

# HIGH FIRS PRIMARY SCHOOL

## PUPIL PREMIUM 20-21

Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<p>Improve S&amp;L and comprehension skills for pupils eligible for PP in KS2, through additional reading and ‘booster’ sessions, during and after Lockdown. Regular questioning will develop oral explanations.</p> <p>Identified support programmes in place.</p>	<p>Pupils eligible for PP in KS2 make progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
<p>Provide support for families, including through the Family Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through emotional literacy sessions and social skills sessions.</p> <p>Learning and school experience is not impeded by parental ability to support learning at home, family organisation or lack of funds.</p>	<p>Children develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum.</p> <p>All PP children are prepared for school activities enabling them to fully participate in learning.</p> <p>All PP children are able to access and complete learning from home.</p> <p>The % of PP pupils completing home learning increases</p> <p>Increase in proportion of parents engaging in their child’s education and increased awareness of the school curriculum.</p> <p>The regularity of reading increases across 20/21 for PP pupils.</p>

<p>Improve opportunities for those children PP children who find learning a challenge through provision of technology and associated programs.</p>	<p>Children able to access more of the curriculum through increased provision of individual learning using technology.</p>
<p>Further support for the children to be provided by specialists such as Educational Psychologist and Speech and Language Specialist, to enable full engagement...</p>	<p>Identified children offered opportunities to work with specialist professionals, such as the Educational Psychologist and EAL specialist teacher. Programmes in place and actions from visits support the children to make progress.</p>
<p>The proportion of PP children with speech and language difficulties achieving GLD at the end of Reception increases. Improved oral language skills in Reception</p>	<p>The % of PP children achieving GLD at the end of Reception increases compared to 2018/19.</p>
<p>Children to develop higher aspirations of themselves and take greater ownership of their learning. Children to show evidence of more resilience and a greater understanding of their personal well-being.</p>	<p>Children talk confidently about their learning, using appropriate language. They recognise their areas of achievement and understand their next steps of development Children show awareness of their own personal well-being.</p>

PUPIL PREMIUM Planned expenditure					
Academic year	2020/21				
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 ?
Use of additional staff gives valuable support for behavioural, emotional and learning needs.	Constant 1:1 support put in place for identified children, to enable support with behavioural, emotional and learning needs.  Teacher and TA learning support for identified groups too.	Learning experiences for identified children have proved challenging, so 1:1 support gives stability, guidance and structure to the children's school day.  Break times and lunchtimes show improvements in positive play and relationships by these identified children when fully supported through staff modelling and guidance.	Additional staff timetabled to support with all aspects of children's needs.  Playtime and lunchtime 1: 1 staff support timetabled too.		
Increased phonics focus in R/KS1 so that PP children make the same progress as other children	Targeted phonics sessions in R/KS1 with additional individual support. Staff to lead training for parents to support at home and provide resources.	PP children in R/KS1 are not making as much progress in phonics as other children as seen in the screening test for Y1.	Regular evaluations and pupil progress meetings with the staff.	English SL	Termly
Improved comprehension and language skills in KS2.	Extra reading including 1:1 Focus interventions Writing booster support Additional TA classroom support  <b>Whole class reading</b>  Additional reading support/home learning support	All these interventions are structured into the school day and have historically have had some impact on learning.  <b>Whole class reading</b> is a new approach for KS2 and all staff will plan reading differently as a result. New research shows that whole class teaching of reading focusing on the different assessment focuses gives greater outcomes than guided reading sessions.	Timetable organised to ensure staff in place to deliver provision  Impact of interventions are regularly reviewed and assessed.  Clear monitoring of the opportunities offered in school, working with staff, to improve and make progress with their reading and home learning.	English SL	Termly
<b>Total budgeted cost</b>					<b>£21,550</b>

<b>li) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review ?</b>
Identified children offered opportunities to work with specialist professionals, such as the Educational Psychologist, Speech & Language specialist and EAL specialist teacher.	Programmes in place and actions from visits support the children to make progress.	Support from Educational Psychologist	Programmes in place and actions from visits support the staff and children with recommendations that will support future progress.	SENCO	Review meetings
Improve opportunities for those children PP children who find learning a challenge. through provision of technology and associated programs.	Provision of technology and associated programs.	Support for children with their writing and reading progress, through use of new technology and assisted technology.  Online tuition has a positive effect on the progress of identified children.	New technology purchased, including assisted technology.  Online tuition to be implemented for key children.	Computing SL	
Proportion of PP pupils with speech and language difficulties achieving GLD at end of Reception increases.  Children with cognition and learning difficulties make at least expected progress in reading, writing and maths.	Targeted support by TAs for identified children- linked to provision plans for each class.	Analysis of data will be used to identify the areas of weakness and misconception for PP children with cognition and learning difficulties.	Monitoring of interventions. Analysis of data.		Termly
<b>Total budgeted cost</b>					<b>£7800</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
Support for families and pupils who are vulnerable or anxious	<p>ELSA sessions either 1:1 or groups</p> <p>1:1 time with the family support worker</p> <p>Family Support Worker, ELSA to engage with parents and work 1:1 with Children.</p> <p>Focused support in school from Pastoral staff members.</p> <p>Attendance support for families.</p>	<p>A number of PP children have anxieties which are a barrier to learning. Increased communication is proven to help with anxiety.</p> <p>ELSA and family worker support has helped the home- school partnership in getting the best outcomes for the children's well-being and progress.</p> <p>Pastoral TA working closely with individual children on specific targets- emotional, behavioural and learning targets support the children with their own self-esteem.</p> <p>To reduce the % of PP absentees and bring in line with attendance of non-PP pupils</p>	<p>ELSA staff time allocated -working 1:1 with children, communicating with parents and preparing materials for ELSA sessions</p> <p>Evidence from the children through: Engagement, making progress and feeling less anxious.</p> <p>Meetings with parents, home visits, phone support, housing support, specific support packages for identified individuals.</p> <p>Pastoral records will be kept and provide evidence of support given and progress towards agreed targets.</p> <p>Attendance Administrator to have additional time allocated for weekly attendance data analysis.</p>	<p>ELSA staff</p> <p>Family worker</p> <p>Attendance administrator</p>	
Attendance at Breakfast Club.	PP children to attend Breakfast Club with no charge to be offered.	Supports children's attendance and helps with socialisation issues too.	Fully staffed Breakfast Club enables children to start the day well- attendance improves for these children too.	SLT	
Increased opportunities for first hand life experiences.	Provide internal and external learning experiences.	Relevant experiences are able to be given to children who may not otherwise have the opportunity due to funding limitations.	Children to have opportunity to attend educational and residential visits, as well as music tuition, which are subsidised/fully funded.	HT	March 2021
<b>Total budgeted cost</b>					<b>£13690</b>

