

## Alford Primary School Pupil premium strategy 2020-2021 and review of 2019-2020

1. Summary information					
<b>School</b>	Alford Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£182920	<b>Date of most recent PP Review</b>  <b>March 2019 – Governor review of provision and pupils.</b>	LA Review: March 2015 HMI: May 2015 OFSTED: Jan 2020
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	156 (43%)	<b>Date for next internal review of this strategy</b>	Aug 2021

2. Current attainment (Year 6: July 2020)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>No Data due to COVID-19</b>	<b>No Data due to COVID-19</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>No Data due to COVID-19</b>	<b>No Data due to COVID-19</b>
<b>% making expected progress in writing (as measured in the school)</b>	<b>No Data due to COVID-19</b>	<b>No Data due to COVID-19</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>No Data due to COVID-19</b>	<b>No Data due to COVID-19</b>

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lack of face-to-face teaching caused by lack of time in school during Summer 2020 due to COVID-19 (and possible future disruptions due to localised closures) /Potential increased gap in attainment due to prolonged closures.
<b>B.</b>	Generally, on entry baseline measures are noticeably lower for PP pupils in EYFS compared to non PP: particularly in CL, PSED. May be worse due to pre-school closures caused by COVID-19
<b>C.</b>	Higher SEND proportions of PP pupils: 73% of SEND children are Pupil Premium.
<b>D.</b>	Historically, progress in Reading, Writing and Maths for some Pupil Premium Children is below national expectation

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

<b>A.</b>	Attendance of some PP pupils is below 96% which impacts on learning. This has been exacerbated by COVID-19 closures. Overall attendance in 2018/19 =96% PP attendance for 2018/19 = 94.6% Overall Attendance until school closure in 19/20 = 95.24% PP attendance until school closure in 19/20=93.68%
<b>B.</b>	High numbers of families were being supported through Children's Services, TAC or local charities – currently 8 families for which our PSA is Lead Professional. 4 families are CIN. 4 CP – All of these children are DPP.
<b>C.</b>	Lack of home support for reading activities and other school related activities within a noticeable portion of the PP cohort

4. Desired outcomes ( <i>specific outcomes and how they will be</i>		Success criteria
<b>A.</b>	<p>Improve behaviour, social and emotional wellbeing if affected by prolonged school closures so children are ready to learn.</p> <p>The emotional, behavioural choices and social needs of the pupil premium children are identified and addressed through targeted intervention.</p> <p>An inclusive approach to extra-curricular activities providing enhancement and enrichment for all pupils eligible for the pupil premium grant. <b>(This may be delayed due to COVID-19 restrictions)</b></p>	<p>All teaching reflects the circular curriculum and school values to improve resilience in children. Emotional Scaling and SDQ are completed on children displaying concerns and show positive impact following interventions</p> <p>ELSA training is developed and effective emotional, social and behavioural support in place throughout school. Nurture groups/individual support in place to meet needs. Measured through emotional and behavioural tracking via SDQ CPOMs, pupil voice, observations and engagement.</p> <p>Alternative provision (The HUB, ELSA nurture groups are in place at lunchtimes when required including provision for children who are struggling to return after school closures)</p> <p>Team Leader role is extended to include monitoring of vulnerable children and contact with their parents. HLTAs are trained and in place to ensure emotional consistency for children</p> <p>Pupil Voice reflects that children are happy and willing to learn (Governor visits to follow up from previous monitoring)</p> <p>All safeguarding concerns and families who require support via EH, TAC, CIN, CP, including levels of deprivation are swiftly addressed / implemented</p> <p>Pupils eligible for the pupil premium grant access enrichment opportunities, extra-curricular activities, school trips and residential visits <b>(if COVID-19 restrictions allow this).</b></p>
<b>B.</b>	<p>Raise attainment / progress of DPP children in reading, writing and maths</p> <p>Identify children that have been disproportionately disadvantaged by school closures and implement robust catch-up.</p> <p>SEND needs are identified and met</p>	<p>All children to be working within their assessed band or higher by end of the Autumn Term (eg. If 3w+ at Spring 2020 then should be 4w+ by the end of Autumn term)</p> <p>Reading, Writing and Maths attainment for Yr 6 PP cohort to improve on 56% (2018/19 figure for PP attainment at expected).</p> <p>Rates for reading progress for PP pupils to rise to match non PP pupils across the school.</p> <p>Lessons are planned and delivered to ensure a wide range of experiences including promotion of the mastery approach</p> <p>Catch-up funding and pupil premium funding used to target, support and accelerate the progress of targeted children via extra teaching or targeted programmes.</p>
<b>C.</b>	<p>Improve attendance for the PP cohort in line with other children.</p>	<p>Attendance shows improvement throughout the year and a reduction in the incidence of persistent lates. By the end of the year, the attendance is 95%-96% for the Summer term. (94%-95% for DPP)</p> <p>Reduced/ removed attendance barriers for disadvantaged pupils</p>
<b>D.</b>	<p>Improve English, communication and language skills in KS1 and PSED skills in EYFS.</p>	<p>Rates for reading progress for PP pupils to rise to match non PP pupils across the school.</p> <p>Improved reading and writing outcomes in EYFS and KS1 with PP pupils making at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.</p>
<b>E.</b>	<p>Individual needs of pupils eligible for the pupil premium grant are clearly identified and planned for in lessons.</p> <p>Targeted interventions address the specific needs of pupil premium pupils, having a positive impact on individual progress.</p>	<p>Planning and teaching addresses the needs of all pupils, setting high expectations and clear next steps.</p> <p>Individual targets for pupils eligible for pupil premium funding are met and impact on progress.</p> <p>Measured through data tracking.</p> <p>All PP children, including those who are also on the SEND register, achieve at least in line with national data.</p>

<b>F.</b>	Improve home-school partnership through the use of technology	TEAMs classrooms are in place and used to enable home learning. Remote learning plan is ready to support parents with organising remote learning
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## 1. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</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>
<p>Raise attainment / progress of DPP children in reading, writing and maths</p> <p>Identify children that have been disproportionately disadvantaged by school closures and implement robust catch-up.</p> <p>SEND needs are identified and met</p>	<p><b>Quality First Teaching</b> <b>Additional support in lessons as well as additional 1 to 1 time focussing on giving as timely feedback as possible – preferably on the same day for English and Maths. (At least 1 TA in each class.) – Purple Polishing.</b></p> <p><b>Catch-Up Premium</b> to be used to target children (see separate plan)</p> <p>Reading – As part of the curriculum review continue to develop a tiered approach to sentence stems in reading comprehension using the Piggies to support</p> <p>Maths - CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply mastery skills. To complement the WRH planning using the appropriate level of support for pupils via the Power Maths programme. To take part in a pilot project for establishing</p>	<p><b>EEF foundation cites timely and clear feedback as being an effective, efficient intervention.</b></p> <p>EEF cites the following impact which are key factors in these initiatives:</p> <p>Feedback +8 Peer Tutoring +5</p> <p>Maths Lead has taken feedback from Maths Cluster sessions about the positive impact of using maths reasoning within all lessons - the use of the Power Maths scheme that supports this approach.</p> <p>EEF cites the following impact which are key factors in these initiatives:</p> <p>Collaborative Learning +5 Mastery Learning +5 Oral recognition +5 Reading Comprehension Strategies +6</p>	<p>Pupils' books. Learning Walks Feedback from pupils. Lesson observations conducted by the HT. Outcomes will improve on the autumn baseline for PP pupils. This will form part of staff appraisal system. <b>All support and interventions are identified on provision grids for pupil premium pupils, which are updated each term in light of assessments. Observations and pupil feedback, as well as work scrutinies inform us about the quality of feedback – pupils' 'purple penning' shows responses to support and work in books show progress being made.</b></p>	<p><b>LB</b></p>	<p>Work Scrutinies each short term. Feedback from pupils during lesson observations. Assessments each LT. All will inform progress of this type of approach and discussion at training sessions will assess approach.</p>

	<p>mastery and opportunities for staff to observe the Shanghai approach to teaching maths.</p> <p>To develop sentence stems in maths and reading to ensure children are being given chances to develop oracy and practise unfamiliar vocabulary and phrases</p> <p>Spelling: To introduce Sounds and Syllables programme to support spelling development</p>	<p><b>TAs named for each Key Stage:</b></p> <p><b>Cost=£96,352</b></p> <p>£ POWERMATHS £5,000 /FLUENT IN 5 £390</p>			
<p>Improve English, communication and language skills in KS1 and PSED skills in EYFS.</p>	<p>Smaller class sizes in KS1</p> <p>Ratio of 1 or 2 TAs per class means phonic teaching groups can be small and/or support given to targeted children within the teacher's group.</p> <p>Phonics Tracker will show progress; Provision maps will show what specific support is being given. %age of Children's passing phonic screen in Year 2 Autumn will at least match national figures.</p> <p>Possible funding for Early Year to be investigated?</p>	<p>Good evidence that early fluent phonic decoding is essential building block for confident reading.</p> <p><b>EEF cites the following impact which are key factors in these initiatives:</b></p> <p>Early Years Interventions +5 Reducing Class Size +3</p> <p>Cost of additional teacher in KS1 <b>Cost=£35,664</b></p> <p>Phonics Tracker <b>Cost=£520</b></p>	<p><b>Outcome of phonics testing</b></p> <p>Pupils' books. Learning Walks Feedback from pupils. Lesson observations conducted by the HT. Outcomes will improve on the autumn baseline for PP pupils.</p>	<b>SW/SN/VR</b>	Each long term

<p>Individual needs of pupils eligible for the pupil premium grant are clearly identified and planned for in lessons. Targeted interventions address the specific needs of pupil premium pupils, having a positive impact on individual progress.</p>	<p>PPG Provision grids completed termly</p> <p>Revisit working memory training – particular focus DPP and SEN children.</p> <p>ELSA support</p> <p>Introduce emotional scaling programme</p> <p>Catch-up Premium (see separate plan)</p>	<p><b>EEF cites the following impact which are key factors in these initiatives:</b></p> <p>Metacognition +7 Social and Emotional Learning +4 Behaviour interventions +3</p> <p>TA (SEE COST ABOVE) ELSA (SEE COST BELOW)</p>	<p>Pupil outcomes</p> <p>Pupils' books.</p> <p>Learning Walks</p> <p>Feedback from pupils.</p> <p>Lesson observations conducted by the HT.</p> <p>This will form part of staff appraisal system.</p> <p>SDQ and emotional scaling scores</p>	<p>SMT/LB/RS</p>	<p>Assessments each LT.</p> <p>Work Scrutinies each short term.</p> <p>Feedback from pupils during lesson observations</p> <p>Learning Walks.</p> <p>Short termly emotional scaling</p> <p>SDQs termly</p> <p>All will inform progress of this type of approach and discussion at training sessions will assess approach.</p>
<b>Total budgeted cost</b>					<b>£137,926</b>

## ii.Targeted support

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 you review implementation?
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<p>Improve behaviour, social and emotional wellbeing if affected by prolonged school closures so children are ready to learn</p> <p>The emotional, behavioural choices and social needs of the pupil premium children are identified and addressed through targeted intervention and safeguarding processes.</p> <p>An inclusive approach to extra-curricular activities providing enhancement and enrichment for all pupils eligible for the pupil premium grant. (This may be delayed due to COVID-19)</p>	<p>PSA/Appointed office staff member to conduct weekly review of attendance and meets with pupils whose attendance is dipping. HT liaises with parents, putting actions in place to allow improvements to be made.</p> <p>Rewards and incentives in place.</p> <p>Breakfast Club ASC Walking Bus staffing ELSA programme CPOMS monitoring systems</p> <p>HLTA, known teacher covering class HLTA programmes Y6 Residential</p>	<p>Improved attendance improves learning outcomes and emotional support/ talking time improves wellbeing.</p> <p>There is evidence to show that children find it difficult to concentrate when hungry. Children receive a well- balanced, plentiful breakfast.</p> <p>Prompt start to learning.</p> <p>Supporting families to resolve difficulties improves outcomes for the children in that family. Talking time has been shown to improve children’s ability to make sense of their emotions. The consistency of approach in delivery of lessons, combined with the continuity of school adults will reduce emotional difficulties presented by a less known adult and improves the quality of learning.</p> <p>EEF cites the following impact which are key factors in these initiatives: Behaviour interventions +3 Social and Emotional Learning +4 Stimulating learning experiences improve children’s attitude to learning.</p>	<p>Attendance monitoring and regular meeting between the HT and the PSA. Regular meetings (TAC,CP, CIN, PSP) to review the range of support in place for families.</p> <p>Register kept and is noted within Provision mapping so that staff are aware which PP pupils are getting this. Referrals kept and SENDCO liaises with staff to identify pupils who may need this support. Register completed. SDQ and emotional scaling outcomes</p> <p>BREAKFAST CLUB STAFF £11,104</p> <p>£ WALKING BUS STAFF £1,500 £500 OFFICE STAFF</p> <p>£ 500</p> <p>£939 CPOMS</p> <p>£1,000 Y6 Residential</p>	<p>VR/PSA</p> <p>LB/RS</p>	<p>Academic and Pastoral – termly</p> <p>ASC/Breakfast club through governor monitoring pairs</p>
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Raise attainment / progress of SEN DPP children in reading, writing and maths  SEND needs are identified and met	1:1 or small group support in each of these areas.  STAPS team employed to complete assessments of identified pupils.	1 to 1 support in reading has shown to be effective in supporting pupils to make accelerated progress in both reading fluency and reading comprehension, language skills Salford tests and maths skills measured by the Sandwell Test.  Researched backed assessments proven to identify key issues. External agencies provide expertise in suggesting appropriate interventions.	DPP/SEN Provision grids  Feedback from assessments and progress measured by pre and post assessments  Written reports and recommendations are used by teaching staff to ensure identified needs are being addressed .	Team Leaders analyse and feedback to DHT and HT.	Depends on length of interventions.  £15,349/ £ DH release £7,356 / £ SENCO release  £751 STAPS
Individual needs of pupils eligible for the pupil premium grant are clearly identified and planned for in lessons.  Targeted interventions address the specific needs of pupil premium pupils, having a positive impact on individual progress.	Team Leaders organise teaching support for PP pupils and ensure all PP pupils receive high quality targeted support.  The DHT in her role as Assessment Lead monitors progress of PP pupils and identifies any concerns.	High quality teaching in small groups using timely feedback is effective in terms of impact on progress.	Assessment results and pupil books show good progress in learning is being made.  £ DH release (See above) £ SENCO release (See above)	HT and DHT analyse assessments and monitor work scrutinies.	Termly
<b>Total budgeted cost</b>					£38,999
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Improve attendance for the PP cohort in line with other children.	PSA/appointed office staff to conduct weekly review of attendance and meets with pupils whose attendance is dipping.  HT liaises with parents, putting actions in place to allow	Improved attendance improves learning outcomes and emotional support/ talking time improves wellbeing.	Attendance monitoring and regular meeting between the HT and the PSA.  Regular external review systems and procedures by a consultant EWO.	HT and PSA	£4,865 PSA



	improvements to be made. Rewards and incentives in place.				
Improve home-school partnership through the use of technology	TEAMS classroom Remote learning plan shared with families Extra resources provided for DPP families (stationary) Loan of IT for families needing support	Continued consistent education (including through tutoring if needed) will support the progress of children	Monitoring through TEAMS classroom Progress and outcomes of DPP children	SLT/SMT	£500 PTL support £500 TEAMS subscription, (within Microsoft package)
<b>Total budgeted cost</b>					£5865

<b>2. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019/20</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Expected progress in reading, writing and maths for all PP pupils to be at least 90%. At least 10% making better than expected progress in each year group. <b>Combined R, W and M % age to increase in 2020.</b>	<b>Additional support in lessons as well as additional 1 to 1 time focussing on giving as timely feedback as possible – preferably on the same day for English and Maths. (At least 1 TA in each class.) – Purple Polishing.</b>	<b>DATA NOT AVAILABLE DUE TO COVID-19 CLOSURES: IN HOUSE INTERIM DATA FOR SPRING NOT RELIABLE DUE TO SUDDEN CLOSURE AND PROLONGED NATURE OF CLOSURE</b>  Learning walks confirmed impact of approaches implemented (Powermaths, Fluent in 5, Phonics etc.) Pupil voice confirmed support provided by these initiatives. Governors monitoring visit confirmed effective implementation of initiatives. Ofsted Graded Good – January 2020.	Continue approach	<b>Cost=£94,394</b>

<p>Improved reading and writing outcomes in EYFS and KS1 with PP pupils making at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.</p>	<p>Ratio of 1.2 TAs per class means phonic teaching groups can be small and/or support given to targeted children within the teacher's group.</p>	<p>Power maths, fluent in 5 initial impact positive but approaches will need to be continued next year for impact to be measured via data.          LA visits and Ofsted visits confirmed high level of consistency in approaches across the school.          CPD delivered for Powermaths, curriculum review, including book scrutiny. Pupils work confirmed initial impact. Teacher and pupil voice showed impact.          Phonics characters introduced and delivered consistently          Phonics tracker introduced and impact noted          Reading reward schemes introduced – RED TED – BATTLE OF THE READERS          Observations show Teaching and learning over time to be 100% good or better          Priority reading set up and guided reading training delivered. Staff understanding of reading domains improved.</p>	<p><b>Continue approach</b></p>	<p>£31,667 Cost of additional teacher in Year 1</p>
<p>To improve outcomes in Reading and Maths</p>	<p>Reading – As part of the curriculum review continue to develop a tiered approach to sentence stems in reading comprehension          Maths - CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply mastery skills.          To complement the WRH planning using the appropriate level of support for pupils via the Power Maths programme. To take part in a pilot project for establishing mastery and opportunities for staff to observe the Shanghai approach to teaching maths.          To develop sentence stems in maths and reading to ensure children are being given chances to develop oracy and practise unfamiliar vocabulary and phrases</p>		<p><b>Continue approach</b></p>	
<p>To improve retention of knowledge and behaviour for learning through ongoing curriculum review</p>	<p>Continue to develop curriculum including values and attributes for learning.          Embed metacognition into Ollie Organisation and revisit spaced learning strategies with staff and children – particular focus DPP and SEN children.</p>	<p>Working Memory training delivered and strategies          ELSA training completed and small groups set up.          House system set up and impacting on children's motivation through shared reward          Precision Teaching training delivered.          Curriculum and Progression documents rewritten in line with values          Ofsted Good – January 2020</p>	<p><b>Continue approach</b></p>	

	House system to encourage belonging and good behaviour			
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve reading, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	1:1 or small group support in each of these areas.	<b>DATA NOT AVAILABLE DUE TO COVID-19 CLOSURES: IN HOUSE INTERIM DATA FOR SPRING NOT RELIABLE DUE TO SUDDEN CLOSURE AND PROLONGED NATURE OF CLOSURE</b>	<b>Continue approach</b>	£18,407 DH release £7,752 SENCO release
SEND/PP pupils' specific barriers will be correctly identified.  SENDCO regularly meets with staff to make sure PP pupils with SEND issues are receiving appropriate support in class and with interventions.	STAPS team employed to complete assessments of identified pupils.  SENDCo	<b>DATA NOT AVAILABLE DUE TO COVID-19 CLOSURES: IN HOUSE INTERIM DATA FOR SPRING NOT RELIABLE DUE TO SUDDEN CLOSURE AND PROLONGED NATURE OF CLOSURE</b>  STAPS assessments completed as required. Ofsted commented positively on provision for SEN children and SEN leadership.	<b>Continue approach</b>	£1334 STAPS
PP pupils make at least expected progress in key curriculum areas and if SEND achieve targets on Learning Plans.	Team Leaders organise teaching support for PP pupils and ensure all PP pupils receive high quality targeted support. The DHT in her role as Assessment Lead monitors progress of PP pupils and identifies any concerns.	<b>DATA NOT AVAILABLE DUE TO COVID-19 CLOSURES: IN HOUSE INTERIM DATA FOR SPRING NOT RELIABLE DUE TO SUDDEN CLOSURE AND PROLONGED NATURE OF CLOSURE</b>	<b>PP provision grid needed to provide rigour and to maintain profile of DPP group</b>  <b>Continue approach</b>	
			<b>Total</b>	£153,554

<b>lii Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attendance of PP pupils so improving learning outcomes. Targeted to reach 96%.	PSA to conduct weekly review of attendance and meets with pupils whose attendance is dipping. HT liaises with parents, putting actions in place to allow improvements to be made. Rewards and incentives in place.	Attendance monitored and attendance meetings held when threshold exceeded Fines issued for repeated non-authorized non attendance <b>Attendance figures not reliable due to COVID-19</b>	<b>Continue Approach</b>	£9,384 PSA
PP families with factors affecting wellbeing are supported through the TAC arena.	PSA employed to dedicate time to families and to bring together professionals to support them.	TACS held regularly up until COVID-19 partial closure PSA remained in weekly/fortnightly contact with families throughout partial closure FSM supported above weekly cost of dinners throughout partial closures	<b>Continue Approach</b>	
Pupils are well nourished and so concentrate better in lessons.  Children escorted onto school premises ensuring punctual attendance.	Breakfast Club: staffing and the cost of breakfasts for an average of 25 PP pupils a day.  Walking Bus staffing	PP pupils regularly attend a fully or part subsidised breakfast club so that they are ready to apply themselves to their learning.  PP pupils regularly access the Walking Bus and so get to school on time.	<b>Continue Approach</b>	£13,060 BREAKFAST CLUB/STAFF  £2,133 WALKING BUS STAFF
Children with significant emotional issues supported through ELSA Nurture groups and interventions and close monitoring of external factors	ELSA training CPOMS monitoring systems	All TAs completed ELSA training ELSA clubs set up and HUB area developed for support. PP pupils supported emotionally. – not undertaken due to COVID 19 CPOMS system embedded and supporting the identification of ELSA selection	<b>Continue Approach</b>	£0 ELSA TRAINING Cost of CPOMs: - £0 PSHE training £134
Lesson continuity and quality of education is improved by in-house cover through teachers and HLTAs who have been trained in school initiatives	HLTA programmes Mastery Approach in maths	HLTA completed training successfully. PP children benefitting from consistency in support as seen in observations of HLTA teaching HLTA now able to cover PPA to ensure continuity	<b>Continue Approach</b>	£527 HLTA TRAINING
PP pupils access the Yr 5/6 London trip/ PGL and so access the additional cultural and	Enhancing the curriculum.	London trip cancelled due to COVID-19	<b>Continue Approach</b>	£0

educational opportunities it provides.				
		<b>TOTAL PPG EXPENDITURE FOR 2019/20</b>		£178,792

### 3. Additional Detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Support given to DPP and vulnerable pupils includes:

- Additional reading and comprehension practice
- Small group differentiated phonics and spelling support
- 1 to 1 support or small group support for purple penning
- Differentiated small group support in Counting Stick/mental maths activities
- Boosting of more-able Yr 5 and 6 children with Mrs Button
- Emotional and Behavioural Support from Parent Support Advisor
- Breakfast Club and Walking Bus
- 1 to 1 writing conferences
- 1 to 1 STAPs support to address particular learning issues as they become apparent
- Speech and Language support
- Talking Tales input
- Handwriting practice and fine motor skills practice