

Pupil Premium Strategy Statement – Warbstow Primary Academy 2020-2021

1. Summary information

School	Warbstow Primary Academy				
Academic Year	2020-2021	Total PP budget	£14795	Date of most recent PP Review	September
Total number of pupils	66	Number of pupils eligible for PP	8	Date for next internal review of this strategy	May 2021

2. Current attainment

	Y6 pupils eligible for PP (your academy) X7 total in Yr 6 cohort	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	No data available due to Covid-19 school closures in 2020	No data available due to Covid-19 school closures in 2020
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading		
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing		
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)

A.	<p>Reintegration and Recovery Plan. Particularly for those children for whom the advantage gap has widened.</p> <p>KS1 Linked to teacher assessment conducted across KS1 in Autumn 1. Evidence of low starting points compounded by 6 months of lost momentum and contextual barriers to online learning– the widening of the gap in phonics, early reading accuracy and fluency as well as vocabulary development is most marked in KS1. Priority target group - Years 1 and 2.</p> <p>KS2 Linked to baseline assessment data in KS2 Autumn 1 – children bridging from KS1 to KS2 who have not achieved reading fluency – compounded by 6 months of lost momentum and inconsistent online engagement during school closure. Priority Target group – Year 3</p>
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B.	<p>Families in Warbstow are largely in employment but for many, wages are low, and families present with a variety of Home Issues. This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support. This was especially true during the lockdown period if parents were working.</p>		
C.	<p>A significant proportion of PP pupils present with barriers and difficulties to the learning process. This is a key area of development across all abilities and is a signifier of low self-image/self-esteem.</p> <p>Reintegration and Recovery Plan</p> <p>The most vulnerable learners in all phases are those with challenging behaviours, poor self-efficacy and present limited engagement for online learning from home. These children have returned to school with fragile self-esteem and poor self-efficacy. Staff recognise that these are fundamental prerequisites for learning and so the emotional resilience of learners needs to be a core element of our response to school closure and our recovery plan in the short and long term.</p>		
External barriers <i>(issues which also require action outside school)</i>			
D.	<p>Poor attendance and lateness is an additional barrier which compounds the underachievement of many of our most vulnerable learners. A number of our pupils have to contend with high mobility through housing issues. For a small number, continuity of provision in one school is critical, following high levels of mobility from one educational setting to another.</p> <p>Poor access to our digital learning offer (particularly during the event of school closure) is now a critical issue in ensuring equity of provision for our most vulnerable learners and ensuring that the advantage gap does not continue to widen.</p>		
4. Desired outcomes			
	<table> <tr> <th data-bbox="114 951 1189 1000"><i>Desired outcomes and how they will be measured</i></th><th data-bbox="1189 951 2123 1000"><i>Success criteria</i></th></tr> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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<p>A.</p>	<p>Phonics and Reading</p> <p>To secure the highly skilled and consistent deployment of the RWI phonics programme across EYFS and into KS1 so that children achieve early fluency in reading.</p> <p>To deploy the strategically targeted RWI programme for pupils in KS2 who have lost momentum of progress/not yet achieved Reading fluency so that their reading capacity is unlocked, and they can access the wider curriculum. (The critical transition in KS2 from learning to read to reading to learn).</p> <p>To ensure increased momentum and quality of language acquisition in all classes – but particularly in Reception and Key Stage 1.</p> <p>To secure accelerated progress in the fundamental skills of Phonics, Reading and early Writing development. Phonic Screening outcomes are at least in line with National and KS1 outcomes for Reading and Writing are consistently above 75%</p> <p>To ensure vocabulary is enhanced in KS2 and outcomes for Reading at KS2 are at least in line with National. Those children working below Expected cross the threshold to meet age related expectations by the end of KS2.</p>	<p>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke, layered support to enhance oracy, boost phonic awareness and apply these to the Reading ELG. The gap closes rapidly due to the skilled deployment of the RWI phonics programme.</p> <p>As pupils transfer to KS1, the focus continues in order to ensure vulnerable children achieve Expected in line with their non – Pupil Premium peers. Read Write Inc provision is a significant factor in accelerating progress in phonics, accuracy and fluency in Reading so that the advantage gap closes.</p> <p>In KS2, Reading and Writing outcomes at EXS and GDS are consistently strong so that the gap between disadvantaged and non-disadvantaged children closes.</p> <p>Across all phases, pupils are empowered to own and use language specifically linked to subject knowledge but also the language of ‘learning’ and the language which frames emotional intelligence so that they can articulate their understanding both academically and emotionally.</p>
<p>B.</p>	<p>Emotional Resilience</p> <p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>Trauma Informed approaches are deployed across the school and layered in response to whole class and individual diagnostic assessments.</p> <p>The most vulnerable pupils receive bespoke, closely monitored support with social and emotional development. As a result, highly vulnerable pupils develop resilience, sustain learning and achieve success.</p>	<p>Challenging behaviour and incidences of dysregulation arising from pupils in crisis due to anxiety and mental health issues, decreases. Those who present with multiple vulnerabilities receive high quality, consistent provision which addresses their needs.</p> <p>Children with Adverse Childhood Experiences (ACEs) receive timely and bespoke Trauma Informed Schools provision which compliments the whole school culture of care and nurture. Where appropriate, they are supported by external agencies.</p>

<p>C.</p>	<p>Metacognition and self-efficacy Children are active learners with high aspirations. They own the language of learning skills (metacognition) and have a growth mindset. This enables them to drive their own progress against models of excellence. They achieve highly and are empowered.</p> <p>Staff receive high quality professional development linked to evidence-based research on metacognition and teaching and learning pedagogy at a national level. They confidently and consistently drive learning processes which maximise pupil efficacy and secure strong outcomes for even the most vulnerable pupils.</p>	<p>The science of Teaching and Learning is high on the school's agenda and permeates through multiple professional development opportunities for staff.</p> <p>Staff consistently deploy methods which enable and empower pupils to secure knowledge and transfer it to long term memory.</p> <p>There is a shared language a school 'learning line'. Thus, pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning.</p> <p>High quality opportunities for focused feedback ensure that pupils have a clear grasp of progress against aspirational models and are able to demonstrate their understanding to teaching staff through 'visible learning' opportunities.</p> <p>Pupils reflect on their learning process as well as their outcomes and demonstrate increasing self- efficacy. School marking policy WHN implementation.</p>
<p>D.</p>	<p>Entitlement to learn. Increased attendance rates for all learners – but particularly those with vulnerabilities - are recognised as an entitlement to learn and to build confidence through consistency of attendance.</p> <p>For any incidence of school closure, pupils' learning is sustained through the provision of an accessible and meaningful Digital School Offer where virtual learning sits alongside 'in-class' provision. Children disadvantaged by lack of access to online learning are supported and enabled.</p>	<p>Attendance figures for all children – but with a particular focus on vulnerable learners, are greatly improved and are stabilised at 97%. Parents understand the impact of lateness and persistent absence. They support the school's drive to ensure pupils achieve their entitlement. Pupils attend school and are safe.</p> <p>In the event that children cannot attend school, there is a layered school offer to mitigate the risk of lost learning and ensure that pupils remain on track with support from teaching staff. Improved attendance figures re persistent absentees to last year.</p>

5. Planned expenditure

Academic year

2020-2021

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?
1.Improved phonics and oral language skills Reception and KS1 facilitated by EYFS Lead, Class teacher and experienced Teaching assistant.	<p>The embedding and refinement of Read Write Inc phonics as a systematic, highly quality approach to phonics, blending and vocabulary development.</p> <p>Following the purchase of resources match funded by the English Hub and initial staff training externally, funding for regular release to disseminate best practice within school.</p> <p>Reading Lead to coach and refine practice –both Wave 1 and for those deploying strategically targeted intervention across all priority year groups.</p>	<p>EEF Phonics development – moderate impact for low cost – extensive research +4</p> <p>Peer tutoring moderate impact for very low cost – extensive research +5</p> <p>KS1 scenario</p> <p>Evidence-based research linked to RWI phonics programme and existing provision. This is about extension and depth of existing provision and has strong potential to be sustainable and impact on Reading achievement over time.</p> <p>Pupils are assessed and streamed to focus high quality phonic provision and target gaps. Groups are fluid to allow for rapid momentum of progress.</p> <p>Daily catch up interventions deployed for an integrated, layered approach.</p>	<p>Building on the purchase of high-quality resources (these to include matched Book Bag books for reading at home) and training provided by Ruth Miskin – KS1 initially, then all staff - further bespoke training deployed for the newly designated RWI Reading Lead.</p> <p>English Hub funded support will enable sustainable development through the release and incremental coaching of all teaching staff and TAs.</p> <p>Designated Reading lead to liaise with EYFS Lead and design and implement programme of CPD for staff.</p> <p>EYFS Lead to monitor, assess and plan RWI provision and report termly to HoS.</p>	<p>Head of School</p> <p>English Lead</p> <p>EYFS Lead</p> <p>Ongoing training and release for teachers delivered by Reading Lead.</p> <p>Book Resources £500</p> <p>CPD £573</p>	<p>January 2021</p> <p>March 2021</p> <p>July 2021</p>

<p>2. Accelerated progress in Reading and Writing for KS1 pupils</p> <p>Increased proportions of pupils achieving Expected at end of each key stage</p>	<p>The further implementation of robust Reading provision at KS1 with a focus on sound blending into accuracy and fluency. This supported by RWI phonic books and which are matched to phonic phases.</p>	<p>Review of progress of lower achieving/vulnerable pupils in Yr 1 and 2 indicates that they have phonic gaps due to school closure and are unable to apply basic skills in phonics with confidence and consistency.</p> <p>This lack of automaticity impacts on early Reading progress and writing skills.</p>	<p>This is a whole school priority and is a Performance Management objective for all teaching staff.</p> <p>Key members of staff will lead the implementation and ensure that there are milestones to be achieved at key intervals.</p>	<p>Head of School English Lead</p>	<p>January 2021 March 2021 July 2021</p>
<p>3. The continuing refinement of our topic based curriculum which is tailored to the needs of our pupils.</p>	<p>Through carefully sequenced, meaningful learning opportunities which are embedded in context, children will be engaged in deep and rich experiences. These will enable them to transfer knowledge to long term memory increasingly effectively so that core knowledge and understanding of themselves and the world they live in is embedded over time.</p> <p>All learning will be driven by aspirational language and vocabulary development will be at the core of each lesson.</p>	<p>Through ongoing observation, SLT and teaching staff have identified a decline in fundamental vocabulary as children transfer into school.</p> <p>The school recognises the impact of the 'vocabulary gap' as a cap on the potential of all children, but most especially those who may be experiencing social disadvantage.</p> <p>Vocabulary is not only linked to cultural capital, but also cognitive ability. Children need words in order to shape thoughts and meaning about the world and themselves in it. We recognise language acquisition as a tool for emotional wellbeing, and a fundamental pre-requisite for forming effective relationships. This will drive our full spectrum Curriculum.</p>	<p>This is a whole school priority and is a Performance Management objective for all teaching staff.</p> <p>Key members of staff will lead the implementation and ensure that there are milestones to be achieved at key intervals.</p> <p>There will be a focus on the lowest achieving 20% of pupils in all monitoring scenarios – this to ensure equity for disadvantaged/SEN pupils and all children with barriers to learning/vulnerabilities.</p>	<p>Head of School</p> <p>Subject leads All teachers. All TAs</p>	<p>January 2021 March 2021 July 2021</p>

4.To ensure our children have aspirational and inspirational opportunities to develop their knowledge and skills.	Through ongoing financial support for PP children- subsidies Music Provision Swimming provision Residential Our school continues to adopt 'ensemble' approaches to collaborative learning through performance. Pupils of all abilities but with a focus on high achieving PP children, perform on stage termly.	SLT recognise that higher achieving PP children need inspirational opportunities linked to higher education and wider national initiatives as a catalyst to build confidence and motivate them to achieve highly. There is ongoing evidence from past projects that ensemble work builds capacity to collaborate effectively and engage as a learner, regardless of starting points.	Through the dissemination of best practice, drama, vocabulary development techniques and ensemble work, will be cascaded to all teaching staff. There will be a focus on acquisition of high quality language and ensemble work during lesson observations/work scrutinies.	Head of School	Through triangulation of lesson observation/ work scrutiny and pupil voice outcomes – ongoing throughout the year and across the curriculum. Performance outcomes both external and internal.
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Total budgeted cost £1073

ii. 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	When will you review
Improved Phonics outcomes linked to Reading and Writing at Yr 1 and KS1. The closing of the advantage gap. Children make significant progress from their Autumn teacher assessments and return to back on track or better.	Bespoke packages of support delivered by experienced teachers and TAs.	EEF Reading fluency and comprehension strategies high impact for low cost – extensive research +6 Initial baseline data across EYFS and KS1 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge. Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in	Timetables are orchestrated so that small group/1:1 interventions enhance Quality First teaching rather than detract from it.	Senior Head of School and Head of School RWI Reading Lead Class teachers See cost of Reading Lead	Ongoing and reviewed 1/2 termly by HoS Termly through pupil progress meetings with SLT

Improved Reading outcomes at KS2.	Bespoke packages of support across delivered by experienced teachers/HLTAs.	Initial teacher assessment across KS2 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge.	Timetables are orchestrated so that small group/1:1 interventions enhance Quality First teaching rather than detract from it.	Head of School Teaching- £6717	Ongoing and reviewed X6 weekly by Reading Lead
The deployment of the RWI Fresh Start programme in order to address lack of fluency and progress in Reading at KS2.		Assessment has identified individual children and profiled them into groups so that the programme can be deployed effectively.		RWI Reading Lead	X6 yearly through pupil progress meetings with SLT
Children make significant progress from their baselines and are back on track or better.		Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency.		Class teachers	
	Targeted to PP pupils Project x Teaching of reading and spelling strategies	EEF Targeted academic support High quality one to one and small group tuition	TA/Dyslexia champion to lead in delivery, assessment and monitoring. 2.5 hours per week. Termly review	Dyslexia champion £1155	

<p>Increased proportions of pupils achieving Expected at end of each key stage.</p> <p>Refinement of Teaching and Learning Pedagogy.</p>	<p>Consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.</p> <p>Whole staff training linked to metacognition and evidence-based research. Strategies used to engage pupils and give them ownership of learning process.</p> <p>The role of questioning as a driver for pupil to pupil and pupil to teacher feedback, is developed through teaching and learning pedagogy.</p>	<p>EEF Metacognition and feedback - high impact and low cost based on extensive evidence +7</p> <p>A number of pupils remain passive and lack independent learning strategies. They do not respond to marking feedback. The SLT are driving significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study around effective feedback.</p>	<p>SLT will ensure that this strand of development of Teaching and Learning is central to the School Improvement Plan and a core element of teaching and learning pedagogy for all staff – including TAs.</p> <p>Termly training focuses linked to action research in cohort teams will drip feed each element with milestones for review. It will be monitored through peer to peer lesson study and whole staff monitoring such as learning walks, book looks and pupil voice captures. Staff will be released for peer to peer observations and lesson design.</p>	<p>SLT All teachers in cohort groups.</p> <p>No additional cost</p>	<p>Ongoing linked to milestones throughout the year</p>
Total budgeted cost					£7872
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>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>The provision of a specialist TIS lead practitioner drives whole school and bespoke social and emotional support matched to cohort, small group and individual need.</p>	<p>Wave 1: All staff to receive ongoing TISUK training which builds on previous training linked to brain development and Thrive approaches which support pupils with poor wellbeing/low resilience/challenging behaviour as a result of contextual issues/emotional and social needs.</p> <p>A proportion of the SENDco/Lead TIS practitioner's salary will be set against PP Funding in order to secure effective Intent and Implementation for wellbeing across the school. The outcome of this role will be to link Relationships Education for all to TIS provision.</p> <p>A further trained practitioner to be deployed at lunchtimes in order to provide targeted, layered provision for small groups/individuals who struggle to integrate and sustain positive relationships. X1/week</p>	<p>Reference IMD for deprivation factors in local context. This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support.</p> <p>There is significant research into the impact of trauma on brain development in formative years which suggests that new templates for learning and wellbeing need to be laid down by highly trained practitioners in order to redirect behaviour responses.</p> <p>In order for high quality provision to be sustainable, it must be tied into the whole school context so that pupils have meaningful, 'safe' opportunities to develop their skills and build their resilience in multiple opportunities.</p>	<p>Key member of staff trained as lead practitioner (SENDco) plus a TA who will deliver interventions across the school – including at lunchtime</p> <p>A proportion of each salary to be set against PP Funding to support emotional wellbeing provision.</p> <p>Key practitioners support staff to conduct Motional Baseline assessments in cohorts but also individually alongside parents which profile the whole child. This enables staff to strategically deploy reparative intervention sessions.</p> <p>In some circumstances external agencies are used for specific cases i.e. Dreadnought, CLEAR and Penhaligan's Friends</p>	<p>SLT SENDco</p> <p>Designated TA</p> <p>SENDco/Lead Tis Practitioner 0.1 allocation £5150</p> <p>TA TIS lunchtime provision x1 plus weekly social and emotional health afternoon interventions</p> <p>Dreadnought £360</p>	<p>Termly through the Care and Guidance team meetings</p> <p>Through short term assessments linked to bespoke provision.</p> <p>Motional screening assessments conducted whole school X2 annually but more regularly following targeted intervention</p>

Increased attendance rates for pupils eligible for PP	<p>A variety of approaches linked to supporting increased attendance and decreasing persistent absence for at risk pupils.</p> <p>The intent of the new Aspire policy is shared, and this linked to entitlement through the UN Rights of the Child</p> <p>Care and Guidance Team actively engage wider staff</p> <p>Monitoring cycles every two weeks for at risk pupils and actions on flow chart</p> <p>Direct engagement/awareness of pupils and home</p> <p>Regular monitoring with EWO</p> <p>Teacher monitoring and involvement as part of culture of shared dialogue around the child</p>	<p>Research from NfER indicates that in order to close the gap for disadvantaged/ vulnerable pupils, we must first ensure that they maximise attendance. Attendance below 95% has an inverse impact on progress, behaviour, confidence and self-image as a learner</p> <p>Many PP children are victims of persistent absence through changing family contexts and hard to engage families.</p> <p>The SLT understand that there is a need to engage with these families from the outset and build good habits of attendance.</p> <p>Persistent absence and lateness associated to PP pupils.</p>	<p>As part of her role on the Care and Guidance team, the SENDco will work alongside other members of the SLT (including the Attendance Officer) and ensure that matters of attendance are communicated well with parents, and that patterns are closely monitored.</p> <p>All staff will work to ensure that the school builds a trust account with parents, that parent's views are harnessed and that these are used to inform opportunities to support and engage parents in their child's learning though:</p> <p>Workshops, school experiences and Open Classroom Sessions as well as signposting to multi agency support.</p> <p>As part of this dialogue, parents will be informed regularly about their child's attendance and will be held to account for upholding the school policy as part of the Home School Agreement.</p>	<p>SLT SENDco</p> <p>No additional cost</p>	<p>As above</p> <p>Termly through the Care and Guidance team meetings</p> <p>Hub Councillors and EWO X3 yearly</p>
Total budgeted cost					£14795

6. Review of expenditure

Previous Academic Year 2019-2020

Expenditure £

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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 £
Read, Write Inc. Spelling taught in small groups from Year 2-6	Small group targeted academic support. Allocation of best provider for each group made by SLT.	Higher percentage of PP children achieving expected in Spelling (in line with non PP children.) No data outcomes for 2019-2020 due to Covid-19 school closure	Continue to provide approach. Success over previous years indicate positive impact.	£Across all
All staff prioritise high quality feedback and marking to ensure outstanding progress. Update termly reviews of PP against targets. Targeted PP priority for reading and engagement	Book scrutiny used to assess school success. Monitoring visits. PP Pupils prioritized in each class with daily reading.	PP children to make accelerated progress in small cohort No data outcomes for 2019-2020 due to Covid-19 school closure	To increase efforts of quality marking and feedback across the school to support learning and progress. Continue to priorities PP readers.	£0
Improve physical abilities through fine and gross motor activities. PP children to have free pass to morning 'Funfit club'	Subsidies FunFit for PP. Increase opportunities for quality learning experiences across the school	PP children accessing sports club 2 times/ week. Children's fine and gross motor skills improving. Uptake varied across school as morning club not compatible with some parents ability or desire to have pupils take part.	Continue to provide opportunities. Seek to further explore ways in which school can support travel to morning funfit.	£0

<p>All pupils to receive one term of swimming from Year R to Year 3 and 1 term in Years 4-6. School provides enrichment opportunities for all children through a variety of extra-curricular clubs, activities and residential trips both on and off-site. PP children to have free pass to morning 'Funfit club'. All pupils to have access to a variety of high- quality sport, outdoor education and opportunities for competition. Swimming lessons provided to Pupils in receipt of pupil premium grant to develop confidence and independence. Music tuition in guitar, violin, cello and Samba drumming offered on top of whole class teaching and instruments provided for use at home and in school. PP to use counseling provided by Dreadnought when needed.</p>	<p>Swimming provision provided.</p> <p>Instruments offered and taken home for enhanced music provision.</p> <p>Priority given to PP pupils when selecting and participating in outdoor learning competitions.</p> <p>Dreadnought to be used on targeted pupils to support SEMH and improve access to learning</p>	<p>PP children achieve above expected attainment in Swimming by end of KS2. Children accessing exciting curriculum, participating in competitions such as Cornwall games, taking part in team matches. Children able to achieve high standards in music.</p> <p>Uptake of opportunities varied across school .</p> <p>Inconsistent outcomes due to no data outcomes for 2019-2020 due to Covid-19 school closure</p> <p>Dreadnaught sessions provided support package. Academic progress in KS2 lower good.</p>	<p>Continue to provide opportunities.</p> <p>Review PP access to opportunities termly.</p>	<p>Music £378</p> <p>Swim £300</p> <p>Dreadnought £360</p>
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ii. Targeted support				
Desired outcome	Chosen action/approach	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 £
Project X small group tutoring available in week for PP children achieving below expected standard in reading or to maintain progress. Access to Dyslexia service to identify specific need. Whole school approach to Dyslexia friendly classrooms to support pupils with Dyslexia.	Targeted academic support identified for PP if required. Detailed assessments produced.	Pupils accelerate progress in reading so that all pupils make good progress from their starting point. Pupils were identified. Academic support given. Reading supported and given priority. No data outcomes for 2019-2020 due to Covid-19 school closure	Positive approach that was giving support where needed. Continue Project X And Dyslexia screening.	£1155
Improve oral language skills for pupils eligible for PP in KS1. TA to carry out oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists and Educational Psychologist. Provide further opportunities for talk through play.	Words of wisdom vocabulary and learning opportunities developed as part of whole school topic-based curriculum. Speech therapy advice and support packages put in place. Advice and support gained and acted on from Educational Psychologist. Talk and play prioritized in KS1.	Pupils eligible for PP in KS1 class are able to Communicate with increased confidence by the end of the year so that all pupils make good progress from their starting point. Language skills continued to progress through the year. Pupils progressed in anticipated positive curve. PP pupils priorities in learning opportunities. No data outcomes for 2019-2020 due to Covid-19 school closure	Continue with Words of wisdom vocabulary and learning opportunities developed as part of whole school topic-based curriculum. Speech therapy advice and support packages. Advice and support to continue to support from Educational Psychologist and Speech Therapist.	£ 5150

1:1 tuition provided for pupils eligible for Pupil Premium grant in Upper KS2. Reviewed at pupil progress meetings. Whole school approach to developing Maths fluency, reasoning and problem solving to improve attainment.	1:1 support provided for pupils.	<p>Pupil Premium Pupils achieve EXS in Maths at the end of KS2</p> <p>KS2 (upper) Majority of pupils where on line to meet targets re progress and outcomes from teacher assessment.</p> <p>KS2 (lower) pupils presenting with more complex needs.</p> <p>No data outcomes for 2019-2020 due to Covid-19 school closure</p>		£ 6663.40
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iii. Other approaches