



Pupil Premium Spending Plan

2019-2020

Pupil Premium Spending Plan 2019-20

Whole School Overview

Number of pupils in receipt of the deprivation Pupil Premium 2018/2019	69
Total income received for the deprivation Pupil Premium 2018/2019 (Financial Year)	£91,080
Number of pupils on roll who are Pupil Premium (academic year 2018-2019)	60
Number of pupils on roll who are Pupil Premium-Year 3 (Academic Year 2018-2019)	9 pupils (4% of whole school)
Number of pupils on roll who are Pupil Premium-Year 4 (Academic Year 2018-2019)	15 pupils (7% of whole school)
Number of pupils on roll who are Pupil Premium-Year 5 (Academic Year 2018-2019)	21 (10% of whole school)
Number of pupils on roll who are Pupil Premium-Year 6 (Academic Year 2018-2019)	15 (7% of whole school)
Name of Pupil Premium Governor	Mrs Carly McDowell & Mrs Maggie Tamcken

OBJECTIVES

1	CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING, WRITING & SPELLING	£31,176
2	CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS	£20,401.50
3	CONTINUE TO IMPROVE THE ATTENDANCE AND PUNCTUALITY OF DISADVANTAGED PUPILS	£7,000
4	INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF SCHOOL CURRICULUM	£31,503
	TOTAL PLANNED SPEND	£91,080

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PUPIL PREMIUM RATIONALE

Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve their achievement in reading, writing and spelling in all year groups.
- Continuing to improve their achievement in maths in all year groups.
- Continuing to improve their attendance and punctuality in all year groups.
- Increasing their participation in all aspects of the school curriculum.

Each intervention that will take place is described in this plan. The impact of each intervention will be measured through assessments which will take place in April 2019 and June 2019. To support teacher assessments, Grammar, Punctuation and Spelling (GAPS), Maths (PUMA) & Reading (PIRA) tests will be used at key points during the year. Writing moderation will be conducted with other schools in the LA on a termly basis. Additional assessment information (eg Boxall Profile, attendance & punctuality data etc) will also be used where appropriate. The plan will be reviewed termly in conjunction with the attainment and progress summary document and Pupil Progress Meetings.

Barriers

- Pupils enter school with very low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.
- Many Pupils enter school with very low rates of numeracy and parents often lack confidence in being able to support their children at home.
- Some of our families face many social and economic challenges and do not always see regular school attendance and punctuality as a high priority.
- Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.

All targets throughout this plan are realistic and based on the current attainment of pupils in each year group. They will be reviewed termly to ensure we strive for the best outcomes for all of our pupils. Any pupils significantly below ARE will be closely monitored through Q skills assessments and Bridging the Gap materials.

PUPIL PREMIUM FUNDING 2019/20	
	Total Amount
Pupil Premium funding	£91,080
Looked After Children funding	£0
TOTAL PUPIL PREMIUM GRANT	£91,080

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OBJECTIVE 1: CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING, WRITING & SPELLING

CODE	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on? Why?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
A	Extra TA support to target key pupils for phonics support during literacy time. This will also enable teachers to teach smaller class sizes.	£6,000	<p>Research: <i>EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is more effective on average than other approaches to reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p> <p>Plan: To enable all children to be taught at the level they are currently working at, to accelerate progress. TAs to provide focused support for disadvantaged pupils across Lower KS2 including support for those who did not meet the required standard in the Y2 phonics check. All children working below ARE will be targeted with RWI Phonics daily. This will be with a trained member of staff.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y3 - 60% of disadvantaged pupils are at ARE in reading / 60% are at ARE in writing • Y4 – 57% of disadvantaged pupils are at ARE in reading / 50% are at ARE in writing <p>Next Steps:</p>	<p>Y3 - 60% of PP group to attain the expected standard in Reading & 60% of PP group to attain the expected standard in Writing</p> <p>Y4 - 57% of PP group to attain the expected standard in Reading & 50% of PP group to attain the expected standard in Writing</p>
B	To use specialist support for English (Kerry Godsman) to raise overall attainment in English.	£4,176	<p>Plan: Kerry Godsman to work alongside English subject leader to improve overall outcomes in reading and writing.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y3 – 60% of disadvantaged pupils are at ARE in reading / 60% are at ARE in writing • Y4 – 57% of disadvantaged pupils are at ARE in reading / 50% are at ARE in writing • Y5 - 67% of disadvantaged pupils are at ARE in reading / 52% are at ARE in writing • Y6 – 53% of disadvantaged pupils are at ARE in reading / 47% are at ARE in writing <p>Next Steps:</p>	<p>Y3 - 60% of PP group to attain the expected standard in Reading & 60% of PP group to attain the expected standard in Writing</p> <p>Y4 - 57% of PP group to attain the expected standard in Reading & 50% of PP group to attain the expected standard in Writing</p>

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				<p>Y5 - 67% of PP group to attain the expected standard in Reading & 52% of PP group to attain the expected standard in Writing</p> <p>Y6 - 53% of PP group to attain the expected standard in Reading & 47% of PP group to attain the expected standard in Writing</p>
C	RWI 1 to 1 tuition to take place across the school – Target pupils will receive 4 lessons per week.	£2,000	<p>Research: <i>EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p> <p>Plan: Specific teacher and TA support will be provided for all pupils who have not developed their early reading skills of fluency and decoding.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y3 – 80% of disadvantaged pupils have completed RWI Phonics programme • Y4 – 80% of disadvantaged pupils have completed RWI Phonics programme (In y3 – 40% of pupil premium pupils are on the RWI phonics programme, in y4 43% of pupil premium pupils are on the RWI phonics programme) <p>Next Steps:</p>	<p>Y3 – 80% of PP group complete the RWI Phonics programme</p> <p>Y4 – 80% of PP group complete the RWI Phonics programme</p>
D	RWI Fresh Start programme to implemented with Y5 pupils and Y6 pupils. This will also enable teachers to teach smaller class sizes.	£6,000	<p>Research: <i>EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p>Plan: Implement the RWI Fresh Start programme to enable pupils to improve their fluency and decoding skills quickly whilst also focusing of developing their inference and comprehension. Two groups will be provided with support daily, each week.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y5 - 67% of disadvantaged pupils are at ARE in reading • Y6 – 53% of disadvantaged pupils are at ARE in reading <p>Next Steps</p>	<p>Y5 - 67% of disadvantaged pupils are at ARE in reading</p> <p>Y6 – 53% of disadvantaged pupils are at ARE in reading</p> <p>(100% of the 33% in year 5 and 47% in year 6 will have Fresh Start daily)</p>

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E	Mentoring programme for target pupils in Y4 & Y6 conducted by SLT (to include metacognition & self-regulation strategies)	£4,000	<p>Research: <i>A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.</i></p> <p>Plan: Pupil Premium pupils will be provided with weekly mentoring sessions which will focus on their curricular targets for writing and spelling. Each session will enable each pupil to have a quality time with a trained adult who can give them precise feedback on how to improve their work.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y4 – at least 50% of disadvantaged pupils are at ARE in writing • Y6 – at least 47% of disadvantaged pupils are at ARE in writing <p>Next Steps:</p>	Y4 –50% of PP group to attain the expected standard in Writing Y6 –47% of PP group to attain the expected standard in Writing
F	Booster classes for pupils in Y6 classes to accelerate progress in reading, writing and grammar	£6,000	<p>Research: <i>EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>Plan: Additional after-school booster sessions to focus on reading once weekly. DHT & English lead will also take 2x weekly sessions for target pupils to ensure they catch up towards ARE.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y6 –53% of PP group to attain the expected standard in Reading • 47% of PP group to attain the expected standard in Writing <p>Next Steps:</p>	Y6 –53% of PP group to attain the expected standard in Reading & 47% of PP group to attain the expected standard in Writing
G	To improve the quality of teaching in reading and writing throughout the school and to ensure that there is a consistent approach for all pupils.	£2,000	<p>Research: <i>Sutton Trust – “Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.”</i></p> <p>Plan: Develop higher quality CPD sessions for staff focussing on each staff member's individual needs whilst working in line with the SDP, as well as addressing the needs of children in receipt of Pupil Premium funding. Through:</p> <ul style="list-style-type: none"> - team teaching/coaching - subject leader co-ordinator support in PPA time 	Teaching is at least 'good' in all classes. Book scrutiny to show good progress made by PPG pupils.

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			<ul style="list-style-type: none"> - whole school staff training sessions/INSET - lesson study - working with another school LA courses <p>Outcomes:</p> <ul style="list-style-type: none"> • teaching to be graded at least 'good' in 80% of classes by Spring, (This would be an improvement of 20% from Autumn. To be graded at least 'good' in 100% of classes by Summer term. <p>Next Steps:</p>	
H	To improve the standard of writing throughout the curriculum.	£1000	<p>Plan: To introduce at least one extended piece of writing in the wider curriculum (once weekly) to encourage all pupils to apply the skills of writing throughout all curriculum areas.</p> <p>Outcomes: All children will be applying their writing skills in a range of contexts.</p> <p>Next Steps:</p> <p>-</p>	All children will have at least one piece of extended writing throughout the curriculum.
	OBJECTIVE 1 TOTAL	£31,176		
OBJECTIVE 2: CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS				
	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
I	Introduce “Maths Passports” to improve fluency and quick recall of number facts.	£1,000	<p>Research: <i>EEF: Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</i></p> <p>Plan: Introduce a new approach to fluency and quick recall “Maths Passports”. We will teach these skills daily and focus on PPG pupils in particular. We will use this as a strategy to improve attainment for PPG pupils by focusing on their gaps and moving them on quickly.</p> <p>Outcomes: All PPG pupils will have moved through at least 2 continents on their passport.</p> <p>Next Steps:</p>	All PPG pupils will have moved through at least 2 continents on their passport.
J	Work on targeted planning for teachers to ensure all PP pupils make accelerated progress.	£3,000	<p>Plan: Work with maths specialist on maths planning. This will ensure that coverage is consistent, progressive and well matched to pupils needs.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y3 - 60% of disadvantaged pupils are at ARE in maths • Y4 – 50% of disadvantaged pupils are at ARE in maths 	<p>Y3 - 60% of disadvantaged pupils are at ARE in maths</p> <p>Y4 – 50% of disadvantaged pupils are at ARE in maths</p>

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			<ul style="list-style-type: none"> Y5 - 57% of disadvantaged pupils are at ARE in maths Y6 – 47% of disadvantaged pupils are at ARE in maths <p>Next Steps:</p>	<p>Y5 - 57% of disadvantaged pupils are at ARE in maths</p> <p>Y6 – 47% of disadvantaged pupils are at ARE in maths</p>
K	Continue with “Times Tables Rockstars”	£225.50	<p>Research: See ‘1’</p> <p>Plan: Continue with “Times Tables Rockstars” for all pupils. Target PPG pupils and monitor their use. Ensure that all PPG pupils are using the app and if not, ensure there is targeted time in school as this has been a proven approach to improving recall of the times tables.</p> <p>Outcomes: All PPG pupils will be using the app twice weekly.</p> <p>Next Steps:</p>	All PPG pupils will be using the app twice weekly and have a marked improvement in times tables knowledge.
L	Booster classes for pupils in Y6 classes to accelerate progress in Maths	£6,000	<p>Research: EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p> <p>Plan: All Y6 Pupils to be invited to maths booster sessions led by members of the SLT weekly.</p> <p>Y6 pupils who were working below the expected standard will be provided with an additional in school Booster Group – This group will focus on developing their fluency, problem solving and reasoning skills using a Concrete, Pictorial Abstract (CPA) model and will be led by Mark Borland – Maths Lead.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Y6 – 47% of disadvantaged pupils are at ARE in maths <p>Next Steps</p>	Y6 – 47% of PP group to attain the expected standard

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M	To provide support for key PPG pupils in maths with a teacher led intervention 3x per week. (collaborative learning approach)	£4,000	<p>Research: EEF: The impact of collaborative approaches on learning is consistently positive. Structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p>Plan: All class teachers to lead a 'preview' approach to maths, where key pupils are taken out and given an idea of the next lesson to prepare them for future learning. All pupils will work together in a group to develop their confidence.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y3 - 60% of disadvantaged pupils are at ARE in maths • Y4 – 50% of disadvantaged pupils are at ARE in maths • Y5 - 57% of disadvantaged pupils are at ARE in maths • Y6 – 47% of disadvantaged pupils are at ARE in maths <p>Next Steps:</p>	<p>Y3 - 60% of disadvantaged pupils are at ARE in maths</p> <p>Y4 – 50% of disadvantaged pupils are at ARE in maths</p> <p>Y5 - 57% of disadvantaged pupils are at ARE in maths</p> <p>Y6 – 47% of disadvantaged pupils are at ARE in maths</p>
N	To improve the quality of teaching in maths throughout the school and to ensure that there is a consistent approach.	£2,000	<p>Research: Sutton Trust – “Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.”</p> <p>Plan: Develop higher quality CPD sessions for staff focussing on each staff member’s individual needs whilst working in line with the SDP, as well as addressing the needs of children in receipt of Pupil Premium funding. This may be through;</p> <ul style="list-style-type: none"> - team teaching/coaching - subject leader co-ordinator support in PPA time - whole school staff training sessions/INSET - lesson study - working with another school LA courses <p>Outcomes: teaching to be graded at least 'good' in 80% of classes by Spring, (This would be an improvement of 20% from Autumn. To be graded at least 'good' in 100% of classes by Summer term.</p>	teaching to be graded at least 'good' in 80% of classes by Spring, (This would be an improvement of 20% from Autumn. To be graded at least 'good' in 100% of classes by Summer term.

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			Next Steps: -	
O	Work with specialist (Deborah Mulroney) to introduce a mastery approach to teaching and learning.	£4,176	<p>Research: EEF: <i>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</i></p> <p>Plan: Deborah Mulroney to work with class teachers to improve planning and teaching of lessons and ensure that mastery is embedded throughout the curriculum.</p> <p>Outcomes: <i>Y3 – 30% of disadvantaged pupils are at GD in maths</i> <i>Y4 – 14% of disadvantaged pupils are at GD in maths</i> <i>Y5 – 28% of disadvantaged pupils are at GD in maths</i> <i>Y6 – 13% of disadvantaged pupils are at GD in maths</i></p> <p>Next Steps:</p>	<p><i>Y3 – 30% of disadvantaged pupils are at GD in maths</i> <i>Y4 – 14% of disadvantaged pupils are at GD in maths</i></p> <p><i>Y5 – 28% of disadvantaged pupils are at GD in maths</i></p> <p><i>Y6 – 13% of disadvantaged pupils are at GD in maths</i></p>
	OBJECTIVE 2 TOTAL	£20,401.50		
OBJECTIVE 3: CONTINUE TO IMPROVE THE ATTENDANCE & PUNCTUALITY OF DISADVANTAGED PUPILS				
	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
P	<p>Attendance Co-ordinator to provide attendance and punctuality and to provide support for parents and pupils where:</p> <p>(1) Attendance is at risk of falling below 90% by the end of the academic year. (2) Punctuality is an issue</p>	£4,000	<p>Research: DfE "the links between attendance and achievement are strong",</p> <p>Plan: Attendance of PPG group to be monitored very closely to a) provide support for families b) ensure that fines are issued where appropriate c) provide support for pupils d) celebrate good attendance and punctuality. Attendance Co-ordinator will meet with pupils on a fortnightly basis and follow up with families.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <i>The number of pupils who were in "Red" for attendance to improve.</i> <i>The number of pupils who were in "Red" for punctuality to improve.</i> <p>Next Steps</p>	<p>% of PA disadvantaged pupils will be in line with the national average.</p> <p>% attendance of disadvantaged pupils will be in line with the national average.</p> <p>Persistent lateness is halved between Half Term 1 and Half Term 6</p>

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Q	Improve PPG parent engagement with school.	£2,000	<p>Research: EEF: The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. However, there is surprisingly little robust evidence about the impact of approaches designed to improve learning through increased parental engagement. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>Plan:</p> <ul style="list-style-type: none"> Use 'Marvellous Me' or Class Dojo to send key 'text message' tasks to parents. <p>Outcomes: 100% of PPG parents will be engaging with the app.</p> <p>Next Steps:</p>	100% of PPG parents will be engaging with the app.
R	Introduce Social & Emotional Learning as a key priority throughout the curriculum.	£1000	<p>Research: EEF: <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p> <p>Plan: Ensure that all classes complete circle time with a focus on social skills and emotional regulation at least once weekly, this will be linked with our 21st Century competencies throughout all curriculum areas.</p> <p>Outcomes: Pupils will have improved emotional intelligence and be able to regulate emotions more readily.</p> <p>Next Steps:</p>	Pupils will have improved emotional intelligence and be able to regulate emotions more readily.
OBJECTIVE 3 TOTAL		£7,000		
OBJECTIVE 4: INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF THE SCHOOL CURRICULUM				
CODE	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
S	To improve the quality of feedback	£3,000	Research: EEF: <i>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects</i>	Key PPG children will receive ring-fenced time

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	<p>offered to PPG pupils.</p> <p>(EEF: High Quality Feedback +8 Months)</p>		<p><i>and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</i></p> <p>Plan: PPG pupils will have verbal feedback on their work daily, the impact of this will be recorded in their book. We will provide evidence-based support for teachers in continually reflecting on their feedback to PPG pupils.</p> <p>Outcomes: All PPG pupils will have feedback that enables them to make progress. This will be evidenced in book scrutinise & through PPG monitoring.</p> <p>Next Steps:</p>	<p>in order to discuss their learning in all classes.</p> <p>Feedback targeted to PPG children throughout all lessons.</p>
T	<p>Nurture Group provision & Behaviour support (including training and resources).</p>	£5,000	<p>Research: <i>EEF: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. School-level behaviour approaches are often related to improvements in attainment.</i></p> <p>Plan: Introduce Nurture group support for target pupils (<i>with significant social, emotional and behavioural needs</i>). They will meet with Nurture group leader daily for 15 minutes following lunchtime. The impact of this session will be monitored through the Boxall Profile. We will also introduce a whole school behaviour management approach that will be followed in all classes to ensure a consistent approach for all pupils.</p> <p>Outcomes: All PPG nurture group pupils will show an improvement according to their Boxall profile assessment.</p> <p>Next Steps:</p>	<p>Boxall Profiles for pupils accessing Nurture Group indicate improved behaviour.</p>
U	<p>Increase the opportunity for PPG pupils to access emerging technologies throughout the curriculum.</p>	£5,000	<p>Research: The Sutton Trust: studies have consistently found that ICT is associated with improved learning. Though the impact varies, the gains are moderate with a potential gain of four months.</p> <p>Plan:</p> <ul style="list-style-type: none"> • Increase opportunities for use of ICT within lessons through using the IWB interactively focussing on selecting PPG children to come and use it. • Provide iPad/time for PPG/SEND children in order to allow them to use iPads/computers to record their ideas within English. • Provide additional time to PPG and PPG/SEND children to practise with Timetable Rockstars (particularly if they do not have access to a computer at home). 	<p>All PPG children will be given increased opportunity to use technology throughout the curriculum.</p>

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			<ul style="list-style-type: none"> Conduct/buy in training to staff on effective use of ICT within the classroom to accelerate progress. <p>Outcomes: All PPG children will be given increased opportunity to use technology throughout the curriculum.</p> <p>Next Steps:</p>	
V	Develop a creative whole school curriculum (that will address the emerging needs of our pupils and prepare them for life in the 21 st century).	£5,503	<p>Research: EEF: Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Plan: Include audit of barriers with staff when planning for the new curriculum. Ensure barriers of PPG pupils are addressed and implemented as a key driver for the curriculum.</p> <p>Outcomes: All PPG pupils will be more engaged throughout the curriculum as evidenced on learning walks half termly.</p> <p>Next Steps:</p>	Increased engagement of PPG pupils.
W	Funding places and subsidising costs for school residential trips, visits and visitors to school in order to ensure that all pupils experience a visit / event linked to their topic each term.	£5,000	<p>Research: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Plan: <i>To provide all pupils with the opportunity to participate in educational visits and enrichment opportunities to broaden their horizons and cultural capital. This will include residential visits, sports competitions, performances in prestigious venues and local businesses.</i></p> <p>Outcomes: 100% of PPG will have taken part in at least one trip or enrichment activity per term.</p> <p>Next Steps:</p>	PPG attend school trips, residential visits and exciting school events each term.

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<p>X</p>	<p>Employ a “Life Skills worker” to improve collaboration between pupils to raise attainment.</p>	<p>£8,000</p>	<p>Research: EEF: The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>Plan: Employ a “life-skills” worker who will work with key PPG pupils from each year group to create a sense of awe & wonder throughout the curriculum by developing creative approaches to displays. Children will work together on a set task (create a display/learning environment/enrichment) and have a set learning outcome.</p> <p>Outcomes: Pupils will be more readily able to work together in a group. They will have an increased ability to work collaboratively, take turns, share and develop leadership skills.</p> <p>Next Steps:</p>	<p>6 PPG pupils will receive at least 1 hour working with the life skills worker weekly.</p> <p>Pupils will be more readily able to work together in a group. They will have an increased ability to work collaboratively, take turns, share and develop leadership skills (evidenced through small steps tracker).</p>
<p>OBJECTIVE 4 TOTAL</p>		<p>£31,503</p>		