

1. Summary information					
Academic Year	2020-2021	Total PP budget	£29665	Date of most recent PP Review	November 2020
Total number of pupils	231	Number of pupils eligible for PP (FSM entitlement) Figures - Jan 2021	24 (17)	Date for next internal review of this strategy	September 2021

2. Current attainment - there is no Key Stage 2 ASP data for 2020 due to COVID-19 Pandemic and closure of schools		
End of KS2 July 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading (from ASP)	86% expected+ (14% exceeded) Average Scaled Score 103.3	89% expected+ (42% exceeded) Average Scaled Score 107.8
% achieving expected standard in writing (from ASP)	86% expected + (0% exceeded) Average Scaled Score n/a	94% expected+ (42% exceeded) Average Scaled Score n/a
% achieving expected standard in maths (from ASP)	86% expected+ (16.7% exceeded) Average Scaled Score 104.5	96% expected+ (42% exceeded) Average Score 109.1
% achieving expected standard in reading, writing and maths (from ASP)	86% expected + (0% exceeded) Average Scaled Score n/a	89 % expected+ (30% exceeded) Average Scaled Score n/a
% achieving expected standard in grammar, punctuation and spelling (from ASP)	86 % expected+ (43% exceeded) Average Scaled Score 109.6	92 % expected+ (72 % exceeded) Average Scaled Score 112.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Resilience and independence as learners – over-reliance on adult modelling and support
B.	Emotional well-being – children are not ready to learn, easily distracted and are unable to fully access the curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance and punctuality –for some
D.	Lack of enrichment /breadth of learning beyond school

4. Desired outcomes		
	Desired outcomes	Success criteria
A.	PP group are prepared for the day and ready to learn. They are able to maintain focus and take on challenges in their learning	PP group make good or better progress across all prior attainment bands
B.	Improved attendance and punctuality for PP children – close monitoring and follow up of any absence or lateness	Improved attendance and punctuality for PP to be in line with ‘other’ pupils’ (whole school target 98%)
C.	ALL PP children have breadth of learning target within pupil passport and are encouraged to participate in wider curriculum opportunities	All PP group attend at least one extra-curricular club per term and participate in trips, including residential. Achievements noted within pupil passports

1. Planned expenditure					
Academic year		2021-2022			
OVERALL TARGET OUTCOME PPG children make good progress across the school			Pupils who make good progress can narrow the attainment gap between them and national averages -good progress indicates pupils who are striving to their potential		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/s	When will you review implementation?
PPG children make good progress across the school	Targeted support through 1:1 and small group tuition, including rapid response provided by teachers and HLTAs	Track record of success with pupils using this system. Evidence from Education Endowment Foundation suggests that smaller groups with well qualified staff together with effective feedback can benefit pupil progress	Pupil’s attendance –progress monitored in each unit of work and in pupil progress meetings termly.	HF CA	termly
PPG children who require support have access to appropriate therapeutic support	Counselling in Schools from Safe Space Counselling or trained talking and drawing therapists/ mental health first aiders	Children who see the counsellor say that they feel better for their session. Anger managed for some. Increases to self-esteem.	Liaison with the safe Space Counsellor. Dedicated and timetabled space to work to ensure continuity	HT	Annually
The significant majority of children have accessed learning at home	Support children who are unable to be supported at home or who need additional access to resources in school	Access to relevant resources to enable research Evidence suggests (EEF website and John Hattie in Visible Learning) that smaller groups with well-qualified staff can benefit pupil progress.	Attendance register- Progress monitored through half termly pupil progress and pupil progress meetings	HT	Termly

	Library/ hush club available at lunchtimes for children to access materials and guidance.				
Learning is consolidated/extended at home	Support through the SW Herts Partnership - how to support learning at home to include resources) Children able to borrow games to share at home	Support parental involvement and strengthen home-school links Report from recent research - Sutton Trust states that it is evidence that 'supporting parents to get involved in their child's learning can boost home learning environments.'	Level of participation monitored Feedback from parents/carers/teachers	HT & CA	Termly + Annually
Children are emotionally prepared for the day and ready to learn. They are able to maintain focus and take on challenges in their learning		Pupils who are ready to learn are more able to acquire skills and learn effectively -Pupils who feel safe in school are able to learn and develop			
Children will have opportunities to regulate their emotions	Mindfulness Protective Behaviours Emotion Coaching Herts Steps De Bono Thinking Hats Bucket Filling Parent support groups Staff Supervision			All staff	Annually
Children will be able to self-regulate more readily	Protective behaviours Raise profile of systems already introduced	This is 'a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe'. Some elements already successfully embedded in school practice	Termly reviews	SP SO CA HT	Termly
	- Safe Space counsellor/therapist	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. Children need to be emotionally ready to access learning.	Termly	HT DR CA	Termly
	Part of induction programme plus further mindfulness refresher training for staff	'Evidence for the Impact of Mindfulness on Children and Young People', (Katherine Weare -April 2012) Mindfulness in Schools Project Identifies the positive impact on social, emotional, mental and physical health and wellbeing and the ability to learn.	SP and SO weekly drop-in observations Termly reviews	SO SP CA	Termly

	Part of induction programme plus refresher—further training for staff - Compass for Life Close monitoring as part of self-evaluation cycle -	EEF Toolkit suggest that: Metacognition and self-regulation approaches have consistently high levels of impact...there were indications that programmes looked at (Compass for Life and Growth Mindset) ‘were particularly beneficial for pupils from low income families.’	LT weekly drop-in observations Termly reviews Pupil voice Pupil focus and pupil progress meetings Lesson Study feedback	HT	Annually
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The attainment gap for PPG children is narrowed across the curriculum, across the school	Bespoke literacy and maths interventions for identified children to narrow the gaps and accelerate progress	Accelerated progress from low starting points – some still not enough to reach age related expectations for some children EEF identifies effectiveness of one to one tuition	Progress monitored through post intervention feedback, half termly pupil progress and pupil premium focus meetings	HT, CA	Termly
Children will better understand the next steps in their learning and strategies for these - and this will be evident in the progress they make.	Years 4 and 5 – additional tuition - part time teacher + TA with QTS - 2 way ability split of classes + small group work and early morning boosters	Evidence suggests (EEF) that smaller groups with well-qualified staff can benefit pupil progress.	Progress monitored through post intervention feedback, half termly pupil progress and pupil premium focus meetings	HT, HF, CA	Half-termly
Identified children make accelerated progress in basic skills	Club to support children who are unable to be supported at home or who need additional access resources in school	Develop independent learning skills – Children in upper KS2 in preparation for transition to secondary school –“T” time (transition time programme). Additional school visits and liaison with secondary schools. Butterfly project for identified pupils. Family Worker support for identified pupils	Progress monitored through post intervention feedback, pupil progress and pupil premium focus meetings Attendance register- Progress monitored through pupil progress and pupil premium focus meetings	HT, HF, CA	termly

Expenditure 21/22

Targeting support to diminish the disadvantages for our vulnerable children

Additional teaching and tuition costs	£18,000
Staff Training focused on overcoming barriers in reading and writing	£2000.00
Counselling Service	£3,000.00
Contributions towards trips & enrichment Activities	£300
Family Worker	£7,000.00
Mentoring	£3,330.00
Additional Resources on a targeted needs basis	1,500.00
Free School Meals	£5832.00
Free Milk	£810.00
Total Spending	£41772

Indicative Pupil Premium Funding for 2021-2022	£36,355
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