

# Woodhouse Primary School

## **PUPIL PREMIUM STRATEGY**

### ***Three Year Spending Plan 2019 - 2022***

***(based on evaluation of impact Sept 2017 – 2019)***

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts, by ensuring that funding to redress disadvantage reaches the pupils who need it most. National research shows that children who have been eligible for FSM at any point in their school life generally (but not always) have consistently lower educational attainment than those who have never been eligible.

At Woodhouse Primary School, this is because pupils entitled to FSM may enter school with skills below, and sometimes significantly below, those expected for their age, and so may have lower starting points than their peers. A small number of these children often also face other vulnerabilities (possibly exacerbated by the *Covid19* crisis) which can also be a barrier to good achievement. We therefore deploy pupil premium to plan on-going additional support and, where required, focused interventions in order to eradicate these barriers over time and so enable pupils to make similar progress to the vast majority of non-disadvantaged pupils in school (and elsewhere in the country) who have few, if any, barriers to learning. Historically, this has effectively closed the achievement gap for our disadvantaged pupils and indeed for a small minority of our other pupils not officially designated as disadvantaged but with the same level of socio-economic, emotional and/or academic need. Due to the national crisis in 2020, good progress was evident towards our intended outcomes for disadvantaged pupils at March 2020. At that point, strategies to support these pupils had to be suspended due to the lockdown (brought about by the national *Covid19* crisis) until emergency organisational procedures were put in place to enable their attendance to receive daily care. Catch up provision, including assessment of lost learning, and targeted support, will therefore be essential for these pupils. All available evidence confirms that a single catch up strategy cannot be sufficient to compensate for lost learning. We will therefore continue to deploy our pupil premium funding to proven successful strategies and draw on national emergency funding to enable access to relevant wider catch up programmes. School-led support, which was working well up to March 2020, is routinely structured in seven key areas identified by the DfE as being successful in raising the attainment of disadvantaged pupils:

- Whole school ethos of raising attainment for all pupils through high visible presence of senior leaders and curriculum enrichment
- Strategies to respond quickly and effectively to poor attendance/punctuality and/or behaviour through high quality pastoral support
- High quality teaching for all pupils with no overdue reliance on long-term interventions but deployment of relevant catch-up programmes supported by some sharp, same-day interventions
- Bespoke family services to enable pupils to make the next step in their learning and alleviate any anxieties linked to lockdown
- Effective deployment of front-line staff, ensuring that interventions (where required) are taught consistently well through high-quality training
- Effective use of data to identify pupils' learning needs; use of interventions that evidence likely success; and reviews of progress every few weeks
- Clear, responsive leadership with a clear focus on closing the gap for disadvantaged pupils that is highly likely to have widened as a result of prolonged school closure

## Determining the Best Way to Spend Pupil Premium and Monitoring the Impact

Whilst all spending relates in some way to raising achievement, several interventions (which may appear to have a less direct impact) have proved, through research-based evidence, to be highly effective in overcoming barriers to learning encountered by disadvantaged pupils. Measuring the impact of such interventions is not straightforward so we draw together evidence from pupils, parents and external agencies to supplement pupil data and to monitor the quality of education for disadvantaged pupils. Previous outcomes (supported by national research) clearly evidence that, the better these pupils are provided for in terms of basic needs, emotional and social welfare, then the more likely they are to make similar progress to other pupils. These outcomes from 2019 remain the most up to date published data (due to *Covid 19*) but good progress towards 2020 outcomes was last measured and confirmed in April 2020. Our pupil premium strategy is therefore based on robust and accurate assessment of:

- Academic barriers facing disadvantaged pupils
- Additional barriers that require action outside school and those that have arisen in some families specifically due to the impact of lockdown
- Aspirational, intended outcomes
- Impact of expenditure
- Planned expenditure over the next two years based on expenditure plans from the last academic year

The impact of spending is continually evaluated to identify successful strategies which we have naturally then retained. If there is more limited impact, we interrogate content and delivery of interventions resulting either in amendments or discontinuation. As a result, disadvantaged pupils here achieve well over time. Given 2020 circumstances, historically good outcomes, and strong progress towards 2020 outcomes for disadvantaged pupils at the point of lockdown, we therefore intend to retain proven successful strategies and expand these (drawing on national emergency funding) to provide wider catch up programmes. These may include the continued use of remote learning to build resilience and close the wider attainment gaps that the EEF suggest will have emerged for disadvantaged pupils (nationally) as a result of lockdown.

It is never helpful to compare progress and attainment of disadvantaged pupils to others in simple percentage terms due to the very small number of disadvantaged pupils at Woodhouse. Nonetheless, external data sources such as ASP (Analysis of School Performance) and IDSR (Inspection Dashboard Summary Report) provide clear, comparative impact measures between the progress and attainment of disadvantaged pupils and their non-disadvantaged national counterparts. This is analysed in terms of each individual disadvantaged pupil. Crucially, this has consistently validated the information submitted to the Governing Board from senior leaders. Analysis of data is supplemented with case studies and professional feedback for specific pupils. The impact on progress measures of disadvantaged SEND pupils is also interrogated so that provision for these pupils is appropriate but, crucially, so that we can also evaluate the impact the progress scores of these pupils (with complex needs) has on average scores for either slightly larger group.

### Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six years (known as the “ever 6”) qualifies for pupil premium funding. This means that there can be families with children who are disadvantaged but siblings (in the same household) who are not. Disadvantaged pupils eligible for pupil premium receive **£1345 per pupil**.

### Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as **pupil premium plus (£2345 per pupil)**.

### Children of Service Families

These children receive a premium (**SPP**) of **£310**.

## Pupil Premium Strategy 2019 – 2022

1. Summary information					
Academic Year	2020/21	Total PP budget	£35590	Date of most recent internal review*	20.04.20
Total number of pupils	418	Number of pupils eligible for PP	25 (6%)	Date for next internal review of strategy	16.07.21

2. Current attainment		
*This is the most recent published data (2019) as there will be no 2020 data due to lockdown. Current impact of spending was evaluated against <u>progress towards</u> July outcomes using teacher assessment	<i>School pupils eligible for PP % (number)</i>	<i>Pupils not eligible for PP % (number)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>KS1 100%</b> (1) <b>KS2 67%</b> (2)	<b>KS1 69%</b> (National Non) <b>KS2 71%</b>
<b>% making expected progress in reading (as measured in the school)</b>	Whole school: <b>77%</b> (17/22) <b>Y6: -2.33</b>	Whole school: <b>93%</b> (311) <b>Y6: +0.6</b>
<b>% making expected progress in writing (as measured in the school)</b>	Whole school: <b>77%</b> (17/22) <b>Y6: +4.23</b>	Whole school: <b>82%</b> (275) <b>Y6: +0.67</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	Whole school: <b>82%</b> (18/22) <b>Y6: -0.81</b>	Whole school: <b>90%</b> (301) <b>Y6: +1.89</b>

3. Barriers to future attainment for disadvantaged pupils	
Academic barriers	
<b>A.</b>	Home engagement in learning activities and lack of opportunities for writing
<b>B.</b>	Deficiencies in acquisition and comprehension of vocabulary (for a minority of pupils)
<b>C.</b>	A range of Special Educational Needs - some of which are complex (for a significant minority of pupils)
Additional barriers	
<b>D.</b>	A range of mental health issues, supported through CAHMS (for a minority of pupils)
<b>E.</b>	Punctuality (for a very small number of families)
<b>F.</b>	Adverse experiences throughout the period of lockdown and resulting anxieties for a small number of pupils and/or parents

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	Participation in catch up programmes, interventions, enrichment and memorable experiences will enable pupils to learn and remember more (embedding this at an accelerated rate) and therefore make progress <u>at least equal</u> to their non-disadvantaged counterparts <u>with the same starting points</u> (at return from lockdown). This will be measured through 'deep dives' of the impact of pupil premium, including work sampling, pupil/teacher interviews and observations of pupils' learning.	<b>EY:</b> Unknown pupils will make good progress from baseline (Oct) in <b>prime areas + reading/writing/number</b> <b>Y1:</b> 100% (1 pupil) will make good progress <b>in all areas</b> from March 2020 and will attain <b>Y1 phonic standard</b> . <b>Y2:</b> 25% (1 pupil) will attain <b>Y2 combined standard</b> . Remaining pupils (50% SEND) will make good progress from March 2020 <b>Y3/4/5:</b> All pupils will make good progress <b>in all areas</b> <b>Y6:</b> 67% (2 pupils) will attain <b>Y6 combined standard</b> . The remaining pupil (SEND) will make good progress from March 2020
<b>B.</b>	Pupils' acquisition of phonic knowledge, catch up on early reading skills (from lockdown) and good progress on closing the word gap will be evidenced through EY profiles and work/data in Y1/Y2/3. This will clearly demonstrate that pupils are learning and remembering more through their spoken, read and written language. They will make progress <u>at least equal</u> to their non-disadvantaged counterparts <u>with the same starting points</u> (from March 2020). This will be measured through 'deep dives' of the impact of pupil premium, including work sampling, pupil/teacher interviews and observations of pupils' learning.	<b>EY:</b> Unknown pupils will make good progress from baseline (Oct) in <b>reading</b> <b>Y1:</b> 100% (1 pupil) will attain <b>Y1 phonic standard</b> . <b>Y2:</b> 25% (1 pupil) will attain <b>Y2 reading standard</b> . Remaining pupils (50% SEND) will make good progress in <b>reading</b> from March 2020 <b>Y6:</b> 67% (2 pupils) will attain <b>Y6 reading standard</b> . The remaining pupil (SEND) will make good progress in <b>reading</b> from March 2020
<b>C.</b>	The <b>24%</b> disadvantaged pupils with SEN will make the <u>best progress of which they are capable</u> , measured against bespoke (SEN) tracking, validated through relevant SEN assessments and pupils' work and delivered through a range of catch up interventions. This will be measured through 'deep dives' of the impact of pupil premium and SEN provision, including work sampling, pupil/teacher interviews and observations of pupils' learning.	<b>Y2:</b> Both SEND pupils will make the best progress possible <b>towards</b> the Y2 national standards <b>in all areas</b> from March 2020 <b>Y4/5:</b> Both SEND pupils will make good progress <b>in all areas</b> from March 2020 <b>Y6:</b> One SEND pupil (EHC Plan) will make the best progress possible <b>towards</b> the Y6 national standards <b>in all areas</b> from March 2020
<b>D.</b>	There will be no adverse impact on pupils' learning due to anxieties, and they will have an increased awareness of how to keep themselves mentally healthy. Impact will be measured through pupil interviews, validated through learning walks linked directly to the impact of recovery (due to lockdown) curriculum provision on this aspect of their personal development.	Pupils in all key stages continue to make <b>good progress</b> in their <b>personal development</b> from March 2020. Any disengagement with learning due to anxiety from lockdown is quickly eradicated. Pupils' resilience to challenge remains strong so there is no low level disruption in any lessons and behaviour for learning is <b>outstanding</b> .
<b>E.</b>	Targeted support (including provision of basic resources for morning routines in school) will ensure that anxious pupils attend regularly and are on time <u>almost every day</u> . Impact will be measured through 'meet and greet' monitoring, immediate contact, follow-up reports and the head teacher's termly report to governors.	Four pupils (within Y2/3/5) whose attendance and/or punctuality has been a previous concern (up to March 2020) will show significant improvement. <b>Attendance</b> for each individual pupil will be <b>around 95%</b> (Sept 2020 – July 2021) and they will be <b>on time</b> for school <b>almost every day</b> .
<b>F.</b>	A range of pastoral support will enable pupils to settle quickly back into daily school routines and renewed expectations (after lockdown) so therefore support children's readiness to learn. This will be evaluated through feedback gathered by a range of sources including pupil/parent interviews and random observations of learning, <u>always</u> at the beginning of the school day or after break/lunchtimes, linked to physical distancing restrictions at these times.	Routine monitoring of quality of education across school shows that targeted pupils settle quickly and are ready to learn. <b>Progress</b> of these pupils <b>in all areas</b> (from March 2020) will be <u>at least equal</u> to their non-disadvantaged counterparts <u>with the same starting points</u>

5. Review of expenditure				
Previous Academic Year		2019/20: £30960		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum enrichment	<b>A, B, C</b>	Termly evaluation of progress of disadvantaged pupils compared to the progress of others in school informed reports to GB  Success criteria all on target to be met by July in all key performance indicators.	Senior leadership focus on the progress of specific pupils informed pupil progress meetings and led to robust debate of pedagogy and personalised learning. Consequently, the targeting of same day interventions became more rigorous. The SLT focus will therefore continue and this strategy will be shared more widely with new SLT members so that the forensic analysis drills down through subject leaders and middle leaders to all class teachers.	£4750
Deployment of 5% classroom support staff to support high quality teaching for all (by focusing on the needs of disadvantaged pupils) including same-day interventions	<b>A, B, C</b>	Termly evaluation of progress of disadvantaged pupils compared to the progress of others in school informed reports to GB  Success criteria all on target to be met by July in all key performance indicators.  This work also benefitted a small proportion of non PP learners joining work groups	Planning for delivery was of a high quality and more time was retained for teachers to work with these pupils.  Where teaching assistants led learning, <u>quality of delivery</u> was robustly monitored and outputs (pupils' work and interviews) fed directly into teacher assessment.  Investment in this strategy (supported by peer mentoring) will therefore continue	£10360  <b>Total £15110</b>
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
One-to-one tuition for all pupils to embed and/or further learning	<b>A, B, C</b>	AfL informing AoL effectively measured knowledge that pupils learned and could recall from their long term memory. Targeted tuition in place for all pupils ensured that 20/22 were on track to meet individual July targets	Tuition began earlier and ensured that almost all pupils were on track to meet individual targets. Tuition was modelled, then subsequently monitored, by senior leaders. This will therefore continue and be augmented by the 2020 national funding for individual tuition.	£1930

Targeted deployment of additional classroom support hours (from existing staffing) to provide longer term interventions (and relevant resources)	<b>A, B, C</b>	AfL informing AoL effectively measured knowledge that pupils learned and could recall from their long term memory. All pupils made strong progress and 20/22 were on track to meet individual July targets Pupils were on track to attain their bespoke end point targets drawn from bespoke SEN assessment tracking tool: Success criteria met	Identification of proven interventions with better than moderate impact supported this work. and were also effective with some non PP children (not on the SEND register) struggling with their learning  This evidence-based approach will therefore continue and, again, will be supported by peer/SLT mentoring	£5600
Deployment of (25%) learning mentor to remove barriers to learning for targeted pupils	<b>D, E, F</b>	No low level disruption to lessons either through late arrival (settlement) or lack of resilience within lessons. Targeted pupils observed to routinely settle quickly and ready to learn. Progress of these pupils matched others – success criteria met.	Strength was in-depth knowledge of academic barriers facing disadvantaged pupils and, in particular, additional barriers that require action outside school.  This will continue but we need to ensure that there is no over reliance on this role for some pupils and that it becomes embedded in daily practice	£7000  <b>Total</b> <b>£14530</b>

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Enable disadvantaged pupils to continue to access a wide range of memorable experiences within and beyond the curriculum	<b>A</b>	Pupil surveys/feedback and work scrutiny shows the success of this strategy with almost all pupils able to demonstrate the transference and application of 'sticky' knowledge. Progress in writing was a strength with all but 2 pupils on track to meet their July 2020 targets. Success criteria all on target to be met by July in all key performance indicators.	This will be continued to ensure access to a wide range of memorable experiences.  Follow up writing opportunities need, in some instances, to cover wider styles of writing (such as diaries, newspaper articles) rather than a straightforward report.	<b>£1320</b>

## 6. Planned expenditure

Academic year      2020/21: £35590

### i. High 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?
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Whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum recovery, catch up and subsequent enrichment	<b>A, B, C</b>	EEF – “putting evidence to work”  Impact of previous spending on <u>effective</u> deployment of staff, ensuring that interventions (where required) are taught <u>consistently well</u> because of high-quality training  Effective use of data to identify pupils’ learning needs; use of catch up and interventions that evidence likely success; and regular reviews of progress	Greater focus on the progress of the <u>minority</u> of disadvantaged pupils who are currently struggling (recovery and lockdown). This will feed into every pupil progress meeting to maintain this focus  Retain leadership monitoring of the <u>quality of delivery</u> of catch-up and interventions with <u>appropriate adjustments/follow-up coaching</u> where necessary and the impact of a recovery curriculum	Head and Deputy Head Teachers	Termly reviews (based on evaluation of progress of disadvantaged pupils – from lockdown - compared to national measures for non-disadvantaged pupils) and impact of recovery/catch up will inform termly reports to GB and cumulatively contribute to review of overall PP strategy in July 2021
Deployment of <b>6%</b> classroom support staff to support high quality teaching for all (focused on the needs of disadvantaged pupils) including catch up programmes/same-day interventions and recovery aspects	<b>A, B, C, F</b>	DfE/NFER – deploying staff effectively to ensure high quality teaching for all and EEF (2020) recommended catch up programmes  2020 post lockdown guidance – ensuring the curriculum is not narrowed for pupils who are struggling with basic skills – linked to successful recovery curricula	Greater focus on monitoring: <ul style="list-style-type: none"> <li>• Impact of catch up/same day interventions to maintain a “keep up” approach</li> <li>• Transfer pupils to longer term interventions where they are not making <u>expected</u> progress</li> <li>• Transfer of knowledge across a range of subjects to maintain breadth, e.g. reading</li> </ul>	Teachers  Classroom support staff	Termly reviews (based on evaluation of the impact of recovery on the progress of disadvantaged pupils compared to national measures for non-PP learners) will inform reports to GB and cumulatively contribute to review of overall PP strategy in July 2021

**Total budgeted cost**

**£16276.00**

**ii. Targeted support**

<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>
One-to-one tuition for all pupils to provide rapid catch-up and to embed and/or further learning	<b>A, B, C</b>	Achievement of pupils who received this in 2018/19 and accelerated their learning (internal data) to March 2020  £350m national funding targeted to this strategy post lockdown due to previous successes and reflected in EEF evidence	Begin tuition <u>as early as possible</u> for pupils who have the biggest gaps and link to aspects of recovery where necessary  Provide additional capacity through deployment of some national funding  Senior leaders to model delivery and routinely monitor delivery and impact	Deputy Head	Termly assessment periods that measure the knowledge that pupils have learned and can recall from their long term memory; and the learning gaps that have been sustainably closed  Annual KS1/KS2 national assessment data that reflects Y2/Y6 2021 projections <u>prior to</u> lockdown

Targeted deployment of additional classroom support hours (from existing staffing) to provide new catch up programmes and key interventions where progress is not strong enough	<b>A, B, C, E</b>	Success of previously successful interventions (also taking into account quality of delivery) coupled with ongoing research (particularly through EEF and especially in relation to emergence from lockdown) to identify relevant and manageable catch up programmes  £650m national funding to provide catch up programmes	Accredited training programmes will be attended by those likely to deliver and senior leaders  Provide additional capacity through deployment of some national funding  Senior leaders will continue to support delivery and routinely monitor delivery and impact	Teachers  Classroom support staff	Prescribed use/analysis of evidence-based diagnostic tools linked to each intervention/catch up, which informs: Termly assessment periods that measure the knowledge that pupils have learned and can recall from their long term memory and the rate of catch-up from lockdown
Deployment of (10%) learning mentor to remove barriers to learning for targeted pupils through delivery of (key aspects of) a recovery curriculum for pupils	<b>D, E, F</b>	Known vulnerabilities of specific pupils and their families and the additional impact of lockdown  Previous successful impact of strategies that respond quickly and effectively to the <u>range</u> of barriers identified through high quality pastoral support  Research on successful targeting and delivery of a recovery curriculum	Ensure bespoke, accurate 1:1 assessments of: <ul style="list-style-type: none"> <li>Anxieties arising from a return to school following lockdown</li> <li>Academic barriers facing disadvantaged pupils</li> <li>Additional barriers that require action outside school</li> </ul> Follow up monitoring by senior leaders to subsequently monitor impact of relevant aspects of a recovery curriculum on learning	Learning Mentor	Initial update to the register of vulnerabilities due to the impact of lockdown then subsequent termly updates to ensure that delivery is <u>timely and relevant</u>  Regular analysis of progress through use of evidence-based diagnostic tools linked to each key area to measure the impact on learning
<b>Total budgeted cost</b>					<b>£17154.00</b>

### iii. Other approaches

<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>
Enable disadvantaged pupils to continue to access a wide range of memorable experiences within and beyond the curriculum	<b>A</b>	Curriculum research: impact of careful content (avoiding superfluous knowledge) and logical sequencing to enable pupils to make learning 'stick'  Continuing national evidence about pupils' working and long term memory; how to avoid overload and the advantages of explicit learning links across the wider curriculum	Experiences will be tied to the wider curriculum to provide opportunities for pupils to transfer and apply 'sticky' knowledge  Evidence will be sought through scrutiny of pupils' writing work to establish the impact of these experiences in <u>closing the vocabulary gap</u> and pupils <u>knowing and remembering more</u>	Senior Leaders  Subject Leaders	Termly reviews (based on evaluation of progress of disadvantaged pupils – from lockdown - compared to national measures for non-disadvantaged pupils) and impact of recovery/catch up will inform termly reports to GB and cumulatively contribute to review of overall PP strategy in July 2021

<p>Ensure a clear contingency plan is in place for disadvantaged pupils to continue to learn remotely and so to continue to make good progress in the event of any further period of (<i>Covid19</i>) lockdown</p>	<p><b>A, D</b></p>	<p>Analysis of what remote learning approaches (especially planning, feedback, engagement, use of technology) had greatest impact throughout lockdown and whether this produced 'even' impact for all learners at Woodhouse</p> <p>Emerging national evidence on the impact of quickly establishing and sustaining effective remote learning</p>	<p>Clear monitoring processes that robustly measure:</p> <ul style="list-style-type: none"> <li>• Levels of pupil engagement</li> <li>• Frequency and quality of teachers' feedback</li> <li>• Pupil engagement with feedback and progress</li> <li>• Teachers' use of ongoing assessment to set tasks that prevent gaps emerging in learning</li> <li>• Sharing of best practice across all teaching staff</li> </ul>	<p>Senior Leaders</p> <p>Subject Leaders</p> <p>Teachers</p>	<p>Ongoing termly reviews (based on evaluation of progress of disadvantaged pupils compared to progress of non-disadvantaged pupils) informed by levels of pupil engagement, quality of feedback and impact on pupils' work will inform termly reports to GB and cumulatively contribute to review of overall PP strategy in July 2021</p>
<b>Total budgeted cost</b>					<b>£2160.00</b>

## APPENDIX

### Financial Breakdown

*(Internal use only)*

<i>Area</i>	<i>Action</i>	<i>Calculation</i>	<i>Total</i>
<b>High quality teaching for all</b>	Whole school ethos of raising attainment for all pupils through clear, responsive leadership that is focused on provision for disadvantaged pupils including curriculum recovery, catch up and subsequent enrichment	0.5 day per month for SENCo (12 x £175) = £2100	£2100.00
	Deployment of 6% classroom support staff to support high quality teaching for all (focused on the needs of disadvantaged pupils) including catch up programmes/same-day interventions and recovery aspects	Support staff budget x 6% £236267x 0.06 = £14176	£14176.00
<b>SUB TOTAL</b>			<b>£16276.00</b>
<b>Targeted Support</b>	One-to-one tuition for all pupils to provide rapid catch-up and to embed and/or further learning	1 day per week of Karen £55468 x 0.2 <i>To be supplemented by national funding</i>	£11093.00
	Targeted deployment of additional classroom support hours (from existing staffing) to provide new catch up programmes and key interventions where progress is not strong enough	Within current TA hours Available for additional resources = £378 <i>To be supplemented by national funding</i>	£378.00
	Deployment of (10%) learning mentor to remove barriers to learning for targeted pupils through delivery of (key aspects of) a recovery curriculum for pupils	Learning mentor £56838 x 0.1 = £5683	£5683.00
<b>SUB TOTAL</b>			<b>£17154.00</b>
<b>Other Approaches</b>	Enable disadvantaged pupils to continue to access a wide range of memorable experiences within and beyond the curriculum	Y6 x £200 (x 3) = £600 18 x £20 = £360	£960.00
	Ensure a clear contingency plan is in place for disadvantaged pupils to continue to learn remotely and so to continue to make good progress in the event of any further period of ( <i>Covid19</i> ) lockdown	Lap tops for Y6 (£400 x 3) = £1200 Leadership time (within overall time) to write plan) = Nil	£1200.00
<b>SUB TOTAL</b>			<b>£2160.00</b>
<b>TOTAL EXPENDITURE</b>			<b>£35590.00</b>