudes for the Federation – See PSHE action plan and mindfulness</p> <p>Enable Governors, staff and children to contribute.</p> <p>Develop a visual, accessible for all plan of what makes a good Federation learner</p> <p>Plan a progression, hierarchy of these, when they are developed across the year groups, so that by the final upper key stage they are still explicitly reviewed but are used effectively within self-regulated learning.</p> <p>Incorporate into our planning (not bureaucratic) but to identify what 'learning process' is being expected. How we are being</p>	<p>Children will have a clear understanding of learning attitudes and what a forest learner looks like. will know what metacognition is, how it sits with what we are doing, why we are developing it, what impact it will have.</p> <p>Ultimately, improved outcomes, rapid progress.</p> <p>All stakeholders in the forest federation will know 'What a good Federation learner looks like.'</p> <p>We will have a structure of learning skills and attitudes for their progression of metacognition</p>	<p>As above</p>	<p>Half termly review with staff, governors etc.</p>	<p>FLT</p>	<p>Half termly</p>
<p>Develop language of positivity early September but to formally roll out the research of Growth mindset so as not to overload – focussing on learning processes and blooms autumn term.</p> <p>Developing growth mind set</p> <p>Understand what we collectively mean by growth mindset.</p> <p>Share information about growth mindset with parents.</p> <p>Ensure we explicitly use growth mindset language vs fixed mindset.</p> <p>Review types of Praise – praising the process, their effort and individual development over the result, further review of feedback – see marking.</p> <p>Level of Expectation – having high, challenging but realistic expectations of children's performance.</p> <p>Work on blooms and mastery.</p> <p>Positive growth culture that values learning, achievement and development</p>	<p>Staff and children will display a growth mindset for learning and ultimately impact on outcomes.</p> <p>Stakeholders will have a better understanding of the theory behind the success of a growth mindset and how to use the correct language, challenge, feedback etc. to ensure it is effective</p> <p>Staff will use looms effectively to plan success criteria to meet LO.</p>	<p>See above</p>	<p>Review practice, monitor involvement and improvements.</p> <p>As above</p>	<p>FLT</p>	<p>Half termly</p>
<p>Link with inner town high level PP school to develop FLT understanding, make link s with children</p>	<p>Staff collaboration and learning.</p> <p>Pupil collaboration and learning and aspiration development – see below Working with schools who are successful and have larger numbers of PP.</p>	<p>As above</p>	<p>Regular review.</p> <p>Discussions with SLT of other school.</p> <p>Pupil voice.</p>	<p>FLT</p>	<p>Review after development opportunity.</p>

	Children to experience opportunities together..		As above		
Total budgeted cost					Training costs / teacher time £1500
ii. Targeted support					
Action	Intended outcome	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>Intervention for children who are either making slow progress or who are below Nationally expected levels.</p> <p>Provision planning in place for Autumn term and 6 weekly review.</p> <p>Pupil progress analysis then sets groupings and targets to follow through for spring and summer.</p> <p>Interventions include academic and social and emotional support.</p> <p>Costs include the running of, resources for and on costs of the interventions.</p> <p>Interventions to target specific support such as phonic needs, narrowing the gaps / Wave 1-3 interventions which are different levels of intervention ranging from in class to specialist services and support, opportunities for quality feedback - ranging from Teaching Assistant (TA) to qualified teacher support.</p> <p>Additional interventions for the more-able pupils are included in provision planning.</p>	<p>Children progressing at rates in line with or above nationally expected levels</p> <p>Children are achieving national expected levels or are the gaps closing through accelerated progress</p>	See above.	<p>Cost impact analysis demonstrates impact of interventions and enables us to evaluate success.</p> <p>See above.</p>	See full cost impact analysis	Half termly cost, impact analysis.
Barriers to learning pupil, staff voice identified aspirations and the need to harness them.	Link with school as outlined above.	See above	<p>Review.</p> <p>Does pupil voice show impact?</p> <p>Progress data and discussions about aspirations and transition.</p>	FLT	After meeting with senior leaders and after activity.

			See above.		
Total budgeted cost					£4500
iii. Other approaches					
Action	Intended outcome	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>Develop activities and harness opportunities to explore wellbeing and mindfulness.</p> <p>Continue the good work by Anna Morrone and roll this out to all or targeted children not just PP – this enables staff to learn the skills to roll out the teaching in their own classes.</p> <p>To access any opportunities which develop this area: Library visits around emotions - booked. Visits such as the theatre etc. POP UK booked.</p> <p>LA – book body image sessions across the federation. Frutition programme booked with Premier sport which includes unit on mind, sleep etc.</p>	<p>Children will have improved:</p> <ul style="list-style-type: none"> - Positive attitudes to learning - Self esteem - Confidence - Safe and ready to learn - Relationships with friends, adults in and out of school - Attendance - Confidence and achievement in formal / standardised assessments <p>To make sure children, who are in receipt of Pupil Premium, are provided with a variety of support to meet their social, emotional and behavioural needs.</p>	As above and Mental health strategy white paper, analysis of needs of children and families.	<p>Regular review. PP analysis Data outcomes Behaviour and exclusion analysis.</p> <p>See above</p>	Ongoing. This comes as a significant cost and is paid for under SP and PP.	Half termly
<p>Continue to develop effective nurture and social, emotional support and intervention.</p> <p>Grow opportunities for the referral system – parent, pupil.</p> <p>Mindfulness development</p>	<p>Staff feel able to support children with emotional needs impacting on the children's academic progress through improved confidence and self-esteem.</p> <p>Children are ready to learn and have improved academic attainment and accelerated progress because they have had the opportunity to discuss barriers to learning with regards to mental health.</p> <p>We need children to be more confident in school and are more engaged in their learning. If they are more able to play and work with peers and speak to adults effectively they can then engage in lessons better, feel more confident and have esteem about their academic learning</p> <p>-Developed of self-esteem;</p>	See above	<p>Regular monitoring and review. Data and progress measures.</p>	Flt	Half termly

	<p>-Improved social skills through the use of play to teach social skills such as turn-taking, sharing, cooperating and appreciating the feelings of others; and -Developed language for communication.</p> <p>Children will have improved:</p> <ul style="list-style-type: none"> - Positive attitudes to learning - Self esteem - Confidence - Safe and ready to learn - Relationships with friends, adults in and out of school - Attendance - Confidence and achievement in formal / standardised assessments <p>To make sure children, who are in receipt of Pupil Premium, are provided with a variety of support to meet their social, emotional and behavioural needs.</p> <p>Specific, targeted mindfulness teaching for PP children with Anna Morrone to enable strategies to manage emotions, behaviours and learning attitudes.</p> <p>Ultimately impact on progress and attainment.</p>				
<p>Access to all educational extra-curricular opportunities linked to curriculum learning. Subsidisation of visits and visitors / Residential visits.</p> <p>Opportunities to attend after school club to complete homework in a supported way.</p> <p>Enabling parent classes to take place with wrap around provision.</p> <p>Supporting attendance by attending breakfast club – in school on time for feedback.</p> <p>Registration and costs towards extracurricular activities and groups Music tuition and / or access to sporting clubs and tournaments. Support towards summer and holiday clubs where they are educational.</p>	<p>Children have access to all activities, do not feel the stigma of not being able to attend freely, prevent worry for parents or difficult conversations.</p> <p>Children are freely accessing opportunities. There evidence of academic or emotional / social progress and support.</p>	<p>See above</p>	<p>Children were enabled to access all provision. See above.</p>	<p>CG/Office staff</p>	<p>Half termly</p>
<p>Uniform / sundry support</p>					

To enable responsibility by taking control of a club/sport/activity. Provide badges, certificates, kit and staffing of activity but for pupils to lead.	Child/ren develop sense of responsibility, boost esteem and confidence.	Emotional / behavioural needs of barriers analysis for PP pupils	Review / discussions with pupils involved as well as leaders.	FLT	End of course.
Total budgeted cost					£10.500

2019/2020 Pupil Premium Strategies

Easy to read review / quick guide

Analysis of 17/18 and plans 18/19, responding to CPD such as JTMAT training, working with other schools, reading relevant and new research and working as a senior leadership team, we have reviewed and updated our practice for the provision of pupil premium children. This is coupled with data analysis of needs of the pupils in school. ***Please read in conjunction with PP expenditure and planning report.***

What's new?

SIP linked

- Further development of metacognition
- Mental health / Emotional needs and especially resilience and confidence in performance/exam mode (cusp children)
- Mindfulness development across the schools including specific interventions which enable mindfulness and appropriate discussions for esteem/mental health and the associated staffing and resource costs of this.
- Self-regulation
-

Developed teaching strategies in addition to quality first and bespoke interventions

- Pre teaching
- Developed precision teaming – not just SEND pupils
- Greater focus on AFL for all and

Other

- Parenting classes (started end 17/18) – cpd for leader, planned, evaluated programme for targeted parents of all pupils but has impacted on PP families in need.
- A better approach which involves all staff working with the specific children and the pupils themselves to identify barriers to learning.
- Plans for aspiration development work with link school (Winshill) for year 5 and 6s to go to a university for a day – based on barriers to learning and aspiration discussions with pupils.

What worked and is continuing?

- Use of specialist services which come at a cost such as external behaviour support or additional SEND or EP sessions.
- Academic interventions – teacher/TA
- Nurture provision
- Music provision and other clubs
- Mindfulness led by external provider
- Trips/visits/visitors – including bespoke ones for groups of pupils
- Staffing (if necessary) to enable a child to attend an after school club safely
- Wrap around care provision

Rarely needed but still options for use

- Books for home
- Providing evening meals in form of tea
- Public transport i.e. Bus vouchers so parents can attend appointments, taxis to enable children to attend summer clubs,

- Hair appointments
- Uniform and sundries
- Responsibility development - running a club themselves (staffing the club) and purchasing the resources to make this effective

Anything stopped? Any unsuccessful specific interventions.