

**ST. BEDE'S CATHOLIC JUNIOR SCHOOL**

*celebrates life and learning*

**PUPIL PREMIUM STRATEGY STATEMENT 2019-2020**

<b>1. Summary Information</b>					
School	<b>St. Bede's Catholic Junior School</b>			Local Authority	<b>Halton</b>
Pupil Premium Champion(s)	<b>Mrs. Tiernan and Mrs. Geoghegan</b>				
Academic Year	<b>2019/20</b>	Total Pupil Premium Grant: Proposed: Actual:	£112,200	Date of most recent PP Review	<b>JULY 2019</b>
Number on roll	<b>305</b>	Number of eligible pupils Proposed: Actual:	85.00	Date for next internal review of this strategy	<b>DEC, 2019, MAR, 2020 and JUL, 2020</b>

<b>2. PROVISIONAL</b>	<b>3. Current Attainment</b>			<b>Gap</b>
<b>END OF KEY STAGE 2019</b>	All St. Bede's Pupils (75)	Pupils eligible for PPG (25)	Pupils not eligible for PPG (national outcomes EXS)	
% attaining at least the expected standard in reading, writing and maths	<b>78.7%</b>	<b>64%</b>		<b>-14.7%</b>
Progress in reading	<b>1.34</b>	<b>0.65</b>		<b>-0.69</b>
Progress in writing	<b>0.66</b>	<b>-0.55</b>		<b>-1.21</b>
Progress in maths	<b>0.03</b>	<b>0.29</b>		<b>+0.26</b>

There is a detailed report on the expenditure for 2018-2019 of the Pupil Premium Grant and the impact available in school. The assessment data at the end of the key stages for the National Curriculum tests is evidence of the success of approaches. The end of Key Stage 2 attainment, 2019 demonstrated:

<b>3. IMPACT ON ATTAINMENT 2017 - 18</b>		<b>Pupil Premium</b>	<b>All</b>
<b>READING</b>	<b>% attaining Expected Standard</b>	80.0%	89.3%
	<b>% attaining Higher Standard</b>	40.0%	49.3%
<b>WRITING</b>	<b>% attaining Expected Standard</b>	76.0%	85.3%
	<b>% attaining Higher Standard</b>	16.0%	40.0%
<b>MATHEMATICS</b>	<b>% attaining Expected Standard</b>	76.0%	90.6%
	<b>% attaining Higher Standard</b>	36.0%	42.6%
<b>ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION</b>	<b>% attaining Expected Standard</b>	68.0%	84.0%
	<b>% attaining Higher Standard</b>	24%	46.7%

#### POINTS TO NOTE:

When pupils join St. Bede's Catholic Junior School, they are assessed to baseline knowledge, understanding and skills. In Y3, the KS1 National Curriculum non-statutory test is used alongside teacher assessment using statements for the National Curriculum. This establishes a starting point in learning. Reading Ages and Comprehension Ages are assessed bi-annually.

To measure progress over time, the staff use teacher assessment against Key Performance Indicators termly. Staff are able to measure if pupils are on target (or not) and has therefore made expected progress. Attendance is analysed half-termly and reported to parents/carers termly.

Annually pupils complete a Pupil Voice questionnaire which establishes attitude to self and school. There are opportunities throughout the academic year for pupils to discuss learning, targets and school, plus any other relevant more personal issues.

Qualitative data is taken from discussion and feedback. Pupils' SEMH can be measured through reportable incidents, engagement in school beyond the classroom. Learner Dispositions are recognised in school and staff strive to help pupils develop positive attitudes.

External barriers (related to ACE) are measured identified using factual knowledge reported to the school only.

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	5. Evidence of barriers																																																																				
<b><u>In-school barriers (issues to be addressed in school): the school uses ACE (Adverse Childhood Experiences) to identify barriers</u></b>																																																																					
<p>A</p> <p>Limited access to language and poor literacy levels alongside lower starting points.</p> <p>Limited development of vocabulary and understanding of words in context.</p> <p>% of FSM pupils in Y3 who did not attain EXS in KS1 and/or at Baseline.</p> <p>% of pupils who achieved in the KS1 phonics test in Y1, Y2 and Never</p>	<p>Lower starting points at KS1, Reading Ages and Spelling Ages; Speech and Language Specialist involvement; access to quality literature; speech and language role models (lack of).</p> <p><b><u>RESEARCH BASED on:</u></b>  <a href="http://www.literacytrust.org.uk/assets/0002/9554/Teaching_Effective_Vocabulary.pdf">http://www.literacytrust.org.uk/assets/0002/9554/Teaching_Effective_Vocabulary.pdf</a></p> <p>% of pupils attaining GDS is disproportionately non-Pupil Premium, whilst Pupil Premium pupils attain a higher percentage below the Expected Standard.</p> <table border="1" data-bbox="1077 778 2040 1038"> <thead> <tr> <th rowspan="2">% ATTAINMENT YEAR 6</th> <th>PKF/WTS</th> <th>PKF/WTS</th> <th>EXS+</th> <th>EXS+</th> <th>GDS</th> <th>GDS</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>10.0</td> <td>33.3</td> <td>90.0</td> <td>66.7</td> <td>61.7</td> <td>22.2</td> </tr> <tr> <td>WRITING</td> <td>11.7</td> <td>33.3</td> <td>88.3</td> <td>66.7</td> <td>26.7</td> <td>5.6</td> </tr> <tr> <td>MATHS</td> <td>6.7</td> <td>27.8</td> <td>93.3</td> <td>72.2</td> <td>40.0</td> <td>33.3</td> </tr> </tbody> </table> <table border="1" data-bbox="1077 1078 2040 1339"> <thead> <tr> <th rowspan="2">% ATTAINMENT YEAR 3</th> <th>PKF/WTS</th> <th>PKF/WTS</th> <th>EXS+</th> <th>EXS+</th> <th>GDS</th> <th>GDS</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>WRITING</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>MATHS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	% ATTAINMENT YEAR 6	PKF/WTS	PKF/WTS	EXS+	EXS+	GDS	GDS	Non-PP	PP	Non-PP	PP	Non-PP	PP	READING	10.0	33.3	90.0	66.7	61.7	22.2	WRITING	11.7	33.3	88.3	66.7	26.7	5.6	MATHS	6.7	27.8	93.3	72.2	40.0	33.3	% ATTAINMENT YEAR 3	PKF/WTS	PKF/WTS	EXS+	EXS+	GDS	GDS	Non-PP	PP	Non-PP	PP	Non-PP	PP	READING							WRITING							MATHS						
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		To establish checks against KS1 data, the school assesses pupils in Y3 using a Reading Age and Comprehension Age assessment and all pupils complete the KS1 non-statutory National Curriculum Tests in October. Teachers also teacher assess using the National Curriculum objectives for Year 2. Intensive, systematic teaching of phonics and early reading for pupils WTS and/or have never passed Phonics Screening.
B	Social, Emotional and Mental Health in pupil	% of pupils who are on SEND list for SEMH % of pupils who are PP, SEND and vulnerable
C	Reduced attitude to self, to school and/or to learning	Learner Dispositions; expectations of behaviour and sanctions from parents/carers; parental understanding of the challenges in the curriculum and/or behaviour for learning expectations.
D	SEND: the complexity of SEND including multiple diagnosis	pupils who are Pupil Premium are also SEND in Years 3-6 pupils who are SEND are also Pupil Premium in Year 3- 6

**External barriers (issues which require action outside of school e.g. attendance)**

E	Pupil and family either ‘troubled’ or ‘in crisis’	CP, CinN, iCART, CAF, CinC/Prev CinC, Bereavement/loss of key family members, parental health challenges (often Young Carer) and deprivation.
F	Poor attendance	% attendance for Pupil Premium pupils in comparison to others. Parents/carers who do not work, have less of a requirement for children to attend school than working parents as there is readily available childcare.
G	Limited cultural capital	Pupils who do not engage in enrichment activities, limited experiences of place, knowledge and understanding of the world; linked to attendance and access to outside provider clubs/activities

## 6. Outcomes

Barrier	Desired outcome	Success criteria (including how we will evidence impact)
A C D	<p>Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils.</p> <p>Pupil Premium pupils enhance basic skills in reading (decoding, vocabulary and comprehension) and arithmetic from Year 3 onwards</p>	<p>Progress in end of KS2 tests.</p> <p>Progress in Teacher Assessment in all year groups.</p> <p>School ethos promoted mutual respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Teachers matched work more closely to pupils' needs, highly focused and appropriately paced.</p> <p>More sustained engagement in the smaller groups.</p> <p>Lower attaining pupils in smallest group (15 - 20 pupils) received more intensive feedback, (especially on misconceptions) and support to reduce the attainment gap and accelerate progress.</p> <p>Quality and quantity of feedback, particularly verbal, enhanced through the use of Feedforward sheets.</p> <p>Lower achieving pupils more willing to talk and articulate their thinking.</p> <p>Materials drawn from multiple sources and customised to meet pupils' needs.</p> <p>Attainment and progress: desired outcome achieved.</p>
B C D E	<p>Family Support Worker to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain National Expected Standard for their respective ages in reading, writing and mathematics and/or make expected progress from their starting points.</p> <p>Family Support Worker trained as a counsellor and can provide counselling for the most vulnerable pupils (troubled or crisis).</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>One to one tuition and small group tuition are both effective interventions.</p> <p>N.B. *However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile.</p> <p>Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning.</p>

		<p>Effective links with parents/carers. Strong links with community agencies, for example, School Health, CAHMS, Educational Psychology, Social Care facilitates an integral approach.</p> <p>Enterprise initiative in school to enable pupils to develop their aspirations and future career paths/interests.</p>
A B C D E	<p>SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more <b><u>progress</u></b> than non-Pupil Premium and non-SEND pupils.</p>	<p>SENDCo deliver intervention lessons in English and maths and SEMH skills.</p> <p>SENDCo teaching in school nurture room: The Den delivering daily interventions to vulnerable and/or lower attaining</p> <p>Forest Schools skills to engage pupils lacking motivation and independent skills</p> <p>Teaching Assistants and SENDCo re-teach, practice and reinforce knowledge, understanding and skills.</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>The pupil: adult ratio is reduced which increased attention for groups/individuals.</p> <p>Differentiation of work has improved through the use of the SENCo, so need is targeted more effectively.</p> <p>Targeted pupils demonstrate a high level of engagement.</p> <p>Test scores (NC and Standardised tests) and Teacher Assessment indicate that children make significant progress.</p>
B C E	<p>One to one tuition: improve attainment by 10% or more in standardised scores.</p>	<p>43 (61.4%) Pupil Premium pupils have been FSM since Reception. In Year 6, this is 66.7%. These pupils receive additional sessions in learning from Teachers, TAs and FSW and make good or better progress from KS1 and baseline.</p> <p>5 Pupil Premium pupils are Pupil Premium+ and benefit from PEP; however not all will receive the funding in this financial year.</p> <p>Staff target specific aspects of the subject that pupils have found particularly difficult and/or misunderstandings.</p>

		<p>Additional tuition increased pupils' confidence and motivation.</p> <p>Pace of learning increased and progress accelerated.</p> <p>Improved study skills and learner dispositions.</p> <p>Pupils make accelerated progress from their starting points.</p>
<p>A B E F G</p>	<p>Pupil Premium pupils have enriched experiences in school; attend extra-curricular clubs and other enriching activities.</p>	<p>The school has adopted a 'graduated approach' to Pupil Premium as the pupils who have ALWAYS been FSM pupils are perceived to have more disadvantage than those who have been FSM for a year or less (61.4% of PP pupils have always been FSM).</p> <p>Access to high quality out-of-school learning experiences.</p> <p>Recognition of involvement in out-of-hours learning.</p> <p>Rewarded participation, encouraged engagement and raised aspirations.</p> <p>Children's participation has increased and they are more motivated and committed to attend.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p> <p>Celebrated learning and achievement.</p> <p>Value placed on children's interests, aspirations and health and fitness.</p> <p>Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Assisted in making learning a reality beyond academic studies.</p>

**7. Planned Expenditure**

**Academic Year: 2019 - 20**

**i. Quality of teaching for all (pedagogy)**

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<p>Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils.</p> <p>Pupil Premium pupils enhance basic skills in reading (decoding, vocabulary and comprehension) and arithmetic from Year 3 onwards</p> <p>COST: STAFF: £58,748 CPD: £10,000 Visible Learning: £8000 Ignite Curriculum Development: £2,000 1-2-1: £5850 £74,598 BARRIER: A, C and D</p>	<p>English and mathematics ability group in Years 3- 6.</p> <p>Targeted support in lessons for PP pupils.</p> <p>Focus on writing of PP boys and PP MA.</p> <p>1 TA to work with PP pupils only (EH)</p> <p>Opportunities to complete homework and project work in school for PP pupils.</p> <p>Visible Learning+</p>	<p>Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment.</p> <p>Intensive tuition in small groups is highly effective. Four smaller than average groups in Year 6.</p> <p>Intensive support for PP pupils: 12 pupils in Y6 (always PP) out of 18 PP and 78 all pupils.</p> <p>Pupils are grouped according to current levels of attainment or specific needs.</p> <p>Additional support targeted at specific pupils who are making slower progress in learning, particularly in writing.</p> <p>Visible Learning: Meta cognition, questioning and</p>	<p>Learning Walks Lesson Observations Monthly Data analysis of PP pupils Book scrutiny Pupil Voice Visible Learning Action Plan evaluation</p>	<p><u>FT/GG/AH</u></p>	<p><b>DEC 2019:</b> <b>% PUPILS MAKING EXPECTED PROGRESS</b></p> <table border="1" data-bbox="1675 550 2092 847"> <thead> <tr> <th></th> <th></th> <th><u>R</u></th> <th><u>W</u></th> <th><u>M</u></th> </tr> </thead> <tbody> <tr> <td rowspan="2"><u>Y6</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y5</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y4</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y3</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Mar 2020:</b></p> <table border="1" data-bbox="1675 962 2092 1259"> <thead> <tr> <th></th> <th></th> <th><u>R</u></th> <th><u>W</u></th> <th><u>M</u></th> </tr> </thead> <tbody> <tr> <td rowspan="2"><u>Y6</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y5</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y4</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y3</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>July 2020:</b> END OF KS2 results:</p>			<u>R</u>	<u>W</u>	<u>M</u>	<u>Y6</u>	<u>ALL</u>				<u>DIS</u>				<u>Y5</u>	<u>ALL</u>				<u>DIS</u>				<u>Y4</u>	<u>ALL</u>				<u>DIS</u>				<u>Y3</u>	<u>ALL</u>				<u>DIS</u>						<u>R</u>	<u>W</u>	<u>M</u>	<u>Y6</u>	<u>ALL</u>				<u>DIS</u>				<u>Y5</u>	<u>ALL</u>				<u>DIS</u>				<u>Y4</u>	<u>ALL</u>				<u>DIS</u>				<u>Y3</u>	<u>ALL</u>				<u>DIS</u>			
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<p>Pupil Premium pupils make expected or accelerated progress from starting points.</p> <p>Increase in the number of PP pupils attaining the GDS in writing.</p> <p>COST:£3,875</p> <p>CPD: Diminishing the Difference Project 1: £2000</p> <p>Diminishing the Difference Project 2: £875</p> <p>Diminishing the Difference Project 3: £1,000</p> <p>BARRIER: A, C, D, E and G</p>	<p>CPD for teachers</p> <p>CPD for English Subject Adviser</p> <p>Emphasis on curriculum</p>	<p>Develop a coherent curriculum around conservation to include all NC areas; a ‘knowledge rich’ and ‘humanity rich’ curriculum</p> <p>Explore dilemma led learning approaches in your school</p> <p>Whole school project directly with Chester Zoo.</p> <p>Research-based approaches that explicitly aim to provide engagement and empathy to active compassion in learning</p> <p>CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress.</p>	<p>Moderation of writing: half termly</p> <p>Half-termly Data analysis</p> <p>Scrutiny of writing across the curriculum</p> <p>Impact statement for Chester Zoo project</p> <p>Pupil Voice</p>	<p>All staff</p> <p>Ignite/ALPSIT</p> <p>David Harker (ASIA)</p> <p>David Woodhouse (SIP)</p>	<p><b><u>Dec 2019 Writing:</u></b></p> <p><b><u>Mar 2020: Writing:</u></b></p> <p><b><u>July 2019: Writing:</u></b></p>												
				Total budgeted	<b>£62,623</b>												

<b>ii. Targeted support (interventions)</b>					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
<p>SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more progress than non-Pupil Premium and non-SEND pupils.</p> <p>COST: 22,546</p> <p>BARRIER: B, C, D and E</p>	<p>SENDCo to deliver targeted intervention and co-ordinate Teaching Assistants interventions.</p> <p>Forest Skills: ELSA, Play Therapy</p> <p>Visible Learning+</p>	<p>Meta cognition and self-regulation strategies</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>SENDCo most effective when leading a specific intervention programme or when they work closely with the class teacher. 1:1 tuition in intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact.</p>	<p>Learning Walk</p> <p>Lesson Observations</p> <p>SEND Case Studies</p> <p>Pupil Voice</p> <p>Data</p>	<p>SLG/GG /FT</p>	<p><b><u>Dec 2019</u></b></p> <p><b><u>Mar 2020</u></b></p> <p><b><u>July 2020</u></b></p>
<p>LAC and Post LAC pupil tuition</p> <p>COST: £6,650</p> <p>BARRIER: A, B, C, D and E</p>	<p>Small group tuition in English and mathematics for 39 weeks.</p> <p>One-to- one tuition for approximately 6 pupils</p>	<p>This enables the teacher to focus exclusively on a small number of learners.</p> <p>Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are under-achieving, but it can also be</p>	<p>Pupil Voice</p> <p>Learner Dispositions</p> <p>Data</p>	<p>GG/FT</p> <p>KF/JJ/ AMc/CJ</p>	<p><b><u>Dec 2019</u></b></p> <p><b><u>Mar 2020</u></b></p> <p><b><u>July 2020</u></b></p>

		<p>used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Despite, EEF research demonstrating little impact from one to one, we have found that the additional support enables independence, increased confidence and gains in learning which support classroom lessons whilst nurturing positive SEMH.</p>			
<p>Family Support Worker to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain the Expected Standard in reading, writing and mathematics and/or make expected progress from their starting points.</p> <p>COST: £14,500</p> <p>BARRIER:A, B, C, E</p>	<p>Family Support Worker to provide one-to-one pastoral and learning needs of vulnerable pupils.</p> <p>FSW to provide additional Teaching Support for Pupil Premium pupils during English and maths lessons.</p> <p>FSW to support pupils and families with challenge and school attendance.</p>	<p>Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements. These interventions may focus on the ways in which pupils work with (and alongside) their peers, teachers and family.</p> <p>Three broad categories of the interventions can be identified:</p> <p>1. Universal programmes which generally take place in</p>	<p>Case Studies</p> <p>Learner Dispositions</p> <p>Pupil Voice</p> <p>Attendance</p> <p>FSW Evaluation</p> <p>HT Monitoring</p>	LH/FT	<p><b>Dec 2019:</b></p> <p><b>Mar 2020:</b></p> <p><b>July 2020:</b></p>

		<p>the classroom, such as PSHE programme;</p> <p>2. More specialised programmes delivered by the FSW which are targeted at students with particular social or emotional problems;</p> <p>3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning, such as Forest Schools.</p> <p>Increased attendance helps to narrow attainment gaps with peers. Behaviour interventions: Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p>			
<p>One Goal to support the pastoral needs of vulnerable pupils so the vulnerable pupils achieve their full potential.</p> <p>COST: £7,995</p> <p>BARRIER:A, B, C, E</p>	<p>Mentor from One Goal works with 10 children over the course of a term in half hour sessions on a weekly basis</p>	<p>Support the whole child: Social, Emotional, Physical and Mental Development.</p> <ul style="list-style-type: none"> <li>• Pupil Health and wellbeing</li> <li>• Positive Learning Behaviours</li> <li>• Improved academic attainment</li> </ul>	<p>One Goal Impact Statement</p> <p>Pupil Voice</p> <p>Attendance</p> <p>One Page Profile for each child</p> <p>HT/ PP Champion Monitoring</p>	LH/FT	<p><b>Dec 2019:</b></p> <p><b>Mar 2020:</b></p> <p><b>July 2020:</b></p>

	Total budgeted cost	<b>£51,691</b>
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**iii. Other approaches**

Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs</p> <p>Additional adults provide extracurricular opportunities.</p> <p>Pupil Premium pupils are individually targeted for extra-curricular clubs.</p> <p>COST: 2,750</p> <p>Mayor's Award: £1,750</p> <p>Enrichment: £1,000</p> <p>BARRIER: B, C,E, F and G</p>	<p>PP pupils targeted for extra- curricular clubs.</p> <p>Provide extra-curricular and/or enrichment opportunities.</p> <p>Pupils from disadvantaged backgrounds targeted for some bespoke clubs/activities.</p>	<p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school.</p> <p>A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</p> <p>Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p>	<p>% of PP pupil attending extra-curricular clubs.</p> <p>Learner Dispositions</p> <p>Pupil Voice</p> <p>% attending extra-curricular clubs</p>	AH, GG, SLG, LH	<p><b><u>Dec 2019:</u></b></p> <p><b><u>Mar 2020:</u></b></p> <p><b><u>July 2020</u></b></p>
<p>Pupil Premium pupils have enriched experiences by receiving bespoke music lessons and</p>	<p>PP pupils targeted for extra- curricular clubs.</p>	<p>Participation in enrichment can forge positive opinions and attitudes towards school.</p>	<p>% of PP pupil attending extra-curricular clubs.</p>	FT, GG, MH	<p><b><u>Dec 2019:</u></b></p> <p><b><u>Mar 2020:</u></b></p> <p><b><u>July 2020</u></b></p>

<p>opportunity for extra-curricular/enriching arts  COST: £4,100  Music:£2100  Extra-Curricular Arts: £2000  BARRIER: B, C,E, F and G</p>	<p>Provide extra-curricular and/or enrichment opportunities.  Pupils from disadvantaged backgrounds targeted for some bespoke clubs/activities.</p>	<p>A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.  Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p>	<p>Learner Dispositions  Pupil Voice  Outcomes: pastoral and academic</p>		
				<p>Total budgeted cost</p>	<p><b>£6,850</b></p>
				<p>TOTAL i-iii</p>	<p><b>£121,164</b></p>
<p><b>IN SUMMARY: 6 pupils in receipt of Pupil Premium+; 3/6 which will not be received until April, 2020</b></p>					<p><b>-8,964</b></p>

**VERSION 1: September 2019**