



# Pupil Premium Strategy Statement

## Edith Cavell Primary School

Academic Year	2021 - 2022	Total PP budget	£78,010	Amount of PP received per child	£1,345
Total number of Pupils	253	Number of pupils eligible for PP	58	Review of PP strategy	July 2022

### 1. Strategy Statement

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

## 2. Current attainment

	KS2 – 2019 Pupils eligible for PP - 9	KS2 – 2020 Pupils eligible for PP - 12	KS2 – 2021 Pupils eligible for PP - 10	KS2 – 2019 Pupils not eligible for PP - 20	KS2 – 2020 Pupils not eligible for PP - 23	KS2 – 2021 Pupils not eligible for PP - 29
	% achieved expected level or above					
Reading	78%	66%	40%	50%	70%	62%
Writing	67%	25%	20%	45%	43%	52%
Maths	33%	50%	20%	65%	56%	45%
GPAS	78%	75%		70%	83%	
RWM combined	33%	25%	10%	40%	43%	41%

2020 data based on Mock SAT's completed in week prior to shut down in March 2020 (2 children absent, 1 PP 1 non PP)

	KS1 – 2019 Pupils eligible for PP - 7	KS1 – 2019 Pupils not eligible for PP - 37
	% achieved expected level or above	
Reading	57%	59%
Writing	43%	46%
Maths	43%	65%
RWM combined	13%	46%

## 3. Barriers to Future Attainment (for pupils eligible to PP)

### In school barriers

<b>A</b>	The gap between PP children and their peers within school and nationally
<b>B</b>	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible
<b>C</b>	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
<b>D</b>	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning

E	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
<b>External barriers</b>	
A	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
B	Parental engagement with school and perceptions of education.
C	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
D	Despite provision of IT equipment, poor engagement in home learning during January 2021 lockdown

<b>4. Desired outcomes</b>		
<b>Desired Outcomes and how they will be measured</b>		<b>Success Criteria</b>
A	Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	<ul style="list-style-type: none"> <li>• The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2022.</li> <li>• Termly assessment by SLT and Teachers via various assessment methods including formal and informal.</li> <li>• SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group.</li> <li>• PP pupils known to all staff within the year group and across the school.</li> <li>• PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT.</li> <li>• Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good.</li> <li>• Highly effective teaching leading to good/outstanding progress of PP pupils.</li> <li>• Increased % of pupils working at or above age related expectations across the school in reading, writing and maths.</li> <li>• Increased parental engagement, through supporting parents to help their child with their home learning.</li> </ul>
B	Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	<ul style="list-style-type: none"> <li>• Identified EYFS and KS1 staff to complete word level language training to be disseminated down to other staff in the phase.</li> <li>• Identified EYFS and KS1 staff to complete on-going training for oral language interventions.</li> </ul>

		<ul style="list-style-type: none"> <li>● Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading</li> <li>● Pupils taught Talk for Writing will gain more expressive writing skills</li> <li>● All staff encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased.</li> </ul>
C	All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	<ul style="list-style-type: none"> <li>● All pupils' who eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips.</li> <li>● A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding.</li> <li>● A greater number of PP pupils will have access to residential, school trips and after school clubs.</li> </ul>
D	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture for reading for enjoyment.	<ul style="list-style-type: none"> <li>● Improvements in the provision or reading for PP pupils.</li> <li>● Teacher and TA intervention for reading to be consistent across the whole school.</li> <li>● Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>● Increased % of PP pupils working at ARE or above across the school in reading.</li> </ul>
E	Parents are able to support children with home learning, including reading, writing and maths development and remain active partners in their children's learning.	<ul style="list-style-type: none"> <li>● On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children.</li> <li>● On-going letters, handouts and emails for parents on how they can help with their child's learning.</li> <li>● Sharing of children's termly targets</li> <li>● If PP children are SEN, Provision Maps will support parents on focused targets</li> <li>● Open day events and year group learning workshops.</li> <li>● Homework clubs for each phase for children to attend</li> </ul>

## 5. Planned Expenditure

The plan below demonstrates how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enrichment and experiences

### Quality teaching for all

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations] Half termly book trawls by Phase lead and half termly assessment data analysis.	£38,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position as this was low.	LS	
	Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Half termly book trawls by Phase lead and half termly assessment data analysis.				
	Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment				
Disadvantaged pupils who enter school at any stage with oracy issues and less well developed speech, knowledge and understanding of language make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Trained school staff will deliver Talking Success, Lift off to Language, Talk for Writing, Talk for All and Five to Thrive to children with identified speech and language issues or identified as disadvantaged. Delivery could be whole class, small group or individuals.	£5,000	Disadvantaged pupils with identified speech and language issues make rapid progress and the gap in achievement is narrowed between identified disadvantaged pupils and their peers.	LS/JM	
Disadvantaged pupils partake in Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities	Each half term, groups of identified children access Forest school programme within the school grounds.	£1,000	Identified children learn new skills which they can apply in a range of different circumstances. Well-being and mental health of participants is improved	CP	
Y6 children who are unable to swim 25 meters continue to access swimming lessons to develop swimming skills, stamina and stroke technique	Y6 children who are unable to swim 25 meters, continue to access weekly swimming lessons at Trinity Arts Centre. Swimming teachers work in small groups with identified children to develop their swimming abilities	£1,000	Increased number of Y6 children are able to swim 25 meters unaided using a recognised stroke	CP/JM	

## Targeted Support

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Pupils with additional well-being and mental health needs are supported effectively.	Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased. Half termly review with Inclusion lead	£8,000	Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved learning and attainment and a narrowing of the gap in achievement to their peers.	LS	
Pupils who are new to English rapidly develop knowledge of, understanding of and use of English.	New to English learners use Learning village to develop knowledge of English in everyday situations, grammar rules and standard English. TA monitors, sets tasks and supports learning	£1,400	New to English learners are able to communicate in everyday situations and have an understanding of standard English.	LS	
Concentration levels for disadvantaged pupils are boosted by rehydration and protein.	Children qualifying for pupil premium funding are provided with 189ml of milk (one third of a pint) each day.	£2,000	Pupils are fed and rehydrated so they are better able to concentrate for the second half of the morning.	HC	
All children will experience and be included to attend school residential trips with their peers, should they wish to. Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills.	To continue to provide financial support for PP pupils to enable them to attend school trips, residential and after school clubs. Residential and school trips ensure that we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding the school trips is valuable and is an important part of the curriculum.	£2,000	PP Pupils will access visits and residential that they would not otherwise experience. These visits build cultural capital and opportunities to access experiences outside those of family interest which will open experience and understanding of diverse future employment opportunities.	HC/Phase Leads	
Booster sessions for eligible and targeted Year 6 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SAT's.	Teacher led targeted group booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests. Half termly reviews with phase lead	£5,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position as this was low.	HC/LS/JM/BC HC	
	Provide a basic breakfast for identified pupils accessing targeted additional self-directing maths booster sessions.	£220	Children who arrive at school early voluntarily boost their confidence in maths leading to improved outcomes in National assessments.		
All pupils attend during SATS week and can perform to their best ability.	Breakfast during SAT's week and to encourage attendance at booster sessions	£360	Pupils have a calm and measured start to the day that gives the best opportunity to approach SAT's papers.	HC/JM	
The sensory needs of identified pupils are met to enable them to better concentrate in lessons.	Sensory circuit activities provided for identified disadvantaged pupils with sensory needs each morning	£2,000	Disadvantaged pupils with sensory needs have the opportunity to have their sensory needs met so that they can better access their learning, concentrate and achieve their potential through	LS	

	Sensory tent sessions and activities provided at identified times and on a needs basis to disadvantaged pupils identified with sensory needs. Half termly reviews with Inclusion Lead		narrowing the gap in achievement between them and their peers.		
Reception and Year 1 pupils identified with poor language skills make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Children assessed using Nelli tool to determine eligibility for the programme. 20 week course delivered by TA involving 5 sessions per week, 3 in a group and 2 individual.	£500	Children completing 20-week programme have developed the language, oracy, phonological awareness and vocabulary skills to successfully support their long term progress in reading comprehension.	LS.JM	
Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.	Siblings to Gems or breakfast club to allow for catch up tutoring for sibling – parents only need to pick up once	£500	Removing barriers to children attending catch up tutoring Identified and targeted children can attend arranged tutoring and booster groups.	CD	
Pupil premium children have access to additional booster publications that support their learning towards success in KS2 SAT's	Provide CGP booster books for Pupil Premium children in Year 6	£200	Pupil Premium eligible children's use of targeted CGP study materials supports their learning and confidence as approaching Y6 SAT's	JM	

### Other Approaches

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Pupils with additional well-being and mental health needs are supported effectively.	Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased. Half termly review with Inclusion lead	£8,000	Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved learning and attainment and a narrowing of the gap in achievement to their peers.	LS	
Increased/improved parental engagement in supporting homework, home learning and readiness for school	Parents encouraged through parent evenings, email communication and home school agreement of need to continue to support children with homework. Parent guides to supporting Phonics and reading to be filmed and shared on web site for parents to access for guidance on supporting home learning.		Parents become more skilled, more willing to support homework, home learning and support the recovery of missed learning	JM	
Pupil Premium Champion closely monitors the progress both academically and socially of children qualifying for Pupil Premium Grant funding	Short term TLR awarded to member of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant	£2,833	Achievement of children eligible for Pupil Premium Grant is equivalent to that of other children, from their respective starting points	JM	

Total Budget Cost £78,013

# Pupil Premium Grant Impact Review 2021 - 2022

## Quality Teaching for All

Key Actions taken	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Continual raising of teachers' expectations of PP pupils formed a focus of all lesson observations. Half-termly book looks & data analysis focused on PP pupils.	£45,270.27	<p>PP pupils made more progress than Non-PP pupils in:</p> <ul style="list-style-type: none"> <li>• Y1 Maths</li> <li>• Y2 Writing &amp; Phonics</li> <li>• Y3 Writing</li> <li>• Y4 Reading</li> </ul> <p>PP pupils outperformed Non-PP pupils in:</p> <ul style="list-style-type: none"> <li>• EYFS Reading</li> <li>• Y2 Writing &amp; Maths</li> </ul> <p>All other gaps remained small, except for Y3 Reading (-0.33) &amp; Maths (-0.43) and in Y5 &amp; Y6 R, W, M. SEND&amp; EAL accounted for difficulties in these groups. Many PP pupils were also part of one or more vulnerable groups.</p> <p>Most disadvantaged pupils maintained at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' made accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>Staff have a heightened awareness of PP pupils as seen through their half-termly data analysis and intervention tracking. Monitoring shows staff have high expectations of PP achievement.</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons, <b>especially Writing</b> [focus of all lesson observations]</p> <p>Half termly book trawls by Phase lead and half termly assessment data analysis monitor QFT and expectations for PP pupils.</p> <p>Teaching staff to receive training in Writing by Borough English Consultant to ensure QFT for all pupils across the school.</p>
Teacher-led interventions, and small group sessions focused on ensuring disadvantaged children keep-up and catch-up.		<p>All teacher-led and after-school intervention groups included disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Y2 phonics intervention led to PP pupils making more progress than Non-PP pupils in phonics.</li> <li>• Y3 Writing, Y4 Reading &amp; Writing, Y5 Reading &amp; Y6 Maths interventions resulted in pupils making accelerated progress (at least 0.8points up until Summer 1). In Y6, PP pupils made 0.98pts progress in Maths.</li> <li>• Y6 Writing TA scores increased from 52% to 55% following interventions. Y6 SATs data is yet to be published.</li> </ul>	<p>To continue to enable pupils to keep-up and catch-up.</p> <p>Nursery, EYFS &amp; KS1 Teachers and TAs run small group phonic interventions. New staff receive 'Sounds-Write training' the school's chosen phonics scheme (£1,000).</p>
Pupil to adult ratios to support PP pupils were maintained by deploying TAs to identified areas of need.		L3 TA deployed across a unit with each class having a TA to support PP progress and maintain ratio. This resulted in pupils making the above progress.	To continue.
Talking Success, Lift off to Language, Talk for Writing, Talk for All and Five to Thrive were delivered for disadvantaged pupils and those identified as having speech and language needs.	£5000	<ul style="list-style-type: none"> <li>• Pupils were exposed to every-day language &amp; were given exposure to a wider range of vocabulary and opportunities for speaking.</li> <li>• 72% of EYFS pupils then achieved GLD for Communication &amp; Language, showing improved application of language.</li> <li>• 63% of EYFS pupils achieved GLD for Literacy, with 81% achieving a '2' for 'Reading comprehension', showing improved understanding of</li> </ul>	NELI, Talking Success, Lift off to Language, Talk for All and Five to Thrive to continue to be delivered for disadvantaged pupils entering Reception, or those identified as having speech and language needs.



		language. Only 66% of pupils achieved a '2' for Writing, so pupils' writing achievement must therefore be identified as a target next year.  Disadvantaged pupils with identified SLCN narrowed the gap between their achievement and that of their peers.	
Forest School was delivered to disadvantaged pupils across a term to enable them to experience the outdoors, problem solving and decision making activities.	£1000	Teacher voice demonstrated the improvement in pupil resilience and confidence in class following Forest School intervention. Improvements in pupil wellbeing following Forest School is evident from teacher analysis of wellbeing trackers. Pupil voice also highlighted how pupils feel less anxious when partaking in Forest Schools. UKS2 pupils who had received Forest School intervention had improved outdoor life skills and problem-solving skills as highlighted by Shuttleworth instructors in June 2022.	Forest School to continue to enable disadvantaged pupils to experience the outdoors, problem solving and decision making activities, whilst increasing their wellbeing.
Y6 pupils who were previously unable to swim 25 metres accessed weekly swimming lessons in the summer term to develop their skills, stamina and stroke technique.	£1,350	10/19 PP pupils made progress in the distance that they can now swim unaided. One child can now swim 25m unaided.	Identified Y6 pupils who are unable to swim 25m to access swimming lessons for a term to develop their skill, stroke and stamina.
Total	£52,620.27		

## Targeted Support

Key Actions taken	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Learning Mentor was deployed to support individuals/groups with emotional or wellbeing needs, and developed a relationship with parents of the identified children to support any home issues and increase school engagement.	£8,000	PP pupil attendance improved throughout the Autumn term (from 93.4% to 94.2%) partially as a result of the home-school relationships fostered by the Learning Mentor. Pupil attendance decreased in the Spring term (due to Covid-19 isolations) but increased again in the Summer term. Teacher voice indicated improved pupil wellbeing as a result of the Learning Mentor's sessions with identified pupils. This was also evident in the wellbeing tracker.	Learning Mentor to continue to support disadvantaged pupils and their families. Learning Mentor promotes engagement with school and PP pupil attendance increases.  Identified pupils with behavioural or emotional needs to access 'School Dog Programme' to identify strategies to support/improve their wellbeing or behaviour (£1,800)
New to English Pupils given access to Learning Village to develop their everyday language/situational knowledge and their understanding of standard English. KS2 PP pupils with language-specific needs were also given access. A TA monitored, set tasks and supported pupil learning.	£1,400	Analysis of Learning Village data demonstrates that: <ul style="list-style-type: none"> <li>7 PP children in KS2 who had access to Learning Village made a 26% improvement in their understanding and application of survival language over the course of the Autumn term.</li> <li>New-to-English pupils who accessed Learning Village made an average of 0.25pts progress in Reading and understanding of language across the year.</li> </ul> <p>NASSEA data indicated that New-to-English pupils have made some improvement in their Speaking &amp; Listening skills over the course of the year (according to NASSEA's 'step' model).</p> <p>PP pupils and New-to-English pupils are therefore making progress in English according to their individual needs, albeit at a slower rate than their peers.</p>	Continue providing disadvantaged pupils, and those new-to-English, with access to Learning Village to develop their language skills and understanding.

TAs delivered the NELI programme to selected YR and Y1 pupils with poor language skills to enable them to develop their language, oracy, phonological awareness and vocabulary.	£500	<ul style="list-style-type: none"> <li>72% of EYFS pupils achieved GLD for Communication &amp; Language, showing improved application of language.</li> <li>81% of pupils in YR achieved GLD for Reading comprehension.</li> <li>There was a gap of 0.04 and 0.01 in points progress made between PP and non-PP pupils in Reading and Writing progress in Y1, demonstrating that NELI has helped to narrow the gap in the understanding and application of vocabulary, phonological awareness and comprehension of language.</li> </ul>	NELI to be continued in YR next year to support pupils with their language development and comprehension.
PP children were provided with 189ml of milk each day.	£2,240	Teacher voice indicated that pupils were better able to concentrate for the second half of the morning.	To continue.
Siblings of PP children attending after school, or before-school interventions were provided with free access to After-School Club or Gems Club.	£1,789.90	More pupils attended interventions as a result of the free sibling provision.	To continue where need arises.
Financial support provided for PP pupils to enable them to attend school trips, the residential and after-school sports clubs.	£2,854.83	All PP pupils were able to access the residential if desired and pupil voice indicates they felt this was beneficial to their concentration, wellbeing and enjoyment of school. It has also lent itself well to writing opportunities since returning, which will impact upon writing data. These results were also found in KS1 with their trip to Holdenby House too. Disadvantaged pupils had their cultural capital raised, as many remarked that they had not seen a theatre show before (Theatre of the Widdershins).	Financial support for PP to continue to enable pupils to access after-school sports clubs, the KS2 residential and trips to increase their cultural capital.  Financial support provided for disadvantaged pupils to enable them to access termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing.  Encourage PP children to access offered instrument lessons
Y6 SATs booster groups were run by teachers to revise and consolidate identified gaps in selected and disadvantaged pupils in the run up to SATs.	£2,950.00	Mock results & intervention group tracking highlighted that: <ul style="list-style-type: none"> <li>11/13 pupils who attended the SATs Reading booster passed their Mock Reading paper in March 2022; 4/11 achieved Greater Depth.</li> <li>13/19 pupils who attended the SATs Maths booster passed their Mock Maths paper in March 2022.</li> <li>5/6 pupils who attended the SATs Writing booster achieved EXS for Writing in June 2022 (external moderation verified this).</li> </ul>	To continue. Booster groups to continue post-SATs for identified Year 5 pupils.
Breakfast was provided each day for Y6 pupils in SATs week.	£250	Pupils' concentration and wellbeing improved as a result of the breakfast. Pupil voice indicated that this was their favourite part of SATs week and it helped to calm them before their tests.	To continue.
CGP booster books/revision guides were provided for PP pupils in Year 6.	£572	Mock results highlighted that: <ul style="list-style-type: none"> <li>5/13 PP pupils achieved a pass in their Reading and Maths Mock SATs following receipt of the CGP revision guides. (6/13 are SEN; 2 pupils did not sit the SATs).</li> <li>6/13 PP pupils achieved a pass in their GPAs Mock SATs following receipt of the CGP revision guides.</li> </ul> <p>(4 PP pupils also awarded EHCP's)</p>	To continue.
Sensory circuit activities were provided for identified disadvantaged pupils with sensory needs each morning. TAs support pupils to access sensory tent sessions and other sensory activities at identified times each week.	£2,000	Teacher voice has highlighted that Sensory Circuits has had a positive impact on pupils entering the classroom ready to learn each morning. The Year Five teacher remarked that her pupils now came in "focused and calm".	To continue.
Total	£22,556.73		

## Other Approaches

Key Actions taken	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Website updated with parent guides to SATs and how to support your child with their learning, to increase parental support and engagement with home-learning.		Parents who could not attend live meetings were able to access key information at a later date (or to remind themselves of key advice). This may have contributed to the improvement in Y6 Mock SATs results across the year.	Develop the use of social media and the website to increase parental engagement and support with homework and home-learning opportunities. Sounds-Write videos/information to be added to the website & social media to enable parents to better understand and engage with early reading at ECPS. Accelerated Reader information should also be provided for parents with pupils in KS2.
TLR awarded to Pupil Premium Champion to monitor, support and challenge achievement of PP pupils.	£2,833	<p>PP pupils made more progress than Non-PP pupils in:</p> <ul style="list-style-type: none"> <li>• Y1 Maths</li> <li>• Y2 Writing &amp; Phonics</li> <li>• Y3 Writing</li> <li>• Y4 Reading</li> </ul> <p>PP pupils outperformed Non-PP pupils in:</p> <ul style="list-style-type: none"> <li>• EYFS Reading</li> <li>• Y2 Writing &amp; Maths</li> </ul> <p>All other gaps remained small, except for Y3 Reading (-0.33) &amp; Maths (-0.43) and in Y5 &amp; Y6 R, W, M. SEND&amp; EAL accounted for difficulties in these groups. Many PP pupils were also part of one or more vulnerable groups.</p>	Continue to monitor, support and challenge achievement of PP pupils across the school; specifically in UKS2.
Total	£2,833		
		<b>Total spend</b>	<b>£78,010.00</b>

### Additional areas to target next year:

- Financial support provided for disadvantaged pupils to enable them to access termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing.
- Teaching staff to receive training in Writing by Borough English Consultant to ensure QFT for all pupils across the school.
- Nursery, EYFS & KS1 Teachers and TAs run small group phonic interventions and receive training where needed- £1,000
- Identified pupils with behavioural or emotional needs to access 'School Dog Programme' to identify strategies to support/improve their wellbeing or behaviour (£1,800).
- Laptops in classroom enable pupils to access Accelerated Reader three times weekly and for teachers to monitor PP reading progress and frequency more easily
- Subscription to National Online Safety (£796 per service) ensures that the school meets, and exceeds, the statutory safeguarding requirements to enable pupils to know how to stay safe online.
- Investigate use of a start and end of participation assessment to quantify progress achieved through attendance at Forest School