

1. Summary information					
<b>School</b>	Pelton Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£143,810	<b>Date of most recent PP Review</b>	June 20
<b>Total number of pupils</b>	314	<b>Percentage of pupils eligible for PP</b>	34%	<b>Date for next internal review of this strategy</b>	March 21

2. Attainment - Below is a summary of the 2019 data as there was no statutory end of year data for 2020 due to the COVID 19 pandemic.		
Of 41 pupils in Year 6, 20 were eligible for PP funding. Each child therefore equal to 5%.	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
<b>% achieving expected standard or above in reading</b>	<b>65 (62)</b>	67 (78)
<b>% achieving expected standard or above in writing</b>	<b>70 (62)</b>	86 (78)
<b>% achieving expected standard or above in maths</b>	<b>70 (68)</b>	76 (83)
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>50 (51)</b>	65 (71)
<b>Reading progress score</b>	<b>0.1 (-0.6)</b>	-1.9 (0.3)
<b>Writing progress score</b>	<b>1.8 (-0.5)</b>	1.2 (0.3)
<b>Maths progress score</b>	<b>0.7 (-0.7)</b>	1.1 (0.3)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	A greater proportion of eligible pupils have a special educational need at the level of school support.
<b>B.</b>	Low prior attainment
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	Vulnerable families and pupils with emotional and social needs
<b>D.</b>	Low attendance and high persistent absentees
<b>E.</b>	Limited life experiences

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved provision for pupils with SEN. SSP's will be personalised to pupils individual needs.	All teachers trained in strategies to support SEN Pupils so that they can make good progress.
<b>B.</b>	Continued improvements in attainment and progress.	By the end of KS2, PP figures better than national PP figures. Improvements in pupil's phonics, spelling and reading. Increase in pupils passing the Y1 phonics test.
<b>C.</b>	Families using the school systems to support a more settled home-life supportive of their children's education and well-being.	Breakfast Club, School and Family Worker etc being used by an increasing number of families.
<b>D.</b>	Improved attendance and fewer persistent absentees.	Attendance and persistent absenteeism in line with national averages.
<b>E.</b>	Every child having a wide range of experiences on which to draw in their learning.	Enrichment document for all children completed with at least 90% of the activities complete by the end of the year.

Due to the situation regarding Covid-19 and the school closure this year, it means that some Pupil Premium objectives have been difficult to evaluate. While the intended actions on this Pupil Premium plan have almost all been put in place, it has not been possible for them to be carried out to the full.

5. Review of expenditure				
Previous Academic Year. 2019-2020		2019-20 Total Pupil Premium Budget £149,040.		
i. Quality of teaching for all. - Total budgeted cost £48,388				
Action	Intended outcome	Estimated impact: Potential impact as identified by Education Endowment Foundation	Lessons learned	Cost
Vocabulary training	Increase vocabulary, reading and phonics achievement.	Vocabulary underpins all language and without a rich vocabulary, children's comprehension of written and spoken text is limited.  <i>Closing the Vocabulary Gap – Alex Quigley</i>	SALT delivered the initial training and the EYFS and KS1 literacy lead mentored and supported staff. Pupils communication and interaction skills improved. Support materials were purchased in to support staff development.	£70
Additional Teacher	Smaller, single age classes resulting in more rapid pupil achievement.	Additional teacher allows 2 smaller single age classes to run in Year 6, and 2 teachers to work in Y4.  <i>Reduced class size + 3 months</i>	Evidence gained from lesson observations and book scrutiny showed that before lockdown pupils made good progress and the majority of pupils were on track to achieve end of year targets.	£43,625
Mathletics	Improvements in pupil's mathematical skills.	ICT based Mathematics intervention, personalised to pupil's needs. Used as lunchtime club as well as class based. Can also be used for homework as it can be accessed anywhere with an internet connection.  <i>Individualised instruction +2 months, Digital technology +4 months</i>	The majority of children used Mathletics in their own time, during breaktimes and at home. Mathletics was invaluable during lockdown to help support pupils learning. Generally we believe it impacts positively on fluency.	£1,693

School visits	PP pupils have access to school visits to enrich their curriculum and remove the potential cost barrier	Subsidising the cost of school visits <i>Enrichment +2 months</i>	The Federation Enrichment document was embedded and targeted trips and visits were planned with particular children in mind. (some pupils had never been to a cinema/theatre or a beach) Unfortunately some planned trips did not go ahead due to the COVID 19 Pandemic.	£3000
<b>ii. Targeted support. - Total budgeted cost £61,932</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b>	<b>Cost</b>
Teaching Assistant support	Pupil achievement	1.5 FTE Teaching Assistant support to provide interventions and targeted support for individuals and small groups. <i>1-1 support - +5 months, small group +4 months</i>	Pupil progress meetings and RWI assessments showed that the small group support for First Class @ Number, Lego Therapy and RWI one to one tutoring proved beneficial with children making good and sometimes rapid progress.	£42,612
Counsellor	Vulnerable children more resilient. Pupil achievement more likely.	Counsellor working across both schools 0.5 days a week supporting children with social and emotional difficulties. <i>Behaviour Interventions +4 months</i>	3 children have benefitted from counselling this year. The counsellor communicated with parents and staff and provided pupil reports that enabled us to access additional support for individuals.	£2,700
Nurture Group	Children with social and emotional needs will have targeted support.	Ongoing training for Nurture Staff 2 Teaching Assistants to run Nurture Group two afternoons a week. Teacher to oversee planning and assessment. Appropriate resources. <i>Social and Emotional Learning +3 months</i>	During the Autumn term the Nurture Group supported up to 24 pupils from Y1-Y6. All children showed improvement in their Boxhall profile after a 6-8 week block. Pupils gained in confidence and observations indicated that they were able to focus more in lessons and barriers to learning were	£11,580
Early Intervention (Crisis Support Team)	Early intervention for children whose behaviour is impacting negatively on their achievement.	SLA with Early Intervention Behaviour Team for up to 30 sessions across the Federation. <i>Behaviour Interventions +4 months</i>	The SLA for Early Intervention was used to support 2 pupils. Advice and support was given to pupils, parents and staff.	£3,227

Lexia	Improvements in pupil's phonics, spelling and reading.	ICT based Phonics intervention, personalised to pupil's needs. Used as lunchtime club as well as class based. <i>Individualised instruction +2 months, Digital technology +4 months</i>	Lexia supported children across the whole school. We have reduced the number of places and are targeting it more effectively.	£1813
<b>iii. Other approaches - Total budgeted cost £38,720</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
School and Family Worker	Parents supported with behaviour, attendance and accessing other services.	Lynn Stavers working across both schools 4 days a week bridging gap between home and school, targeting our most vulnerable families. <i>Parental involvement +3months</i>	Lynn provides quality support to a wide range of families. Her role is essential to our schools. She has supported numerous families across the year and was invaluable during lockdown communicating with parents and distributing FSM and breakfast boxes.	£20,384
Lunchtime and After School Activities	Children engaged in a variety of activities after school and at lunchtime	Wide range of clubs provided by teaching assistants. Lunchtime sports coaches bought in. After School Activities +2 months, Sports participation +2 months	We changed our provider in 2019-20 which has further improved the quality of provision. The provider did not work in school during lockdown due to Covid restrictions. Pupils are active during lunchtimes and take up of after school clubs in the Autumn term was very good. We are currently	£6,975
Attendance Officer	Improved attendance. Poor attendance tackled rigorously.	Michelle Thynne working two days a week monitoring attendance and making sure any necessary interventions are carried out.	Attendance, although still not in line with national is improving. Pupil Premium absence has improved from 5.5 to 4.5% since 2016-17.	£8,311
Kingswood Residential for Year 6	PP children have opportunity for outdoor adventurous activities.	3 day outdoor activity residential trip for Year 6 children. Outdoor adventure learning +4 months	7 PP children accessed the trip	£1000

Gibside Residential for Year 4	PP children have opportunity for outdoor adventurous activities.	Overnight outdoor activity residential trip for Y3/4 children.  Outdoor adventure learning +4 months	The residential was cancelled due to the COVID 19 Pandemic. Some of this allocated money was spent on additional breakfast boxes, pupil work packs and equipment that we gave to support families during the pandemic.	£1000
Breakfast Club	“No child too hungry to learn”	Staffing and resources that are not funded by Magic Breakfast – milk, spread etc  <i>Magic Breakfast Club +2 months</i>	In the Autumn term over 100 children from nursery to Y6 were provided with breakfast every morning before school and as a result our punctuality across the school has significantly improved. During lockdown Magic Breakfast was invaluable and staff made home visits and gave out breakfast packs twice a week to families in need.	£800
Family Learning	Raised adult skills in the community	Development of parent skills has proven very beneficial in the past, allowing some parents to return to work.	The School and family worker was unable to support any families this year due to the COVID 19 Pandemic.	£150
Careers Benchmark project	Raised aspiration	Project has been successful with secondary schools and has support of DfE.	The Careers benchmark lead worked closely with course leaders and began to raise the profile of different careers in school. During Arts Week staff focussed different careers involving art. The focus on careers will continue into 2020-21.	£100

6. Planned expenditure					
Academic year		2020-2021 Pupil Premium allocated- £143,810			
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 implementation?
Staff training focussing on SMART outcomes	SSP's are personalised and pupils make small steps of progress.	Specific targeted interventions will enable pupils to make progress.  <i>Individualised instruction +2 months</i>	LA SEND Advisory Officer will deliver the training.  Monitoring and classroom observations	KT/JR  £180	Half termly
Additional Teacher	Smaller, single age classes resulting in more rapid pupil achievement.	Additional teachers allow 2 smaller single age classes to run in Year 6 and Year 3.  <i>Reduced class size + 3 months</i>	Lesson observations. Closing the Gap monitoring.	KT  £43,625	Half termly
Mathletics	Improvements in pupil's mathematical skills.	ICT based Mathematics intervention, personalised to pupil's needs. Used as lunchtime club as well as class based. Can also be used for homework as it can be accessed anywhere with an internet connection.  <i>Individualised instruction +2 months, Digital technology +4 months</i>	Progress through scheme. Improved Maths results especially with fluency.	AB/TR  £1,693	Half termly
<b>Total budgeted cost</b>					£45,498
ii. Targeted support					
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 implementation?

Teaching Assistant support	Pupil achievement	1.5 FTE Teaching Assistant support to provide interventions (1st Class @ maths, RWI one to one tutoring & write from the start) and targeted support for individuals and small groups.  <i>1-1 support - +5 months, small group +4 months</i>	KT to monitor interventions and progress half termly.	KT £42,612	During Pupil Progress Meetings.
Counsellor	Vulnerable children more resilient. Increased Pupil achievement.	Counsellor working across both schools 0.5 days a week supporting children with social and emotional difficulties.  <i>Behaviour Interventions +4 months</i>	KT to monitor. Counsellor to produce termly reports re progress.	KT £2,700	At the end of each block of work.
Nurture Group	Support & improve the emotional resilience and wellbeing of pupils.  Removing barriers to learning.	Ongoing training for Nurture Staff  2 Teaching Assistants to run Nurture Group two afternoons a week. Teacher to oversee planning and assessment. Appropriate resources.  <i>Social and Emotional Learning +3 months</i>	KT/JS to monitor.  Boxhall profiles show progress and classroom observations show that pupils are ready to learn.	JS/KT  £11,580	At the end of each block of sessions.
Early Intervention (Crisis Support Team)	Early intervention for children whose behaviour is impacting negatively on their achievement.	SLA with Early Intervention Behaviour Team for up to 30 sessions across the Federation.  <i>Behaviour Interventions +4 months</i>	KT/JR to ensure children who would gain from support access it quickly.	KT/JR  £3,227	As used.
TA to support children in Y1 to improve phonics results.  RWI support materials	Improvements in pupil's phonics, spelling and reading.  Increase in pupils passing the Y1 phonics test.	Targeted based phonic intervention. TA to support in the afternoons.  <i>Individualised instruction +2 months</i>  <i>1-1 support - +5 months, small group +4</i>	LW to ensure progress is being tracked across each half term and make any interventions/ adjustments where required.	£931	Half termly during Pupil Progress Meetings.
<b>Total budgeted cost</b>					£61,050
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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 implementation?</b>



School and Family Worker	Parents supported with behaviour, attendance and accessing other services.	Lynn Stavers working across both schools 4 days a week bridging gap between home and school, targeting our most vulnerable families. <i>Parental involvement +3months</i>	LS to work closely beside HT and DHTs	KT £20,380	Termly for Governors Meetings
Lunchtime and After School Activities .  Homework club including access to Mathletics, TT Rock Stars & Reading plus.	Children engaged in a variety of activities after school and at lunchtime.  Pupils who do not have a computer at home are able to access online homework. Pupils make rapid progress by the end of the year so that pupils close the gap towards achieving age related expectations	Wide range of clubs provided by teaching assistants. Lunchtime sports coaches bought in. <i>After School Activities +2 months, Sports participation +2 months</i>	TR and ET to monitor quality to provision and feedback to KT.	ET/TR £6,975	Half termly
Attendance Officer	Poor attendance tackled rigorously.  To improve attendance and attainment of persistent absentees	Attendance Officer working two days a week monitoring attendance and making sure any necessary interventions are carried out.	Attendance Officer to work closely with Attendance Improvement Team.	MT £8,307	MT to provide report to KT on termly basis.
Breakfast Club	“No child too hungry to learn”	Staffing and resources that are not funded by Magic Breakfast – milk, spread etc  Breakfast Club +2 months	Work closely with Magic Breakfast. Key staff to attend training.	WE/JR/LSt £1,200	Magic Breakfast Meetings termly.

Family Learning	Raised adult skills in the community	Development of parent skills has proven very beneficial in the past, allowing some parents to return to work.	Work closely with providers. Use providers that are known to us or recommended.	LSt £100	After each block
Careers Benchmark project	Teachers to plan and deliver a series of lessons focusing on careers to give children inspiration for their future.	Project has been successful with secondary schools and has support of DfE.	Work closely with course leaders. Lesson plans shows career focus.	KT/PB/TR £300	Project meetings and training sessions.
<b>Total budgeted cost</b>					<b>£37,262</b>
<b>Total Pupil Premium Budget</b>					<b>£143,810</b>