Forest Hall Primary School

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Forest Hall Primary School				
Academic Year	2020-21	**Total PP budget**	£66,560	**Date of most recent PP Review**	N/A
Total number of pupils	177	**Number of pupils eligible for PP**	48	**Date for next internal review of this strategy**	Nov 2020
Detailed Breakdown 2019-20					
Free School Meals (FSM)		**Post Child Looked After (CLA)**	**CLA**		**Service Children**
37		1	TBC by Virtual head		2

Key Stage 2 Attainment		
No available results at the end of Key Stage 2 in 2020 due to COVID-19	**Pupils in school eligible for PP** No available National Average data for disadvantaged pupils due to 2020 due to COVID-19	**Pupils in school NOT eligible for PP** No available National Average data for non-disadvantaged pupils in 2020 due to COVID-19
% achieving expected standard or above in reading, writing and maths (RWM combined)	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**
% achieving expected standard or above in reading	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**
% achieving expected standard or above in writing	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**
% achieving the standard or above in grammar, punctuation and spelling	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**
% achieving expected standard or above in maths	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**
Average scaled score in reading	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**
Average scaled score in maths	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**	**No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020**

Average scaled score in grammar, punctuation and spelling	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020

Key Stage 1 Teacher Assessment 2020		
% achieving the expected standard in reading, writing and maths (RWM combined)	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020
% achieving the expected standard or above reading	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020
% achieving the expected standard or above writing	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020
% achieving the expected standard in maths	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020	No data due to COVID-19 causing national lockdown & closure of schools, Summer 2020

3. Barriers to future attainment for pupils eligible for PP, including high ability

In-school barriers *(issues to be addressed in school)*

A.	**School Context** Our school catchment is diverse and ever changing, drawing pupils from the most and least economically challenged areas of the borough however the school deprivation indicator averages out at 0.2 which is the national figure.70% of our pupils live in deciles 1-5 and only 20% live in the more affluent parts of the borough, deciles 8 -10. Pupils eligible for Pupil Premium (PP) live in deciles 2 to 9 with 45% of PP pupils living in decile 5 and 45% living in deciles 4-2, (22% in decile 3). In Autumn 2020 there are 41 children eligible for Pupil Premium. Reception: 2=9%, Y1: 3=18%, Y2 7=29%, Y3: 8= 33%, Y4: 13= 46%, Y5: 2=12% and Y6: 6=24%
B.	**Social Care Needs** Some of our families have been supported historically or currently by Children's Services, family partners and Early Help Assessments (approximately 14% of pupils currently on roll)) At present 100% of our current caseload are pupils eligible for PP. Some of our pupils do not receive regular parental support with reading, homework and school activities. This low engagement is due to many factors including; health, social concerns, restricted family budget and low levels of literacy and numeracy resulting in a lack of confidence in supporting their children's learning.
C.	**Attainment on entry:** Children join the reception class from several different settings as well as the school nursery class. Generally the cohort profile on entry is broadly average with some anomalies and historically several of our children have joined with low attainment scores in the prime areas. Baseline checks in the Autumn term 2020 following a shortened nursery experience in Summer 2020 caused by COVID-19, showed that our current reception cohort entered reception significantly below age related expectations in all areas of learning; 74% below in Communication and Language, 97% below in Physical Development and 97% in PSED. Poor levels of speech and language from

	children on entry to EYFS negatively impacts on their literacy abilities. All children causing concern are screened and referred to the Speech and Language Team (SALT).	
D.	**SEND** School Census Data, January 2020, identified 16.5% of pupils at SEND Support against the national average of 12.8%. At the start of Autumn 2020 the percentage of pupils across the school (R to Y6) with identified SEND is 20.5%, including 1 EHCP (0.5%). 39.3% of pupils at SEND Support + EHCP are also eligible for PP, 29.2% of all pupils eligible for PP.	
E.	**COVID-19 Pandemic** Schools closed to most pupils in March 2020 due to COVID-19 and re-opened in September 2020. A very small proportion of children attended school during the Summer term including 2 % FSM6 children. Weekly work packs were printed out for all PP children and hand delivered to their homes by school staff. Participation and engagement in home learning activities varied amongst PP children, reflecting that of non PP peers across school. This has resulted in gaps in knowledge and understanding in key concepts which have to be secured before progressing further. The mental health and well-being of some PP children and their families has also been adversely affected by their experiences during lockdown with an overall reduction in resilience on return to school.	

External barriers *(issues which also require action outside school, such as low attendance rates)*

F	**Attendance and Punctuality:** When last validated in 2018-2019, overall absence for PP pupils had reduced to 3.8% from 5.1%. Absence was better than the national average for PP pupils at 5.2%. Persistent absence had reduced for all pupils across school. Persistent absence for PP pupils reduced from 15.6% in 2017-18 to 4.4% in 2018-19 and was well below the national average for FSM6 pupils at 14.9%. School has worked with families to reduce absence rates so that it is understood that poor attendance and punctuality rates for pupils reduces their access to high quality teaching and learning and impacts negatively on progress and attainment.	

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	To identify and close gaps in key concepts in reading, writing and maths across school for all pupils eligible for PP as part of the recovery programme on return to school.	*Pupils eligible for PP make good progress from their September baseline starting points in recovering lost learning and moving closer to age related expectations.*
B.	To improve outcomes in reading, writing and maths for all PP pupils in school, including more able disadvantaged pupils and those with SEND.	*Pupils eligible for PP in school improve their attainment and progress in reading, writing and maths so that all make at least expected progress from their starting points and that most are working within age related expectations by the end of the year.*

C.	To improve outcomes for pupils eligible for PP with SEND (K & EHCP), through targeted teaching and interventions. Currently 58% of pupils at SEN Support are also FSM6.	*Targeted intervention and support to improve the literacy and numeracy skills of PP pupils with SEND, including working with external agencies to identify need and deliver appropriate programmes of work to make progress.*
D.	To ensure that teaching, learning and assessment across school is at least good for all pupil groups and this impacts positively on PP achievement, including disadvantaged pupils with SEND (38%) and more able disadvantaged pupils.	*Improved teaching secures knowledge, skills and understanding needed for more pupils including those eligible for FSM6 to meet age related expectations and make at least expected progress from their starting points.*
E.	To improve pupil mental health and well-being post lockdown and re-establish a resilient can-do attitude to learning across school.	*Pupils recover their resilient approach to challenge in their learning and develop and sustain effective relationships in school. Daily opportunities to articulate thoughts and ideas through 'Time to Talk' sessions.*
F.	To improve attendance rates for pupils eligible for PP across school so that the number of PP pupils who are also persistently absent (54% of all PA to date in 2020-21) reduces.	*Attendance rates for pupils eligible for PP will be in line with national average and other pupil groups.*

5. Planned expenditure

Academic year 2020-2021

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
A. To identify and close gaps in key concepts in reading, writing and maths across school for all pupils eligible for PP as part of the recovery programme on return to school.	Work towards securing Key Priorities for Improvement (KPIs) in Recovery Plan 2020-21.	All children need to secure lost learning from Summer 2020 as a foundation for future learning in Autumn 2020. PP funding used to part finance staffing in school to support small group interventions and maintain 2 small pure year groups: Y1 and Y5 (17 pupils in each). Maintaining pure classes and small groups within them allows gaps in learning to be identified and closed quickly. It also enables pupils to make a good rate of progress from their September baseline starting points. Closer focus on FSM6 entitled pupils' provision and outcomes resulting in improvement in outcomes. Rigorous termly monitoring of attainment & progress of FSM6 pupils by subject leads & class teachers to identify pupils not making expected progress or experiencing difficulty.	***Working safely within parameters of school risk assessment & guidance from DfE*** Monitoring by governors' Curriculum Sub reporting back to full GB Progress from September baseline to December data capture in reading, writing and maths Meetings with class teacher and headteacher Pupil Support Team meetings to analyse data and implement actions	CP (HT) Lit lead Maths lead SENDco	Termly pupil outcomes & analysis Pupil Progress Team mtgs Performance mgt September 2021 final review

		Identification of areas of weakness and action / interventions planned to close gaps by Pupil Support Team Analysis of interventions to evaluate success Effective deployment of teaching assistants undertaking interventions			
B. To improve outcomes in reading, writing and maths for all PP pupils in school, including more able disadvantaged pupils and those with SEND.	Continue to implement pure year group classes across the school (17 children in Y1 & 17 pupils in Y5 2020-21-20) Y3 LA maths group taught by SENDCo, daily, funded by PP. Y4 LA literacy group taught by SENDCo daily, funded by PP RWI Spelling online programme Y3-6 part funded PP. Whole class but benefits pupils eligible for PP.	***No available national data due to COVID-19 school closure and suspension of statutory testing*** Maintaining pure year groups despite low numbers in Y1 and Y5 is fundamental to improving outcomes in reading, writing and maths following recovery catch-up. Highest proportion of pupil premium and SEN support pupils are in Y3 and Y4 2020-21. These groups require experienced teaching and knowledge of previous year group objectives and modification of current year group objectives to meet needs. RWI phonics approach is embedded in EY and KS1. Y2 pupils did not complete programme due to school closure Summer 2020. Failure to secure set 3 sounds is a common issue identified in KS2 pupils working below ARE. Spelling programme supports & extends speed sounds from KS1. Following White Rose Maths, developing deeper understanding of concepts plus	***Working safely within parameters of school risk assessment & guidance from DfE*** Termly monitoring of group progress and attainment Pupil progress mtgs with HT % of children meeting ARE by July 2021& progress made from September baseline Improved HAST scores in June 21 following testing in December 20.	CP (HT) SENDCo Pupil Support Team NR English lead	Regular feedback Termly data analysis Termly progress meetings Pupil progress and attainment outcomes July 2021 Evidence of closing gaps from September baseline to July 21. Pupil progress and attainment

	Whole school maths KPI: To recover knowledge and understanding of concepts and calculation methods and then further develop and extend initiatives in the teaching of maths using the small steps teaching for mastery approach so that all groups of pupils make progress and the gap between attainment & ARE is steadily reduced.	securing non-negotiables in maths will benefit all pupils including those eligible for PP.	Improved practice and provision in maths across all year groups Governor monitoring via termly updates.	AT, maths lead	outcomes July 2021
D. To ensure that teaching, learning and assessment across school is at least good for all pupil groups and this impacts positively on PP achievement, including disadvantaged pupils with SEND (38%) and more able disadvantaged pupils.	Maintain drive to improve quality of teaching and learning to improve outcomes for all pupil groups. Review year group non-negotiables in maths and English Re-instate monitoring calendar and leadership team meetings when COVID safe Maintain CPD remotely for teachers and teaching assistants Review recovery plan and feed into School Development Plan for 2020-21	***No available national data due to COVID-19 school closure and suspension of statutory testing*** Whole school training days planned for 24.10.20 and 5.11.20 Y3 and Y4 teachers attending LA year group literacy and numeracy training Maths lead & Y2 teacher attending Maths Hub TRG meetings remotely Y2 teacher attending training for Y2 Phonic check to be delivered Autumn 2 2020 School based CPD to address training issues arising from recovery / school development plan and appraisal PP funding used to support CPD	***Working safely within parameters of school risk assessment & guidance from DfE*** Lesson observations to monitor quality of teaching and learning Headteacher drop ins Subject lead monitoring of planning, outcomes and work to drive best practice & improvement across the curriculum RWI coaching in KS1 to ensure consistency of standards, expectations and experience	CP (HT) NR (DHT) AT (maths lead) JB (RWI lead)	Termly group progress & attainment outcomes & analysis Feedback from leads to HT Appraisal mid year reviews Termly combined attainment analysis & resulting actions

					Subject lead review of SDP July 21 Pupil group outcomes July 2021
				Total budgeted cost	£ 14,280

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<tr><td colspan="6" style="background:#b6e22e;">ii. Targeted Support</td></tr>
<tr>
<td>Desired Outcome</td>
<td>Chosen action/ approach</td>
<td>What is the evidence and rationale for this choice?</td>
<td>How will you ensure it is implemented well?</td>
<td>Staff lead</td>
<td>When will implementation be reviewed?</td>
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<tr>
<td>A.
To identify and close gaps in key concepts in reading, writing and maths across school for all pupils eligible for PP as part of the recovery programme on return to school.
Current entitlement
N=38%
R= 46%
Y1 = 12%
Y2= 22%
Y3= 32%
Y4= 36%
Y5 = 12%
Y6= 24%</td>
<td>Targeted catch-up / intervention sessions across school taken by class teachers or key stage TAs to rapidly address and reduce identified gaps in knowledge and understanding following return to school in September 2020.

TAs will take class sessions to enable targeted catch-up work with small groups or individuals and class teachers.

EY lead targeted phonic support in KS1 3 sessions per week

Resumption of TA intervention programmes</td>
<td>No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing

This strategy cannot be followed completely due to COVID-19 restrictions following lock down and closure of schools in January 2021.

Maintaining pure year groups and pure year group interventions protects pupils' self-esteem and so promotes co-operation and engagement with the strategy.

PP funding and DfE Catch-Up funding will be used to support recovery sessions for individuals and small groups.

Regular small group phonics work in KS1 strengthens phonic knowledge</td>
<td>Working safely within parameters of school risk assessment & guidance from DfE

Termly data input and analysis

Termly reports to GB

Lesson observations

Monitoring Tracking files

Pupil Progress team meetings</td>
<td>CP (HT)

NN (SENDCo)

NR English

AT Maths

Teachers

TAs</td>
<td>Termly reviews of progress & attainment

Termly meetings with HT and class teachers

July 2021 final update, analysis & review</td>
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B. To improve outcomes in reading, writing and maths for all PP pupils in school, including more able disadvantaged pupils and those with SEND.		*No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing* *This strategy cannot be followed completely due to COVID-19 restrictions following lock down and closure of schools in January 2021.*	*Working safely within parameters of school risk assessment & guidance from DfE*		
	Following September baseline assessment across school, Pupil Support Team to identify PP pupils needing targeted support and decide interventions to improve outcomes.	Pre national closure, pupils including those with FSM6 entitlement who received targeted interventions organised by the Pupil Support Team all improved outcomes in phonic knowledge and number. School based tracking showed gaps in R, W, and M were narrowing.	Learning walks and work scrutinies as timetabled in the Monitoring Calendar. Tracking and monitoring of progress and performance of groups of pupils including PP. Termly tracking of combined RWM	CP (HT) CP (HT) Class teachers	September baseline Termly data capture analysis Pupil Support Team meetings
	Interventions lead meets regularly with teachers to prioritise and discuss targeted support. Implement targeted booster / intervention sessions for groups and individual pupils, including PP to catch-up through partially funding level 3 TAs.	Maintain targeted support when possible to boost knowledge and skills particularly to close gaps for KS1 pupils eligible for PP. Across KS2 the picture is more varied and interventions are targeted at individuals or small groups of pupils	Regular Pupil Support Team meetings Intervention Record sheets entry & exit Termly English, maths, science lead tracking and analysis.	Teaching assistants LT & subject leads	
	• Support teaching and learning across KS1 working 1:1 or with small groups to recover lost learning • Providing targeted phonics and number interventions for small groups in KS1 • Inference Training and		SENDCo tracking and analysis. Governor monitoring by PP Governor & HT termly reports.		

				Interventi ons lead & TA	
	BR@P intervention to improve literacy skills for targeted pupils in KS2: 3 sessions per week. • Deliver dyslexia programmes 3 x per week (current caseload 100% PP)	BR@P and Inference Training targeted reading interventions for pupils in KS2 including those eligible for PP. Targeted support where needed to boost knowledge and skills particularly beneficial to close gaps for KS2 pupils eligible for PP.		TAs	Final data capture July 2021
C. To improve outcomes for pupils eligible for PP with SEND (K & EHCP), through targeted teaching and interventions. Currently 59% of pupils at SEN Support or with an EHCP are also FSM6.	Early identification of PP pupils who are not making expected progress or who have a specific issue eg speech & language by parents, teaching assistants, teachers and outside agencies. Implement targeted catch-up / intervention sessions in KS1 and KS2 to recover lost learning for PP pupils with SEND SENDCo teaches SEND Y3 maths group daily part funded by PP. (60% PP) SENDCo teaches LA Y4 English group daily part funded by PP. (60% PP) Interventions Lead (SENDCo) resumes co-ordination of school resources to support PP pupils experiencing	***No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing*** ***This strategy cannot be followed completely due to COVID-19 restrictions following lock down and closure of schools in January 2021.*** 59% of current SEN Support + EHCP caseload also have FSM6 entitlement, early identification and support may result in those children being downgraded to school monitoring or being removed from the SEN register. Historically, pupils supported by SALT and Dyslexia programmes make a good rate of progress and some have moved to school monitoring. Some FMS6 pupils with identified needs may remain on the register but will make progress from their own starting point. Some SEN Support pupils may be escalated to a COSA for an EHCP if they	Learning walks and work scrutinies as timetabled in the Monitoring Calendar. Monitoring SEN progress and attainment data capture each term. Entry and exit intervention progress records. Termly data capture Pupil Support Team meetings	SENDCo SENCo TAs	Pupil Support Team Termly data capture analysis Effective deployment of school resources

difficulty in accessing aspects of the curriculum, post summer lockdown	do not make progress and/or school cannot meet their needs which may change over time. Currently 2 EHCPs underway.	Evidence of closing attainment and progress gaps for pupils at SEN S & entitled to FSM6.		resulting in positive outcomes for PP children
To continue the work of the Pupil Support Team to identify pupils in need of support to improve outcomes and manage school resources effectively to meet pupil need.	Pupils need different interventions tailored to meet their need. School uses research based interventions in the main which run until units are completed. School based interventions are mainly phonics related to target recognition of specific sounds.	Improved outcomes for FSM6 pupils at SEN S with some pupils being downgraded to school monitoring		
To purchase support resources targeted to improve outcomes for SEND pupils including those eligible for PP.

Within COVID restrictions & available resources to deliver targeted interventions to systematically build specific aspects of phonic knowledge and / or reading fluency & comprehension. | Pupils undertaking these interventions make progress in strengthening understanding and skill application but outcomes can vary dependent upon attendance and commitment. | Entry and exit interventions data to evaluate progress

Some pupils move down from current SEND status and may even be de-registered following review | CP (HT) | PP outcomes in July data capture |
| Regular liaison with parents through review meetings either face to face or remotely, to share progress from starting point and further concerns. | Termly support plan review meetings with SENDCo, HT, class teacher, teaching assistant and parents to discuss how needs are being met and future support. | | CP, SENDCo & class teacher | |
| Prompt referrals to outside agencies such as Dyslexia Team, Language and Communication Team, SALT and Educational Psychologist. | Assessments made by external agencies eg Educational Psychologists, Language & Communication, SALT & Dyslexia teams | Needs identified and supported by most relevant agencies | | |

	To liaise effectively with external agencies to provide timely interventions to develop knowledge and skills. (SALT, Language & Communication & Dyslexia teams)			SENDC0	
	Regular monitoring of intervention progress from entry alongside termly progress and attainment data capture.			SENDCo	
	Monitor attendance and punctuality rates of targeted pupils.				
				CP (HT)	
			Total budgeted cost		**£ 53,212**

iii Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
E To improve pupil mental health and well-being post lockdown and re-establish a resilient can-do attitude to learning across school.		*No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing* *This strategy cannot be followed completely due to COVID-19 restrictions following lock down and closure of schools in January 2021.*			
	To recover growth mindset approach throughout school to return pupil resilience to pre COVID levels.	Focus on regaining resilience and can-do attitude reinforced through daily talk sessions & Teams assemblies.	Attendance for targeted pupils improves over time.	Teachers	Staff meeting feedback

	Encourage pupils to express their feelings & emotions through daily 'Time to Talk' sessions & in PSHE sessions.	PSHE advice to create opportunities for children to talk about lockdown experiences	Children react more positively to challenge Termly behaviour management records – looking for improvement	NR (DHT) MG (PSHE lead)	
	Nurture programmes available in school for targeted pupils including those eligible for FSM6: • *Happy to be me* - KS1 • *Socially Speaking* - KS2 • *The Friendship Programme* - KS2 • Lego Therapy – KS2	When possible to deliver due to bubble restrictions, Pupil Support Team identify pupils causing concern Pre-COVID pupils have enjoyed participating in nurture groups and most developed social skills and gained confidence as a result. 'Lego Club' has proved to be most successful over the last 4 years in promoting self-esteem, social interaction and attendance.	Class teacher & TA feedback SDP overview on Behaviour and Attitudes and Personal Development Spring term visit		Staff meeting feedback Pupil Support Team feedback
F. To improve attendance rates for pupils eligible for PP across school so that the number of PP pupils who are also persistently absent (54% of all PA to date in 2020-21) reduces.	Provide series of short term incentives to motivate children to attend school. Lunchtime clubs eg Lego club HT to speak with parents of PA children 1:1 to ascertain reasons for absence.	***This strategy cannot be followed completely due to COVID-19 restrictions following lock down and closure of schools in January 2021.*** Attendance procedures halted due to COVID-19. Incentives aimed at children to motivate parents to bring them to school have shown positive short term effect historically.	Attendance figures for pupil groups including FSM6 will show improvement.	HT SDP	Termly attendance figures analysed with SDP and reported to Govs July 2021
				Total budgeted cost	**£ 500**

6. Review of expenditure				
Previous Academic Year 2019/20				
i) Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated Impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned**	**Cost**
A. Continue to ensure that teaching, learning and assessment across school is at least good for all pupil groups and this impacts positively on PP achievement, including disadvantaged pupils with SEND (32%) and more able disadvantaged pupils.	Improved teaching secures knowledge, skills and understanding needed for more pupils including those eligible for FSM6 to meet age related expectations and make at least expected progress from their starting points.	**No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing** Teaching, learning and assessment were regularly monitored by SDP and leadership team from September through until March 2020 when the national closure of schools took place. Deep dives were undertaken by the SDP in reading and maths and both were judged to be good. Teaching was judged to be at least good in all year groups as evidenced by lesson observations and work scrutiny. The Monitoring Teaching and Learning Calendar was followed until closure with teachers attending selected CPD sessions led by the LA and also school focused training sessions led by subject leads or LA consultants.	*No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing* The success of this objective could not be measured as statutory testing was suspended and school was closed so end of year outcomes were not collected. All teachers and teaching assistants continue to be trained to maintain and update knowledge and skills to continue to deliver best practice across school. During lockdown staff attended remote training in maths, phonics, mental health and well-being	**No costs for 2019-20 due to COVID-19, national closure of schools & lockdown**

B. Continue to improve outcomes in reading, writing and maths for all FSM6 pupils in school, including more able disadvantaged pupils and those with SEND.	Pupils eligible for FSM6 in school improve their attainment and progress in reading, writing and maths so that all make at least expected progress from their starting points and that most meet age related expectations to narrow the gap in line with national expectation.	**No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing** School attainment data at the time of closure in Spring 2020 showed that outcomes for FSM6 pupils were improving across school. Reading:78% working within ARE Writing: 72% working within ARE Maths: 74% working within ARE At the time of closure in March 2020 the majority of PP pupils were making good progress from their starting points: Reading: 80% at least expected Writing: 64% at least expected Maths: 74% at least expected	*The PP Strategy could not be completed due to the national closure of schools & lockdown in March 2020.* RWI Development Day did not take place. School RWI lead supported staff CPD. Maintaining pure year groups across school has proved to be beneficial to the children in recovering lost learning due to school closure.	**As above**
C. Improve the attainment and progress in reading, writing and maths of all of our current Y6 FSM6 pupils (32%), to narrow the gap between them and similar pupils nationally.	Pupils eligible for FSM6 in Y6 make rapid progress from their starting point so that most eligible for FSM6 meet age related expectations by the end of Key Stage 2 and all have made at least expected progress from their starting points.	**No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing** At the time of closure there were 10 pupils eligible for PP in Y6: 9 x FSM6 and 1 service child. There is no statutory data but school data showed that PP pupils were on track and making good progress from their starting points. Reading: 90% ARE Writing: 90% ARE Maths: 80% ARE In reading and writing the PP pupils had made at least expected progress from	*The PP Strategy could not be completed due to the national closure of schools & lockdown in March 2020.* The success of this objective could not be measured as statutory testing was suspended and school was closed so end of year outcomes were not collected.	**As above**

		their starting points in reading and writing and 90% had in maths This school based data indicates that actions taken have proved to be successful.		
D To improve outcomes for pupils eligible for FSM6 with SENS (K), through targeted teaching and interventions. Currently 50% of pupils at SEN Support are also FSM6.	Targeted intervention and support to improve the literacy and numeracy skills of FSM6 pupils with SEND, including working with external agencies to identify need and deliver appropriate programmes of work to make progress.	The SENDCo developed her role further, attending LA briefings, working with external agencies, training to assess Young Carers and updated Early Help Assessment procedure. Pupil Support Team met regularly after data captures to ensure best use of school resources to support SEN K pupils and improve their outcomes. The children eligible for FSM6 who were also at SEN Support (K) made progress from their starting points and developed their knowledge and skills but remained below ARE at the time of closure in March 2020.	***No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing*** The PP Strategy could not be completed due to the national closure of schools & lockdown in March 2020. RWI Development Day did not take place. School RWI lead supported staff CPD. Maintaining pure year groups across school.	**As above**

Targeted Support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
B. Continue to improve outcomes in reading, writing and maths for all FSM6 pupils in school, including more able disadvantaged	Pupils eligible for FSM6 in school improve their attainment and progress in reading, writing and maths so that all make at least expected progress from their starting points and that most meet age related	***No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing*** School attainment data at the time of closure in Spring 2020 showed that	***The PP Strategy could not be completed due to the national closure of schools & lockdown in March 2020.***	

pupils and those with SEND.	expectations to narrow the gap in line with national expectation.	outcomes for FSM6 pupils were improving across school. Reading:78% working within ARE Writing: 72% working within ARE Maths: 74% working within ARE At the time of closure in March 2020 the majority of PP pupils were making good progress from their starting points: Reading: 80% at least expected Writing: 64% at least expected Maths: 74% at least expected	RWI Development Day did not take place. School RWI lead supported staff CPD. Maintaining pure year groups across school has proved to be beneficial to the children in recovering lost learning due to school closure.	
C. Improve the attainment and progress in reading, writing and maths of all of our current Y6 FSM6 pupils (32%), to narrow the gap between them and similar pupils nationally.	Pupils eligible for FSM6 in Y6 make rapid progress from their starting point so that most eligible for FSM6 meet age related expectations by the end of Key Stage 2 and all have made at least expected progress from their starting points.	**No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing** At the time of closure there were 10 pupils eligible for PP in Y6: 9 x FSM6 and 1 service child. There is no statutory data but school data showed that PP pupils were on track and making good progress from their starting points. Reading: 90% ARE Writing: 90% ARE Maths: 80% ARE In reading and writing the PP pupils had made at least expected progress from their starting points in reading and writing and 90% had in maths This school based data indicates that actions taken have proved to be successful.	Key lesson learned was not to replicate data gathering and analysis. ***The PP Strategy could not be completed due to the national closure of schools & lockdown in March 2020.*** The success of this objective could not be measured as statutory testing was suspended and school was closed so end of year outcomes were not collected.	

D. To improve outcomes for pupils eligible for FSM6 with SENS (K), through targeted teaching and interventions. Currently 50% of pupils at SEN	Targeted intervention and support to improve the literacy and numeracy skills of FSM6 pupils with SEND, including working with external agencies to identify need and deliver appropriate programmes of work to make progress.	The SENDCo developed her role further, attending LA briefings, working with external agencies, training to assess Young Carers and updated Early Help Assessment procedure. Pupil Support Team met regularly after data captures to ensure best use of school resources to support SEN K pupils and improve their outcomes. The children eligible for FSM6 who were also at SEN Support (K) made progress from their starting points and developed their knowledge and skills but remained below ARE at the time of closure in March 2020.	*No available 2019-20 data due to COVID-19 school closure and suspension of statutory testing* The PP Strategy could not be completed due to the national closure of schools & lockdown in March 2020. RWI Development Day did not take place. School RWI lead supported staff CPD. Maintaining pure year groups across school.	

Iii Other approaches

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
E. To maintain pupil mental health and well-being and further develop a can do attitude through growth mind set approaches to learning across school.	Pupils demonstrate greater resilience in developing effective relationships in school and in approaching challenges in their learning.	SDP reports 2019-20 show that pupils were demonstrating a positive can-do attitude through the school growth mind set approach to learning.	Children had embraced a can-do attitude across school. They were looking at mistakes as I can't do it YET prior to lockdown.	

F. To give financial assistance to FSM6 pupils when needed so that they can participate in enrichment activities.	FSM6 pupils participate fully in the wider life of the school, taking part in visits, clubs and activities.	Some FSM6 families were supported in paying for school visits and after school clubs.	School Charging Policy was followed in that all parents contributed some money towards their child's club subscription or visit. No child was unable to participate in a club or visit due to family finances.	