

1. Summary information					
School	Ilderton Primary School				
Academic Year	2020/2021	Total PP budget	£189,645	Date of most recent PP Review	September 2020
		Total Covid-19 Catch-up	£15,821		
Total number of pupils	318	Number of pupils eligible for PP	130	Date for next internal review of this strategy	September 2021

2. Current attainment –Expected level and above				
	<i>All pupils</i> (There were no SATS tests in 2020 due to the covid-19 pandemic.)		<i>National Benchmark</i> <i>All pupils</i>	
	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>
% achieving expected standard or above in reading	Were on track for exceeding previous national expectations.		N/A (No data due to Covid-19 pandemic)	
% achieving expected standard or above in writing				
% achieving expected standard or above in maths				

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p><u>Speech and language</u></p> <p>A significant number of pupils are entering the school at Reception and Nursery with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.</p> <p>In addition, speech and language concerns in some disadvantaged pupils lead, in some cases, to communication and behavioural needs.</p>

B.	<p><u>Reading</u></p> <p>The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school. Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2. Lower levels of engagement with reading, especially in the Early Years.</p>
C.	<p><u>SEND</u></p> <p>Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. Many pupils are not ready to move on to comprehension skills and need to spend additional time working on their decoding and phonics skills, on a 1:1 or small group basis, to ensure that they reach expected levels in reading by the end of KS1 and KS2. Some of our pupil premium children require interventions in other areas of the curriculum to close the gap and to ensure they reach expected levels by the end of KS2.</p> <p>A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. Lack of emotional stability can have a negative impact on the attainment and progress of pupils.</p> <p>Many pupils eligible for pupil premium enter school without having accessed professional outside agencies to support with either medical or health concerns. Which delays when a child will be seen by external professionals as well as school staff identifying support/interventions required.</p>
D.	<p><u>Cultural Capital</u></p> <p>External opportunities to develop the whole child, such as drama and football clubs, are not always accessible to some of our pupil premium families. As a school, we feel it is important that pupil premium children experience subjects and lessons that they may not experience elsewhere, giving the children a rich experience to help them in their studies. For some families there is a lack of educational stimulus outside of the school, so we aim to create, extend or supplement the experiences they do have access to.</p>

E.	<p><u>Academic Barriers due to Covid 19/lockdown</u></p> <p>The % PP pupils achieving RWM combined expected at the end of KS2 based on teacher assessment was assessed as above national. However, we know that some PP pupils in the school, particularly PP SEN pupils, perform less well compared to peers. This is particularly applicable in the current 2020/21 Reception, Year Two and Year Five. Following lockdown 2020, we will need to prioritise bespoke interventions for PP pupils who have gaps in learning.</p> <p>Some pupil premium pupils within school have less opportunities to practice skills at home (reading/spelling). The Lockdown period brought this to light and although resources were sent home, regular communication had, and lessons planned for these pupils, that reading stamina and fluency has been affected. Ilderton plan to put strategic interventions into place to support these pupils using a range of interventions and personnel.</p>
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	<p>Families</p> <p>Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school.</p>
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria

<p>A.</p>	<p><u>Speech and Language</u></p> <p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place and gaps are closed quicker.</p>	<p>Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</p> <p>We have also bought into the I can Talk programme: focused on supporting children develop language, listening and attention skills and understanding. As well as the Nuffield Early Literacy Intervention (NELI, recommended by the DFE): it involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support.</p>
<p>B.</p>	<p><u>Reading</u></p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. All children leave our school in Year 6 at, at least, age-related expectation in reading. The percentage of children in Reception who are higher ability to maintain or to be exceeded by the time they are entering secondary school.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. Analyse School Performance data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 100% of children achieving ARE. The tracking of children achieving GLD in Reception- monitoring to ensure children maintain this through to Year 6 and beyond.</p>

<p>C.</p>	<p><u>SEND</u></p> <p>Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access to targeted and specialist support.</p>	<p>Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and</p>
<p>D.</p>	<p><u>Cultural Capital</u></p> <p>Children are provided with a full range of arts and cultural opportunities across the curriculum, giving them a rich experience to help them in their studies. All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences. All pupils in year 2 and 6, particularly those eligible for PP, to exceed national attainment in key stage assessments.</p>	<p>Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.</p> <p>Data tracking demonstrates a higher percentage of children, eligible for pupil premium, are at age related expectation by the end of KS2.</p> <p>Trips and visitors who usually come in will be reorganised to have virtual experiences where able. Moving towards physical experiences when government guidance allows.</p>

<p>E.</p>	<p><u>Academic barriers due to Covid-19</u></p> <p>Children to make better than expected progress in reading, writing and mathematics to diminish the difference both locally and nationally. Levels of engagement and participation of pupil premium children will be maintained across the school. Pupils well-being is supported effectively to ensure they are ready for learning and develop a passion for learning, especially after lockdown due to Covid-19. Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life. The % of children achieving at or above age-related expectations is in line with non-pupil premium children especially in Writing and Maths. Rates of progress at or above expected. Quality first teaching and targeted interventions ensure gaps are addressed. High quality curriculum initiatives are targeted to address the poverty of vocabulary. All pupils are in receipt of good or better teaching. Pupils will leave the school with higher levels of spoken and written language.</p>	<p>We have bought into the <i>I can Talk programme</i>: focused on supporting children develop language, listening and attention skills and understanding. As well as the Nuffield Early Literacy Intervention (NELI): it involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support.</p> <p>We have implemented targeted interventions in the afternoon. Tracked and monitored to be as accurate as possible to close the gaps for specific areas of need.</p> <p>Targeted support timetabled for staggered arrival and pick-ups, maximising the children's learning.</p>
<p>F.</p>	<p><u>Families</u></p> <p>Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.</p>	<p>Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support. Increase numbers at breakfast club for disadvantaged families.</p>

5. Review of expenditure

Previous academic year 2019/2020

i. Quality of teaching for all

Action	Intended outcome	Estimated Impact: Did you meet the success criteria? (Include impact on PP pupils not eligible, if appropriate)	Lesson Learned (And whether you will continue with this approach)	Cost
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<p>Targeted HLTA /TA/DHT support in class and for focused interventions.</p>	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>Phonics support- The gap in pupils' language skills closes.</p> <p>There will be positive impact in progress for children with lower phonic knowledge.</p> <p>Communication and language delivered effectively to all pupils</p>	<p>Ilderton continued with termly tracking of pupil progress for two terms and detailed discussions at pupil progress meeting.</p> <p>Class provision maps were being updated for two terms after following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups. Termly tracking (2 terms) of pupil progress and detailed discussions at pupil progress meeting.</p>	<p>From September through to March in Pupil Progress meetings that having focused interventions was (on the whole) increasing attainment and progress.</p> <p>Our HLTAs/TAs/DHTs were supporting teachers with home-learning, phone-calls, and teaching the key worker and children who were identified as vulnerable who were onsite during March through to June.</p> <p>Once a wider school reopening occurred, HLTAs/TAs and DHTs supported targeted cohorts and groups mainly focusing on communication and language and reading.</p>	<p>Summer 2020</p> <p>£20,039</p>
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<p>HLTA- SEN focus</p>	<p>The HLTA- SEN focus model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. SEN practitioner onsite to support the NHS speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.</p>	<p>For the first 2 terms, children did get support from an experienced SENP, and the SENP did support TAs with how to implement speech and language targets as well as our SENP completing some herself.</p> <p>Teachers and support staff have improved CPD for delivering speech and language therapy. Staff know about in house support they can access to meet the needs of the children.</p>	<p>Our HLTA with a SEN focus, supported the SENDCo with creating resources for SEN pupils, pupils on the Speech and Language caseload and other pupils who were identified as vulnerable.</p> <p>School Staff had an experienced member of staff to model, resource and support them after areas of need for a pupil were identified.</p> <p>During lockdown, they also kept frequent contact with key SEN and vulnerable pupils. They supported with the transitions that were created due to lockdown. Also resourcing Speech and Language support and sending it home for families to use.</p>	<p>Summer 2020</p> <p>£15,169</p>
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<p>Family Services Officer onsite, part of their role to support families to support their children to achieve best possible outcomes.</p>	<p>Dedicated Family Services Manager and Senior Family Services Officer role to provide strategic and practical support across all year groups to ensure consistency of best practice.</p> <p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>All staff, who needs to know, to have an overall picture of a child.</p> <p>Family support officer employed to support families that need support. Family support officer to work with outside agencies to target families eligible for FSMs. Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.</p>	<p>Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>Weekly inclusion meetings including the Family Services Officer to monitor disadvantaged children.</p> <p>Trainings and events organised to support parents to address need and demand.</p>	<p>Ilderton Primary School will continue with this approach. Our OFSTED report commented that <i>"Pupils are kept safe. Safeguarding procedures reflect the latest statutory guidance. Pupils' welfare and safety are given the highest priority. Procedures to make sure that all adults working with pupils are suitable to do so are adhered to at all times. All staff and governors have had all the required up-to-date training in child protection."</i></p> <p>We have continued to use the same model.</p> <p>Family support worker has had a positive impact in supporting families in need and monitoring CP issues.</p> <p>During lockdown, our family support worker targeted families that needed additional support in accessing funds and food. She kept in touch with our disadvantaged families so they knew there was support at school if needed, and kept the family engagement level up. Also, they supported with the organisation of food parcels.</p>	<p>Summer 2020</p> <p>£25,110</p>
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Daily Supported Reading	<p>Daily Supported Reading programme in place for all Year One children, as well as Reception children from the Spring/Summer term. Also, targeting Year Two children who did not successfully complete the programme.</p> <p>Coordination, monitoring and support for this programme is an integral part of the Reading Recovery teacher leadership role across our schools.</p>	<p>Children discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>There has been consistent coordination, monitoring and support for this programme with the Reading Recovery teacher overseeing.</p>	<p>We evaluated the impact Daily Supported Reading had on the pupils from September 2019 to March 2020. By using termly data-drops (for the first two terms) we saw a big improvement with the reading across the Year 1 cohort.</p> <p>We have used this programme for many years and have previous full-academic year data demonstrating the positive impact and rapid progress made by the children.</p> <p>Ilderton will continue with this programme.</p>	<p>Summer 2020</p> <p>£18,511</p>
Total budgeted cost				78829
ii. Targeted support				
Action	Intended outcome	Estimated Impact: Did you meet the success criteria? (Include impact on PP pupils not eligible, if appropriate)	Lesson Learned (And whether you will continue with this approach)	Cost

<p>Reading Recovery 1:1 intervention programme</p>	<p>Positive impact on progress and attainment in reading for children in Key Stage 1.</p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for reading closes as the children move up the school.</p>	<p>Ilderton continued termly tracking and assessments. These were discussed at pupil progress meetings. There were detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attended.</p> <p>RR teachers also carried out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following pupils' graduation from the programme.</p>	<p>We evaluated the impact the Reading Recovery intervention programme had on the pupils from September 2019 to March 2020. By using termly data-drops (for the first two terms) we saw rapid progress from the children who were identified to take part in the programme.</p> <p>We have used this programme for many years and have previous full-academic year data demonstrating the positive impact and rapid progress made by the children.</p> <p>Ilderton will continue with this programme.</p>	<p>Summer 2020</p> <p>£42576</p>
<p>Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.</p>	<p>Positive impact in progress for children with speech, communication and language needs.</p> <p>Improvement in their area of difficulty within SLCN.</p>	<p>Ilderton continued with termly tracking of speech and language targets. Reviewed targets with therapist were completed.</p> <p>Ilderton built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.</p>	<p>In the first two terms, pupils on the caseload with Speech and Language and communication needs were making progress with their targets.</p> <p>The NHS Speech and Language Therapy service sent work packs home and made phone calls to the parents to demonstrate and speak through target work that could be implemented at home during lockdown. Ilderton supplemented this with the HLTA- SEN focus and SENCo supporting these parents too.</p> <p>We have used this support for many years and have previous full-academic year data demonstrating the positive impact and rapid progress made by the children who access NHS SLT service.</p>	<p>Summer 2020</p> <p>£14,000</p>

<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, and deputy headteachers</p>	<p>To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>To diminish differences and to have individual support matched to their needs.</p> <p>Secure a greater Number of PP pupils achieving greater depth.</p>	<p>Ilderton completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p>	<p>We evaluated the impact the interventions were having in Autumn and Spring term. By using termly data-drops (for the first two terms and baseline) we were able to identify the interventions/groups needed to be in place and ensured timetabled support took place as soon as possible.</p> <p>Ilderton have been using this approach for some time and results for KS2 across the years have been higher than national. After two terms worth of data, we were on track to be surpassing the national results.</p> <p>Ilderton Primary School will continue with this approach as attainment in previous years was above national.</p>	<p>Summer 2020</p> <p>£18,835</p>
<p>Subsidised/free places for enrichment after-school clubs for targeted children.</p>	<p>To create opportunities for children who do not have access to extra-curricular and enrichment activities.</p> <p>To impact language development, physical development, social development, aspirations etc.</p>	<p>These places were reviewed as part of the termly class provision map review cycle.</p>	<p>Ilderton Primary School will continue with the approach as it is supporting disadvantaged families with meeting the needs of their children e.g. language development, physical development, social development, aspirations etc.</p>	<p>Summer 2020</p> <p>Needs basis- approximately £300</p>

<p>Play Therapist to deliver specialist support for children with social and emotional health needs.</p>	<p>To deliver specialist support for children with social and emotional health needs.</p>	<p>Ilderton completed termly reviews with play therapist and evaluated the impact had for the children with SENCO.</p> <p>Half-termly caseload review meetings between SENCO and play therapist.</p>	<p>Ilderton Primary School will continue with the approach. Children are getting immediate support with their emotional need instead of being on a waiting list for CAHMs.</p> <p>Ilderton Primary School will continue with this approach.</p> <p>Our play therapist remained in contact with all of the caseload children, ensuring during the uncertain times that the children had someone to talk to during lockdown.</p>	<p>Summer 2020</p> <p>£14,450</p>
<p>Chill-out provision at lunchtime run by TAs</p>	<p>Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.</p>	<p>Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.</p>	<p>Children are becoming more resilient and are developing social skills and turn taking skills in a structured environment. This also impacts positively on their readiness to learn after lunch time.</p> <p>In addition, Ilderton also uses class teachers, support staff and DHTs to supported children with managing the difficult parts of some children's day. Assemblies about restorative approach, and ensuring children know their voice is heard in discussions have helped promote this. All staff are supporting in a preventative manner, giving children the skills needed to manage less structured time including with specific activities/resources/conversations. Due to not mixing of bubbles, we will continue with all staff supporting pupils with unstructured times.</p>	<p>Summer 2020</p> <p>£1,629</p>

<p>TA specific interventions</p>	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>Ilderton completed termly tracking of pupil progress and held detailed discussions about each individual pupil at pupil progress meetings.</p> <p>Class provision maps were updated following pupil progress to review and adapt interventions accordingly.</p> <p>Adults were moved to support the area of need in the year groups.</p>	<p>We evaluated the impact this provision had on the pupils from September 2019 to March 2020. By using termly data-drops (for the first two terms) as well as baseline assessments. These interventions were having positive impact with engagement and progress.</p> <p>Ilderton have been using this approach for some time and results for KS2 data across the years have been greater than the national data. After two terms worth of data, we were on track to be surpassing the national results.</p> <p>Ilderton Primary School will continue with this approach as attainment in previous years was above national.</p> <p>SaLT, Maths, Phonics, Reading, SEMH and Writing interventions have all had a positive impact on children's progress and attainment.</p> <p>Lego therapy, Working memory, Motor skills and EAL support have shown positive improvements with individual children's readiness and ability to learn within the classroom.</p>	<p>Summer 2020</p> <p>£7674</p>
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SEND specific support	<p>To deliver specific support for children with SEN needs that need support whilst an Education Health Care Plan is being created. For their safety or academic need.</p> <p>Targets to be dependent on the children's needs, some examples are:</p> <p>Listening and attention Health and social needs Communication needs.</p>	<p>Termly reviews/evaluation of the provision and its impact with the staff, teacher and SENCO</p>	<p>Having support for safety and the academic need for SEN pupils awaiting EHC plans was vital. As specialist settings are full, and needs of the children unknown until entry into school. Ilderton has always prided itself on its level of inclusion and putting in place early interventions and support as quick as possible. Children who are awaiting EHC plan funding were able to get the support they needed in the interim. Those children now have an EHC plan which can offer support through to the age of 25 years old. Ilderton will continue to safeguard provision so can put early intervention and support in place, until the right provision is obtained.</p>	<p>Summer 2020</p> <p>21,000</p>
<p>Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.</p>	<p>To deliver specialist support for children with social and emotional health needs.</p> <p>Children to become more resilient and are able to manage their feelings.</p> <p>Children to improve their readiness to learn.</p>	<p>Ilderton completed pupil progress meetings and at inclusions meetings discussed caseload for ELSA sessions. Making sure the children were identified as the need arose.</p> <p>Some pupils needed targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be</p>	<p>Ilderton Primary School will continue with this approach. Children are getting immediate support with their emotional need instead of being on a waiting list.</p> <p>Children are becoming more resilient and able to manage their feelings.</p> <p>This impacts positively on their readiness to learn.</p>	<p>Summer 2020</p> <p>£7,674</p>
Total budgeted cost				£128,138

iii. Other approaches					
Action	Intended outcome	Estimated Impact: Did you meet the success criteria? (Include impact on PP pupils not eligible, if appropriate)	Lesson Learned (And whether you will continue with this approach)	Cost	
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art	<p>Disadvantaged children to have access to extra-curricular and enrichment activities.</p> <p>To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>Ilderton completed termly tracking of pupil progress of all groups of learners.</p> <p>France trip and PGL subsidies Circus Skills Ilderton subsidised individual music lessons.</p> <p>Ilderton subsidised individual trip.</p>	<p>Ilderton Primary School will continue with this approach. It has supported a number of pupils who do not have access to extra-curricular and enrichment activities, to have access. This impacts language development, physical development, social development, aspirations etc</p> <p>The residential have been postponed to take place in 2021.</p> <p>All PP children who wished to attend an activity will be attending.</p> <p>Uniform and P.E kits were provided to children who needed it.</p>	Summer 2020	<p>£9,000</p> <p>Needs basis-approximately</p>
				Total budgeted cost	£9000

6. Planned expenditure

i. Quality of teaching for all

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 and cost?
All children to be in receipt of good or better teaching	To ensure good or better teaching is consistent throughout the school. Quality of teaching contributes to improved pupil outcomes. Pupil's and teacher's well-being are looked after. Points of progress for all year groups is at or above expected.	As research evidence highlights, good or better teaching impacts significantly on pupils' outcomes.	Additional CPD opportunities to increase teachers' subject knowledge. Mayflower Modules to take place, so CPD is chosen and beneficial for the area of need/want for the staff members. Book scrutiny to monitor progress and implementation. Observations to ensure quality teaching and interventions are taking place. Using evidence-based interventions/pedagogies e.g. Destination Reader, Daily Supported Reading, White Rose etc. External CPD opportunities. Coaching/team-teaching/modelling from experienced members of staff/middle leaders for identified staff.	SLT SENCO CT TA	No cost from PP budget, but PP pupils will be closely monitored like all pupils

<p>Targeted TA support in class</p>	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>Phonics support- The gap in pupils' language skills closes.</p> <p>There will be positive impact in progress for children with lower phonic knowledge.</p> <p>Communication and language delivered effectively to all pupils</p>	<p>MITA research has been used to shape the model for targeted HLTA/TA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>From previous years knowledge- we have been carrying out phonics interventions for a few years and have had high phonics scores. It makes sure gaps in knowledge are filled</p>	<p>Termly tracking of pupil progress and detailed discussions at pupil progress meeting.</p> <p>Class provision map meetings following pupil progress to review and adapt interventions accordingly.</p> <p>Identified teaching assistants and EYEs and other staff members in each Year Group have been trained by the speech and language therapist, SENP or class teacher to deliver phonics intervention to a good or better standard.</p> <p>They feedback to their class teacher, SENCO or HLTA (SEN) to monitor targets and progression.</p> <p>They, in turn, support SLT to monitor the interventions and provide support and are models of best practice to all staff delivering phonics intervention.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>SLT</p> <p>SENCO</p>	<p>Summer 2021</p> <p>£41,514</p>
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<p>HLTA- SEN focus</p>	<p>The HLTA- SEN focus model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes. SEN practitioner onsite to support the NHS speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.</p>	<p>The HLTA SEN focus model creates capacity to ensure that universal approaches are fully rolled out across year groups and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p>	<p>SENCOs and Deputy Headteacher for Inclusion liaise with HLTA prior to review/evaluation meetings. Our HLTA will be overseeing the interventions undertaken by the support staff. To ensure sessions are effective and targets are pitched appropriately. Modelling activities and targets where needed.</p>	<p>DHT for Inclusion SENCo</p>	<p>Summer 2021 £10,459</p>
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<p>Family Services Officer onsite, part of their role to support families to support their children to achieve best possible outcomes.</p>	<p>Dedicated Family Services Manager and Senior Family Services Officer role to provide strategic and practical support across all year groups to ensure consistency of best practice.</p> <p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>All staff, who need to know, to have an overall picture of a child.</p> <p>Family support officer employed to support families that need support. Family support officer to work with outside agencies to target families eligible for FSMs. Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's learning. Targeting families and promoting the importance of good attendance is essential to improving outcomes. Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions. Pupils need to be in school to achieve. Research has evidenced that those from lower income households are less likely to attend school regularly, are less likely to achieve higher grades, are less likely to pursue higher education and are less likely to find work after school. Without intervention, a relentless cycle of disadvantage may begin which spans generations.</p>	<p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate.</p> <p>In addition, a weekly inclusion meeting to get an up-to-date overview.</p>	<p>Family Services Officer</p> <p>SLT</p> <p>SENCO</p>	<p>Summer 2021</p> <p>£22,716</p>
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Daily Supported Reading	<p>Daily Supported Reading programme in place for all Year One children, as well as Reception children from the Spring/Summer term. Also, targeting Year Two children who did not successfully complete the programme.</p> <p>Coordination, monitoring and support for this programme is an integral part of the Reading Recovery teacher leadership role across our schools.</p>	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.	All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate. Reading Recovery teacher updating SLT with progress of the children taking part in the programme.	Reading Recovery Lead teacher SLT	Summer 2021 12,778.60
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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)	Staff	Cost
Reading Recovery 1:1 intervention programme	<p>Positive impact on progress and attainment in reading for children in Key Stage 1.</p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations.</p> <p>The gap in attainment for reading closes as the children move up the school.</p>	<p>Reading recovery is an evidence-based intervention programme with proven impact across a high number of schools over a number of years nationally.</p> <p>Reading Recovery has been in our schools for a number of years and evidence of the impact on progress and attainment in our schools has been very positive.</p>	Termly tracking of pupil progress and detailed discussions at pupil progress meetings, which Reading Recovery (RR) teachers attend. RR teachers also carry out daily assessments for learning as well as benchmarking of pupils' progress both during the programme and following pupils' graduation from the programme.	SLT RR lead teacher	Summer 2021 £24,889

<p>Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.</p>	<p>Positive impact in progress for children with speech, communication and language needs.</p> <p>Improvement in their area of difficulty within SLCN.</p>	<p>Ilderton to continue with termly tracking of speech and language targets. Reviewing targets with therapist.</p> <p>Ilderton built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child.</p>	<p>Regular reviews/evaluation of universal services and their impact between inclusion team and the speech and language therapist.</p>	<p>SLT SENCOs</p>	<p>Summer 2021 £13,650</p>
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<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, and deputy headteachers</p>	<p>To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children. Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>To diminish differences and to have individual support matched to their needs.</p> <p>Secure a greater Number of PP pupils achieving greater depth.</p>	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.</p>	<p>Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p> <p>SENCO, deputy headteachers and headteacher are all outstanding classroom practitioners prior to appointment into role.</p>	<p>SLT</p>	<p>Summer 2021</p> <p>£21,008</p>
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<p>Subsidised or free places for enrichment after-school clubs for targeted children.</p>	<p>To create opportunities for children who do not have access to extra-curricular and enrichment activities.</p> <p>To impact language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p>	<p>These places to be reviewed as part of the termly class provision map review cycle.</p> <p>To assess needs of family and offer support where identified.</p>	<p>SLT</p>	<p>Summer 2021</p> <p>Needs basis- approximately £300</p>
<p>Play therapy</p>	<p>To deliver specialist support for children with social and emotional health needs.</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Play Therapy provision in our schools targets these children.</p>	<p>Termly reviews/evaluation of the play therapy service and its impact with the play therapist and SENCO.</p>	<p>SENCO</p> <p>SLT</p> <p>Play therapist</p>	<p>Summer 2021</p> <p>£11,750</p>

<p>TA specific interventions including SEND specific support.</p>	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p> <p>To deliver specific support for children with SEN needs that need support whilst an Education Health Care Plan is being created. For their safety or academic need. Targets to be dependent on the children's needs, some examples are:</p> <ul style="list-style-type: none"> • Listening and attention • Health and social needs • Communication needs. 	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>Whilst going through the process of applying for an Education and Health Care Plan, some children need more support than working in small groups/ interventions.</p> <p>EHC applications can be timely, so having this support to keep children safe and/or putting the necessary support in place immediately is crucially important.</p>	<p>Support staff assigned to a year groups and scheduled timetable of interventions taking place according to need e.g. NELI and I Can talk interventions.</p> <p>Support staff will be completing targeted interventions for the afternoons.</p> <p>Identified teaching assistants and EYEs in each Year Group have been trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.</p> <p>Feedback to their class teacher, SENCO or SENP to monitor targets and progression.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p> <p>CPD training to support TAs with specific interventions, run by lead teachers e.g. SENCo, Reading Recovery.</p> <p>Pupil progress meetings identifying impact as well as children who need the intervention.</p> <p>Termly reviews/evaluation of the provision and its impact with the staff, teacher and SENCO.</p>	<p>SENCO</p> <p>SLT</p>	<p>Summer 2021</p> <p>£40014</p>
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<p>Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.</p>	<p>To deliver specialist support for children with social and emotional health needs.</p> <p>Children to become more resilient and are able to manage their feelings.</p> <p>Children to improve their readiness to learn.</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. ELSA provision in our school targets these children.</p> <p>Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional play therapy provision as detailed above, a number of children face difficulties who do not cannot access this service. This will target children for whom emotional and social difficulties are a barrier to their learning.</p>	<p>Termly reviews/evaluation of the ELSA provision and its impact with the trained staff and SENCO.</p>	<p>SENCO</p> <p>SLT</p>	<p>Summer 2021</p> <p>£3965.52</p>
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iii.	iv. Other approaches
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Cost
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<p>Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities.</p> <p>To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p> <p>France trip and PGL subsidies Circus Skills. Ilderton subsidised individual music lessons. Ilderton subsidised individual trips.</p>	<p>Termly tracking of pupil progress of all groups of learners.</p> <p>All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	<p>Year leaders</p> <p>SLT</p>	<p>Summer 2021</p> <p>£3,000</p> <p>Needs basis- approximately</p>
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7. Additional detail

All Pupil Premium pupils who are at risk of not performing at the expected standard are tracked and have interventions planned which are monitored and tracked termly. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs

Total: £206,044.12

Total including COVID catch up- £205,466