



Pupil Premium Strategy Statement

2020- 2021

1. Summary information					
School	New Pastures Primary School				
Academic Year	2020 2021	Total PP budget	£83,390	Date of most recent PP Review	Oct 20
Total number of pupils	283	Number of pupils eligible for PP	62	Date for next internal review of this strategy	

2. Current attainment Data is from 2019 due to Covid 19- no statutory assessments		
%	<i>Pupil premium (New Pastures)</i>	<i>Non Pupil premium (National 2019)</i>
% achieving a good level of development at the end of the reception class	43%	72%
% passing phonics screening test Y1	60%	82%
% passing phonic screening test Y2	100%	94%
Pupils reaching expected standard at the end of KS1		
% achieving in reading, writing and maths	80%	65%
% achieving in reading	80%	75%
% achieving in writing	80%	69%
% achieving in maths	100%	76%
Pupils reaching expected standard at the end of KS2		
% achieving in reading, writing and maths	45%	65%
% achieving in reading	45%	73%
% achieving in writing	55%	78%
% achieving in maths	73%	79%

3. Barriers to future attainment			
Quality First Teaching (<i>issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>)			
		Person/Team Responsible	Cost
A.	Pupils enter FS1 with lower than typically expected levels of language and communication which impacts on their ability to access wider learning opportunities across the curriculum.	EYFS Teachers and staff Literacy Lead (BB) Assessment lead (TP) Headteacher (PB)	£10,000
B.	Limited access to vocabulary opportunities at home impacts on attainment and progress across the curriculum. The lack of a vocabulary-rich environment in school contributes to these pupils not making rapid progress.	Class teachers Literacy Lead (BB) Assessment lead (TP) Headteacher (PB)	£10,000
C.	Attainment in Writing has historically been lower than Reading and Maths. This is particularly noticeable with disadvantaged boys. In 2018-19, all KS2 pupils achieved 73% in Writing, with PP boys achieving 25% (all PP children achieved 54%).	Class teachers Literacy Lead (BB) Assessment lead (TP) Inclusion Lead (AE) Headteacher (PB)	£11,000
D.	There are gaps in children`s learning throughout school due to school closure from pandemic.	Maths Subject Leader (LR) Assessment Lead (TP) Inclusion Lead (AE) Headteacher (PB)	£11,000
Targeted Academic Support (<i>structured interventions – small group tuition, one-to-one support</i>)			
		Person/Team Responsible	Cost
E.	Baseline data identified that some children have fallen back on their reading attainment and confidence. Phonics recognition and application is lower than before the lockdown.	Assessment Lead (TP) Literacy Lead (BB) KS 1 & LKS2 teachers and teaching assistants	£13,000
F.	Baseline data identified that some children have fallen back in all areas, specifically in Maths, Writing and Science, due to lack of engagement during the school closure. Targeted academic support needed.	Assessment Lead (TP) Inclusion Lead (AE) Teaching staff Teaching assistants HLTA	£16,000

Wider Strategies (issues which also require action such as low attendance, behaviour, parental engagement)			
		Person/Team Responsible	Cost
G.	Some families and pupils need additional support following the Covid pandemic to develop coping strategies and with engagement and supporting their children at home. A significant proportion of disadvantaged pupils display behaviours rooted in SEMH difficulties, particularly boys. This leads to disruption and a lack of engagement in class. These children are attending school not ready to access learning, and are often dysregulated emotionally due to difficult home situations. This often has a detrimental effect on their academic progress and also their peers, with support staff required to deal with them on a 1:1 basis.	Headteacher (PB) Assessment Lead (TP) SEN/Inclusion Team (JH/AE) Office staff (DG/LN) Breakfast club staff	£7.500
H.	Some children struggle to settle into KS2 due to being on a split site. Parents express concern if they are unfamiliar with KS2 staff or routines.	Year 2 teachers (CF & BB) Year 3 teachers (KC & AE) Year 2 & 3 Teaching Assistants	£5,000

Quality First Teaching

A. Planned expenditure

Pupils enter FS1 with lower than typically expected levels of language and communication which impacts on their ability to access wider learning opportunities across the curriculum.

Barrier/problem	Intervention description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Poor language on entry to school impacts on attainment and progress across the curriculum.</p> <p>Children assessed on entry, with few using age-appropriate levels of vocabulary and sentence structure. Early intervention is given in FOS1.</p> <p>Parent workshops delivered to encourage the use of conversation between pupils and adults at home.</p>	<p>Active ingredient 1: FOS1 teacher to lead training for parents to encourage reading and speaking at home</p> <p>Active ingredient 2: EYFS staff to assess children's reading and speaking levels on entry to Reception.</p> <p>Active ingredient 3: EYFS Leader and other trained staff to lead intervention sessions with children not achieving ARE in the start of Reception baseline, following the NELLI programme, on a daily basis.</p> <p>Active ingredient 4:</p>	<p>EYFS staff to engage on CPD – NELLI programme</p> <p>Phonics support to be given from SLE</p> <p>In-house ongoing support from Literacy Lead – focus on phonics and reading</p> <p>Opportunities for teachers to collaborate and share best practise.</p> <p>Literacy Lead and EYFS Lead will be able to monitor and evaluate the progress through: Data analysis Vocabulary logs Book scrutinies</p>	<p>Short term: Fidelity: All EYFS staff are clear about the use of language with and around the and encourage children to use appropriate age-related vocabulary and speak in full sentences.</p> <p>Acceptability: All EYFS staff are aware of the lack of language used at home prior to children starting school and are keen to increase this through daily conversations.</p> <p>Medium term:</p>	<p>Short term: Pupils will hear adults speak and have opportunities throughout each day to engage in conversations with adults and their peers.</p> <p>Medium term: Pupils will feel able to talk to adults and their peers throughout the day, using the vocabulary they hear from a range of sources.</p> <p>Long term: Early intervention will be apparent and the children are able to talk in full sentences, to adults and their peers.</p>

	<p>Continued focus on developing language and communication in every class</p> <p>Active ingredient 5: Vocabulary displays (across the curriculum) should be evident and regularly referred to, in each EYFS classroom.</p> <p>Active ingredient 6: Star boxes in each EYFS classroom to allow staff to revisit vocabulary.</p> <p>Active ingredient 7: Children to be spoken to and asked to speak in full sentences to give an answer, in all areas, by all EYFS staff.</p>	<p>Environment walks Pupil voice</p> <p><i>EEF Toolkit – Early Years Interventions - +5 months impact. Moderate impact for very low cost.</i></p>	<p>Speech and language skills are developed throughout the school year.</p> <p>Fidelity: A purpose for writing will improve engagement.</p> <p>Reach: Pupil’s language capability, communication and thinking skills will be developed and will impact on reading fluency and writing throughout the curriculum.</p>	
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Review progress at the end of the Autumn term	Review progress at the end of the Spring term	Review progress at the end of the Summer term

B. Planned expenditure

Limited access to vocabulary opportunities at home impacts on attainment and progress across the curriculum. The lack of a vocabulary-rich environment in school contributes to these pupils not making rapid progress.

Barrier/problem	Intervention description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Limited access to vocabulary opportunities impacts on attainment and progress across the curriculum.</p> <p>Poor outcomes - limited vocabulary impact on comprehension and inference skills.</p>	<p>Active ingredient 1: Continue engagement in improving literacy programme - SLE support programme- focus on phonics and reading</p> <p>Active ingredient 2: Continued focus on developing language and communication in every class for each subject</p> <p>Active ingredient 3:</p>	<p>CPD from Literacy SLE – Phonics and Reading</p> <p>Implementation of actions from all training</p> <p>In-house ongoing support from Literacy Lead – focus on phonics and reading</p>	<p>Short term: Fidelity: Staff will ensure that children are given access to a wide range of vocabulary for each subject, and have the opportunities to use these in speaking and writing.</p> <p>Acceptability: All staff to be confident in using subject specific vocabulary or</p>	<p>Short term: Children will be given specific vocabulary for each subject, with these on display in the classroom to refer to in their speaking. Children encouraged to speak in full sentences when talking about their learning.</p> <p>Medium term: Children will be increasingly confident in using a wider</p>

<p>Use of quality resources and visits from authors/illustrators have proven to promote engagement and inspire children</p>	<p>Additional quality texts to be purchased Active ingredient 4: Vocabulary displays (across the curriculum) Active ingredient 5: Star boxes in each classroom to allow staff to revisit the previous topic's key words. Active ingredient 6: Visit from author/illustrator/poet to inspire children Active ingredient 7: Reciprocal reading materials</p>	<p>Opportunities for teachers to collaborate and share best practise.</p> <p>Monitoring and evaluation Data analysis Vocabulary logs Book scrutinies Environment walks Pupil voice</p> <p><i>EEF Toolkit – Phonics - +4 months impact, moderate impact for very low cost.</i></p>	<p>have the support to access CPD to develop their own use. Medium term: Fidelity: Through book scrutinies and dialogue with pupils, all subject leaders to be able to notice an improvement in children's use of relevant and appropriately-levelled vocabulary. Reach: Pupil's language capability, communication and thinking skills will be developed and will impact on reading fluency and writing throughout the curriculum. A purpose for writing will improve engagement.</p>	<p>range of vocabulary, knowing the meaning of the words used and how to find extensions to this. Long term: Children's increased range of vocabulary will be evident during conversations and in their written work. Language rich environment will be evident in classes, across all subjects.</p> <p>Raised attainment at ARE. A wider range of vocabulary will be seen in writing, when speaking and in a language rich environment.</p>
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<p>Review progress at the end of the Autumn term</p>	<p>Review progress at the end of the Spring term</p>	<p>Review progress at the end of the Summer term</p>

C. Planned expenditure
Attainment in writing has historically been lower than Reading and Maths. This is particularly noticeable with disadvantaged boys. In 2018-19, all KS2 pupils achieved 73% in Writing, with PP boys achieving 25% (all PP children achieved 54%).

Barrier/problem	Intervention description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Attainment in Writing has historically been lower than Reading and Maths. This is particularly noticeable with disadvantaged boys. In 2018-19, all KS2 pupils achieved 73% in Writing, with PP boys achieving 25% (all PP children achieved 54%). In the Spring</p>	<p>Active ingredient 1: Continue engagement in improving literacy programme - SLE support programme- focus on writing for a purpose Active ingredient 2: On-going in-house CPD from Literacy Lead Active ingredient 3:</p>	<p>CPD from Literacy SLE – Writing for a purpose</p> <p>Implementation of actions from all training</p> <p>In-house ongoing support from Literacy Lead – focus on writing for a purpose</p>	<p>Short term: Fidelity: Staff will ensure that children are provided with interesting hooks to engage them in their learning. Teachers will plan to cover all genres for their key stage curriculum (Writing for a</p>	<p>Short term: Children will receive 1:1 instruction on how to improve their writing, being able to make quick improvements which will improve confidence and engagement. Medium term:</p>

<p>term of 2019-20 (prior to lockdown) this was: All pupils 74%, All PP children 71% and PP boys at 67%. This shows that attainment was improving for this group.</p> <p>Feedback needs to be provided to pupils with precise strategies so that they can improve their work in lessons.</p> <p>All staff are highly trained and receive quality CPD to ensure good subject knowledge and understanding of teaching and learning across the curriculum. This will have a positive impact on pupils' progress and attainment.</p>	<p>Long-term writing planning to show 7 step planning process (Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing)</p> <p>Active ingredient 4: Long-term writing planning to show 'writing for a purpose'</p> <p>Active ingredient 5: Teachers to give 1:1 feedback to children with precise strategies improvements to make 'quick gains'.</p> <p>Active ingredient 6: Visit from author/illustrator/poet to inspire children</p> <p>Active ingredient 7: Opportunities for children to share their finished work in a variety of forms</p>	<p>Opportunities for teachers to collaborate and share best practise.</p> <p>Monitoring and evaluation Data analysis Book scrutinies Environment walks Pupil voice</p> <p>EEF Toolkit – <i>Feedback - +8 months impact, high impact for very low cost.</i></p>	<p>purpose) to ensure variety and maintain engagement. Students will be given 1:1 feedback on how to improve their writing on a regular basis.</p> <p>Acceptability: All staff to be confident in Assessing writing and teaching individuals how to improve their work, using subject specific vocabulary or have the support to access CPD to develop their own skills</p> <p>Medium term: Fidelity: Staff will be confident in giving appropriate feedback during lessons or following extended pieces of writing, to allow children (particularly disadvantaged boys) to improve their writing quickly</p> <p>Reach: Pupil's language capability, communication and thinking skills will be developed and will impact on reading fluency and writing throughout the curriculum. A purpose for writing will improve engagement.</p>	<p>Children will be able to work with adult or peer support to help identify areas for improvement and will be confident in how to make changes to their work through the editing process.</p> <p>Long term: Through book scrutinies and dialogue with pupils, all subject leaders to be able to notice an improvement in children's writing. Disadvantaged boys will be specifically targeted for pupil discussion with English subject leader or Inclusion Leader.</p> <p>Pupil's language capability, communication and thinking skills will be developed and will impact on reading fluency and writing throughout the curriculum.</p> <p>Pupil engagement will be improved through more appropriate purpose for writing.</p>
<p>Review progress at the end of the Autumn term</p>	<p>Review progress at the end of the Spring term</p>	<p>Review progress at the end of the Summer term</p>		

D. Planned expenditure

There are gaps in children`s learning throughout school due to school closure from the pandemic.

Barrier/problem	Intervention description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>There are gaps in children`s learning throughout school due to school closure from pandemic and lack of engagement in home learning. Some families did not have adequate access to learning devices.</p> <p>Feedback needs to provided pupils with precise strategies so that they can improve their work in lessons.</p> <p>All staff are highly trained and receive quality CPD to ensure good subject knowledge and understanding of teaching and learning across the curriculum This will have a positive impact on pupils` progress and attainment.</p> <p>Feedback from parent workshops have stated that parents would like more of these- observing in class- KS2 skills. We need to look at other ways to reach parents- information on website</p>	<p>Active ingredient 1: Teachers to identify areas of the previous year`s curriculum that would have been covered during school lockdown and plan to cover these during this academic year.</p> <p>Active ingredient 2: Baseline assessments to be taken in September 2020 to identify gaps in learning.</p> <p>Active ingredient 3: Interventions through Quality First Teaching to be planned and delivered to aid catch-up.</p> <p>Active ingredient 4: Electronic presentations to be sent to parents to assist with learning during lockdown or isolation periods.</p> <p>Active ingredient 5: Maths with parents (KS1)- buy programme</p> <p>Active ingredient 6: Continue homework challenges in all classes</p>	<p>Updated action plans following judgements Monitoring of interventions Pupil progress meetings Drop ins to include focus on specific support SLT monitoring timetable - updates termly</p> <p><i>The following will be when pandemic allows</i> Invitations to lesson KS2 Parent workshops throughout school to be timetabled Developing reading and writing Phonics Maths Developing learning behaviours at home Further to be put in place following feedback</p> <p>EEF Toolkit – Parents aspirations important for pupil outcomes +3 months Engagement often easier to achieve with parents of young children</p>	<p>Short term: Fidelity: All teachers will conduct baseline assessments to identify gaps in learning and agree to cover objectives from previous year`s curriculum to avoid gaps in learning. Acceptability: Staff will accept differences in the home lives of the pupils and recognise that not all children had access to resources, equipment and adult support to help them learn, to an acceptable standard, during lockdown. Medium term: Fidelity: Children will be more settled in school and able to catch-up quickly with missed objectives. Reach: Pupils and parents will be able to access on-line learning or homework, in order to maintain their learning or catch-up with missed objectives. Teachers to support with this.</p>	<p>Short term: Gaps in children`s learning will be identified quickly and quality first teaching with suitable intervention will be in place. Diminished difference between PP pupils and non-PP pupils at the end of Foundation Stage, phonics and KS2 in reading and writing. Feedback at the point of learning and same day intervention will support pupils to make further progress.</p> <p>Medium term: End of Autumn term assessments will identify if there have been rapid improvements in learning, with more children achieving ARE. Support to be given to children not making accelerated progress.</p> <p>Long term: Thorough assessment, pupil progress meetings, early intervention and data analysis will show improvements. There will be clear evidence that marking and feedback move learning on.</p>
Review progress at the end of the Autumn term		Review progress at the end of the Spring term		Review progress at the end of the Summer term

Targeted Academic Support				
E. Planned expenditure Baseline data identified that some children have fallen back on their reading attainment and confidence. Phonics recognition and application is lower than before the lockdown.				
Barrier/problem	Intervention description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children have fallen back on their reading attainment and confidence. Phonics recognition and application is lower than before the lockdown. Phonics intervention is required to catch-up and increase attainment and confidence.</p> <p>To develop the reading skills of pupil premium children in FS Year 1 and Year 2.</p> <p>To catch up the phonic skills of Year 3 pupils due to school closure</p>	<p>Active ingredient 1: CPD from English SLE - Teaching phonics throughout school</p> <p>Active ingredient 2: Speech and language- Nelli programme -early years Language and communication across the curriculum</p> <p>Active ingredient 3: Phonic intervention with identified groups of children</p> <p>Active ingredient 4: Additional Teacher/early years staff pm sessions in Autumn Term</p> <p>Active ingredient 5: 2 HLTA to be employed to give targeted support to children identified in end of term assessment data and pupil progress meetings.</p>	<p>Marking at point- same day intervention and assessment for learning is used effectively</p> <p>Purchase assessment materials (NFER reading for all) Use of YARK Reciprocal reading training (used for intervention)</p> <p>Intervention forms Nurture group interventions for targeted PP pupils Nurture practice delivered in every class.</p> <p>EEF Toolkit – <i>Small group tuition - +4 months impact.</i> <i>Moderate impact for moderate cost.</i></p>	<p>Short term: Fidelity: Teachers to ensure children are identified for appropriate intervention and that they are planned for and resourced to enable support staff to carry them out appropriately.</p> <p>Acceptability: All staff to accept the need to work to aid catch-up of basic skills in Reading, Writing and Maths.</p> <p>Medium term: Fidelity: Using end of term data and pupil progress meetings, teachers to identify further intervention programmes and ensure they are planned, resourced and delivered appropriately.</p> <p>Reach: All pupils to be able to catch-up on their learning and receive appropriate support.</p>	<p>Short term: Children in EYFS and KS1 will engage in intense phonics session; Children in LKS2 will be assessed and then receive appropriate phonics catch-up intervention.</p> <p>Medium term: Children will receive appropriate intervention to close the reading gaps.</p> <p>Long term: All children to have passed the Phonics test or received support to close the gaps.</p>
Review progress at the end of the Autumn term		Review progress at the end of the Spring term		Review progress at the end of the Summer term

F. Planned expenditure

Baseline data identified that some children have fallen back in all areas, specifically in Maths, Writing and Science, due to lack of engagement during the school closure. Targeted academic support needed.

Barrier/problem	Intervention description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Baseline data following school closure identified that some children have fallen back in all areas due to lack of engagement during the school closure. Targeted academic support needed.</p> <p>Early identification and intervention ensure specific targeted support is given to accelerate progress and diminish the differences between vulnerable children and their peers.</p> <p>Gaps in children`s learning due to Covid 19-, Y3 children did not take phonic resists in Y2- Staff need further training</p>	<p>Active ingredient 1: Additional Teacher/early years staff pm sessions in Autumn Term</p> <p>Active ingredient 2: Additional support given from TAs and early interventions are of a high standard and show a positive impact.</p> <p>Active ingredient 3: Monitoring and evaluations of vulnerable groups by Inclusion Lead. Conversations with class teacher about attainment, progress and barriers to learning.</p> <p>Active ingredient 4: Booster classes for Y2 and Y6, including revision books at a subsidised cost</p> <p>Active ingredient 5: Phonic club Phonic intervention materials to be purchased</p>	<p>Additional teaching assistants support in English, maths and with emotional, health and well being</p> <p>EEF Toolkit – Feedback- impact +8 months Children having barriers to their learning which impact on their progress and attainment.</p> <p>One to one tuition - +5 months impact moderate impact for high cost.</p> <p>Small group tuition - +4 months impact moderate impact for moderate cost.</p> <p>Progress of all groups is measured thoroughly</p>	<p>Short term: Fidelity: All staff to provide feedback at the point of learning. Assessment for learning and of learning is used effectively and analysed in order to plan for future lessons.</p> <p>Acceptability: All staff will accept that children will have gaps in their learning and may still be struggling to settle back into school, including those who may have to isolate during the new school year.</p> <p>Medium term: Fidelity: Children in intervention and booster classes to be supported with their learning in class to further develop their understanding, using the skills taught in small group tuition in independent work.</p> <p>Reach: Regulation of behaviour and raised self-esteem of PP pupils who are most at risk of underachieving</p>	<p>Short term: Following baseline assessments, children who have fallen behind pre-lockdown levels will be identified and given targeted support.</p> <p>Medium term: Following end of Autumn term assessments, children not making accelerated progress or who are significantly below ARE, will be targeted for small group tuition or will receive one to one support in class.</p> <p>Long term: Children will be expected to make accelerated progress and are at least in-line with their peers. Those children still not at this level in the Spring term assessments will be targeted for further, intense support.</p>

Review progress at the end of the Autumn term	Review progress at the end of the Spring term	Review progress at the end of the Summer term

Wider Strategies

G. Planned expenditure

Some families and pupils need additional support following the Covid pandemic to develop coping strategies and with engagement and supporting their children at home. A significant proportion of disadvantaged pupils display behaviours rooted in SEMH difficulties, particularly boys. This leads to disruption and a lack of engagement in class. These children are attending school not ready to access learning, and are often dysregulated emotionally due to difficult home situations. This often has a detrimental effect on their academic progress and also their peers, with support staff required to deal with them on a 1:1 basis.

Barrier/problem	Intervention description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>A proportion of pupils have emotional and behavioural issues which can have a detrimental effect on their academic progress and also their peers.</p> <p>The inclusion team can secure best practice and the monitoring of SEN, SEMH and behaviour provision across school.</p> <p>Families and children have a better awareness of the expectations of the curriculum and increased parental involvement and greater confidence in supporting learning is evident.</p>	<p>The following will be in place when the restrictions allow.</p> <p>Active ingredient 1: High take up of extra-curricular and curriculum enhancement Barriers removed for vulnerable and disadvantaged pupils</p> <p>Active ingredient 2: Opportunities for pupils to engage in activities before school and ensure they arrive on time</p> <p>Active ingredient 3: Subsidised costs for a breakfast club. Focussed activities following breakfast.</p> <p>Active ingredient 4: Improved engagement for those attending breakfast club</p>	<p>Using recommendations and guidance from reports to improve outcomes for disadvantaged pupils – continue CPD (working with disadvantaged pupils; attachment training; promoting positive mental health)</p> <p>Ensure designated senior leaders have a clear overview of allocated funding and monitoring is effective in identifying the difference it is making to the outcomes for pupils</p> <p>Monitoring timetable (triangulation of judgements) Evaluations and next steps for action plans Pupil progress meetings</p>	<p>Short term: Fidelity: Staff to implement a Recovery Curriculum (shorter sessions, focus on mental well-being, creative sessions) to allow children time to settle back into school following the closure.</p> <p>Acceptability: All staff to be aware that some children and families were not able to access the curriculum during lockdown and will find it difficult to return to full-time learning immediately.</p> <p>Medium term: Fidelity: Pupils with poor self-esteem, emotional and behavioural difficulties and possible effects of trauma and loss due to</p>	<p>Short term: Children may feel unsettled when returning to school following lockdown, or may have suffered personal loss/trauma. Children to have the opportunity to talk to staff in school about their experiences and feelings.</p> <p>Medium term: Most children will be more settled in their learning and be able to access the curriculum without disruptions or the need for additional mental or emotional support. Breakfast club will be open to all children- lower and upper site.</p> <p>Long term: Observations and monitoring will show less incidents of</p>

<p>Some families and pupils need additional support following the Covid pandemic to develop coping strategies and with engagement and supporting their children at home.</p> <p>Positive outcomes for attendance and attitude towards school</p> <p>Attendance records and feedback from staff show better attendance and attitude towards learning. Research shows that a pupil's emotional state has a significant impact on how they learn</p>	<p>Subsidising the cost will allow access to all</p> <p>Active ingredient 5: Pupil progress meetings to identify if these strategies have worked and plan for future interventions</p> <p>Active ingredient 6: Website review at the end of Autumn Term</p>	<p>Data analysis Provision map Pupil voice</p> <p>Subsidy for out of school activities</p> <p>FSM is not reliable indicator of deprivation/need for some families.</p> <p>PP pupils can access at least one club per term</p> <p>Monitoring of attendance and engagement</p> <p>Prizes, vouchers for attendance</p> <p>Lesson observations Work scrutiny Pupil progress meetings</p> <p>Individual plans</p> <p>Book scrutinies</p> <p>EEF toolkit – behaviour interventions - +3 months self-regulation- +7 months impact for moderate cost</p>	<p>pandemic are supported successfully in order for them to regulate their behaviour and other pupils can access learning.</p> <p>Opportunities given for further parental engagement either remotely or in school when permitted.</p> <p>Acceptability: All staff to be aware of different emotional needs of children and work as a team to support children with their emotional well-being</p> <p>Reach: Children will feel more engaged in their learning and be able to identify their emotional and physical feelings, in order to concentrate in school. Parents will be able to access support and can access breakfast clubs and booster classes. Parents will have a better awareness of the expectations of the curriculum and greater confidence in how to support their child with their learning.</p>	<p>disruption and children will be in a better position to make progress. Children will show resilience and perseverance. Increased parental involvement and confidence to support learning.</p>
<p>Review progress at the end of the Autumn term</p>	<p>Review progress at the end of the Spring term</p>		<p>Review progress at the end of the Summer term</p>	

H. Planned expenditure

Some children struggle to settle into KS2 due to being on a split site. Parents express concern if they are unfamiliar with KS2 staff or routines.

Barrier/problem	Intervention description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children struggle to settle into KS2 due to being on a split site. Parents express concern if they are unfamiliar with KS2 staff or routines.</p>	<p>Active ingredient 1: Time given for Year 3 teachers to spend some time each week in the Summer first half-term to support in Year 2 classes to become a familiar face to the children.</p> <p>Active ingredient 2: Year 3 teachers to be given time to teach some lessons in Year 2 during the Summer second-half term.</p> <p>Active ingredient 3: Year 3 teachers to meet with Year 2 parents in Summer second half-term</p> <p>Active ingredient 4: Year 2 children and staff to visit the upper school for short sessions (play/assembly/lessons) to become familiar with the site.</p> <p>Active ingredient 5: Year 2 children and parents to attend Parent Workshops in the upper school to work with the Year 3 teachers.</p>	<p>Year 3 teachers to work for short sessions in the Year 2 classrooms, to allow children to become familiar with them.</p> <p>Year 2 children to visit the Upper school site to become familiar with the layout (classrooms, hall, playground etc)</p> <p>Year 2 children and parents to be invited to workshops with Year 3 teachers and staff</p> <p><i>EEF Toolkit – Parental engagement - +3 months impact, moderate impact for moderate cost.</i></p>	<p>Short term: Fidelity: Year 3 staff will understand where the children in Year 2 are in terms of their academic levels and personalities.</p> <p>Acceptability: Year 3 staff to understand the learning styles used in KS1 and be willing and able to plan to use them in order to help with a smoother transition.</p> <p>Medium term: Fidelity: Reach: Children will settle into their learning in KS2 quickly. Parents will feel less anxious about the transition from Year 2 to 3. Increased and more targeted transition sessions with KS2 staff.</p>	<p>Short term: Children in Year 2 will become familiar with the Year 3 teachers and teaching assistants and will feel relaxed when they come in to work in their classrooms.</p> <p>Medium term: Parents and children will be able to identify the Year 3 staff and can talk to them about the upcoming work. Parents and children will be familiar with the layout and organisation of the upper school site.</p> <p>Long term: Less ‘fall back’ of attainment at the start of Year 3. Less report of children or parents feeling anxious about transition.</p>
<p>Review progress at the end of the Autumn term</p>	<p>Review progress at the end of the Spring term</p>		<p>Review progress at the end of the Summer term</p>	