Be Your BEST
Believe – Excellence – Safe – Team

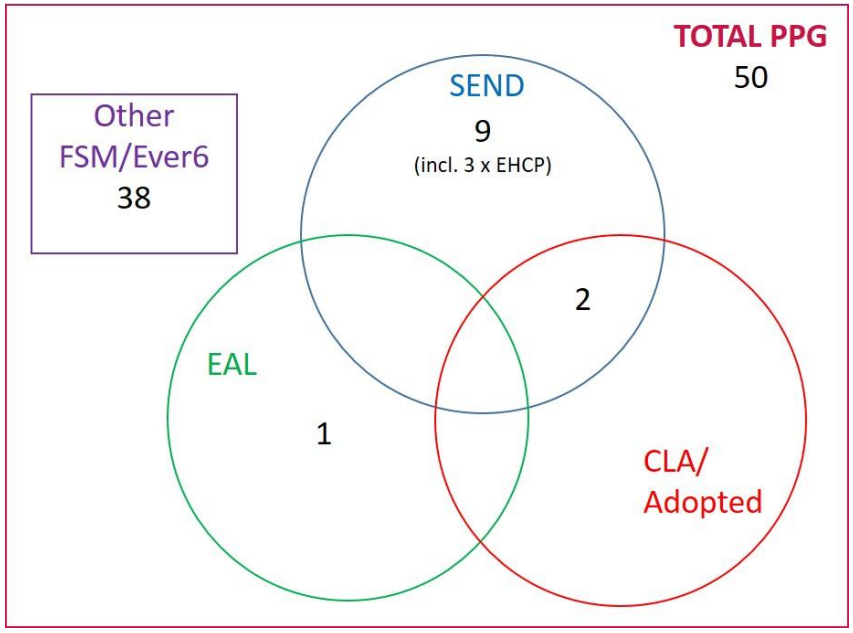
# Pupil Premium Strategy Statement: The Pines Primary School

## 1. Summary information (Correct at Sept 2020)

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|---|---|---|---|---|---|
| **School** | **The Pines Primary School** | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget** | £74,630 | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 338 | **Number of pupils eligible for PP** | 50 (17%) | **Date for next internal review of this strategy** | Jan 2021 |

## 2. Context in detail

| EYFS | KS1 | KS2 |
|---|---|---|
| Nursery – 0 (0%)<br>Reception – 1 (3%) | Year 1 - 5 (10%)<br>Year 2 – 6 (12%) | Year 3 – 15 (26%)<br>Year 4 – 6 (13%)<br>Year 5 – 9 (23%)<br>Year 6 – 8 (18%) |



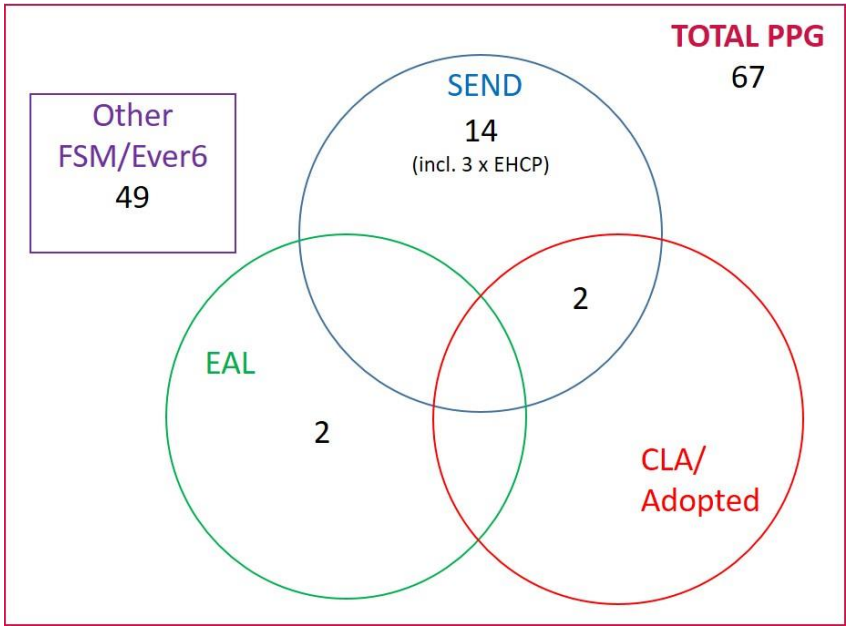

| Ethnicity | | |
|---|---|---|
| White British | 44 | 88% |
| White Other | 1 | 2% |
| White & Black African | 1 | 2% |
| White & Black Caribbean | 2 | 4% |
| Black African | 1 | 2% |
| Any Mixed Background | 1 | 2% |

| Break down by sub-group | | |
|---|---|---|
| SEND | 11 | 22% |
| EAL | 1 | 2% |
| CLA/Adopted | 2 | 4% |
| Services | 0 | 0% |
| Only FSM/Ever6 | 38 | 76% |

| 1. Summary information (Updated March 2021) | | | | | |
|---|---|---|---|---|---|
| **School** | **The Pines Primary School** | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget** | £74,630 | **Date of most recent PP Review** | Mar 2021 |
| **Total number of pupils** | 335 | **Number of pupils eligible for PP** | 67 (20%) | **Date for next internal review of this strategy** | Jul 2021 |

## 2. Context in detail

| EYFS | KS1 | KS2 |
|---|---|---|
| Nursery – 2 (9%)<br>Reception – 5 (17%) | Year 1 - 8 (16%)<br>Year 2 – 9 (18%) | Year 3 – 15 (27%)<br>Year 4 – 10 (22%)<br>Year 5 – 9 (23%)<br>Year 6 – 9 (20%) |




| Ethnicity | | |
|---|---|---|
| White British | 57 | 85% |
| White Other | 2 | 3% |
| White & Black Caribbean | 3 | 4% |
| Black African | 1 | 2% |
| Any Mixed Background | 1 | 2% |
| Ethnicity not given | 3 | 4% |

| Break down by sub-group | | |
|---|---|---|
| SEND | 14 | 21% |
| EAL | 2 | 3% |
| CLA/Adopted | 2 | 3% |
| Services | 0 | 0% |
| Only FSM/Ever6 | 49 | 73% |

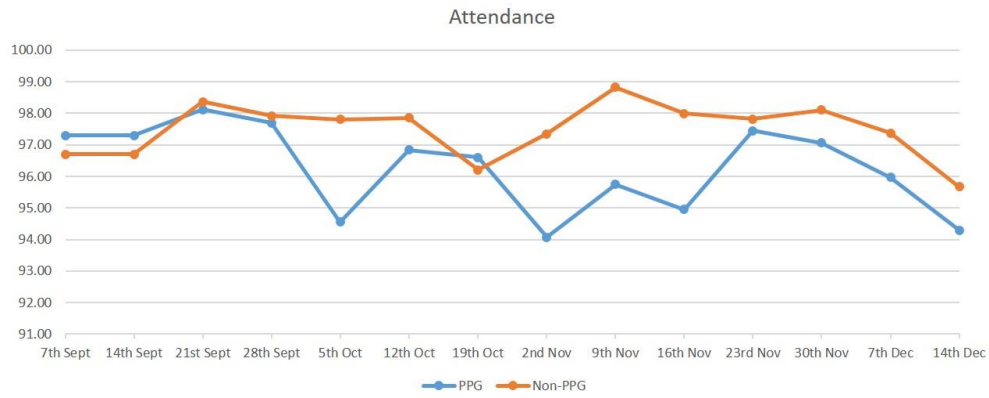
## 3. Attendance

**2019-2020 Attendance summary**

**Autumn Term 2019-20**
Whole school 95.8%
PP 94.32%
Non-PP 96.17%
Difference -1.85%

**Spring Term 2019-20**
(1st half prior to lockdown)
Whole school 96.6%
PP 94.46%
Non-PP 96.97%
Difference -2.51%

2020-21 Autumn term attendance graph




Spring term graph to be added at end of term

Summer term graph to be added at end of term

## 4. Current attainment – NB This data is for July 2019 due to no data being available for July 2020 due to Covid-19

### Key Stage One SATs

| | Rdg Exp | Wtg Exp | Ma Exp | RWM Exp | Rdg GDS | Wtg GDS | Ma GDS | RWM GDS |
|---|---|---|---|---|---|---|---|---|
| National | 75% | 70% | 76% | 65% | 25% | 25% | 22% | 11% |
| Local Authority | 79% | 72% | 78% | 68% | 31% | 16% | 24% | 12% |
| School (46 chn) | 61% | 52% | 63% | 52% | 37% | 17% | 24% | 17% |
| **School PPG (3 chn)** | **67%** | **67%** | **67%** | **67%** | **0%** | **0%** | **0%** | **0%** |

### Key Stage Two SATs

| | Rdg Exp | Wtg Exp | Ma Exp | SPAG Exp | RWM Exp | Rdg GDS | Wtg GDS | Ma GDS | SPAG GDS | RWM GDS |
|---|---|---|---|---|---|---|---|---|---|---|
| National | 73% | 79% | 79% | 78% | 65% | 27% | 20% | 27% | 36% | 11% |
| Local Authority | 76% | 79% | 79% | 80% | 64% | 28% | 18% | 27% | 37% | 9% |
| School (28 chn) | 72% | 78% | 75% | 71% | 68% | 36% | 21% | 25% | 43% | 14% |
| **School PPG (11 chn)** | **45%** | **55%** | **45%** | **54%** | **45%** | **18%** | **0%** | **0%** | **18%** | **0%** |

| **Year 1 Phonics 2019** | |
|---|---|
| National | 82% |
| Local Authority | 85% |
| School (56 chn) | 79% |
| **School PPG (8 chn)** | **75%** |

| **Early Years GLD** | |
|---|---|
| National | 72% |
| Local Authority | 76% |
| School (50 chn) | 61% |
| **School PPG (2 chn)** | **0%** |

| 5. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| **In-school barriers** (issues to be addressed in school, such as poor oral language skills) | |
| **A.** | Inconsistencies in standards of Quality First Teaching affect engagement, progress and attainment |
| **B.** | Lower than age-expected vocabulary and oracy skills limit learning across the curriculum |
| **C.** | Poor resilience and emotional well-being contribute to low aspirations |
| **D.** | Interventions to support learning and/or social and emotional needs have inconsistent levels of impact |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | In many cases, home support for learning and access to resources, such as books and online resources, affects engagement in school life and opportunities to learn |
| **F.** | In some cases, parental engagement and complex family life impacts on resilience, engagement and emotional well-being |
| **G.** | In some cases, consistent attendance and punctuality affects access to learning opportunities in school |

| 6. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|---|---|---|
| **A.** | Ensure consistently high standards of teaching and learning including adaptation of tasks to support, enable and challenge all pupils and especially PPG children<br>(SDP Key Priority 1) | • Regular triangulation of teaching, combined with CPD, ensures QFT across school.<br>• Support staff are used effectively to move learning on<br>• Support staff receive training where necessary to increase skills<br>• A well-designed curriculum engages all pupils and provides breadth of opportunities whilst also ensuring clear progression of knowledge & skills<br>• Effective task design enables children to access learning, make progress and be challenged |
| **B.** | Children with poor vocabulary identified early (EYFS assessment – eCAT and Development Matters) and all children develop vocabulary and oracy skills through a vocabulary-rich curriculum, high quality texts, implementation of oracy strategies<br>(SDP Key Priority 2 & 3)<br>*27% children in YrR (Sept 20) not at expected entry level in Speaking; last year this figure was 28%. For PPG pupils in YrR last year, 50% were not at the expected entry level for Speaking.* | • Children with poor language skills identified in EYFS<br>• High quality language development opportunities (including focused interventions) in EYFS and KS1 ensure children's language develops<br>• Oracy strategies evident in lessons across the school<br>• High quality texts used in English and Reading lessons and children able to access and discuss them confidently<br>• Gap between PPG and non-PPG children narrows in terms of vocabulary development as shown in reading and writing attainment at KS1 and KS2 |
| **C.** | Improved emotional health and well-being leads to greater confidence and self-esteem. Improved learning behaviours lead to greater resilience, concentration and pride in achievements. Together these result in higher aspirations.<br>(SDP Key Priority 2 & 3) | • Self-esteem & well-being improves for all children, especially PPG<br>• Positive learning behaviours are taught explicitly, children can discuss them and consequently focus/attention improves<br>• PPG children make progress at least in line with other pupils with similar starting points consequently diminishing the attainment gap.<br>• PPG children have high aspirations and able to discuss their goals |
| **D.** | Learning interventions have a measurable impact on a specific skill or ability in a given subject, improving access to class-based learning.<br>Interventions designed to support social and emotional needs result in increased well-being, self-regulation, positive behaviour choices and readiness to learn.<br>(SDP Key Priority 1) | • Pupil progress meetings and assessment data are used effectively to identify children in need of interventions, prioritising PPG children<br>• Interventions result in a measurable improvement in attainment/access to lessons<br>• The gap in attainment between PPG and non-PPG children narrows<br>• PPG children accessing specific SEMH/nurture support make progress as shown by the Boxall profile<br>• ELSA sessions are shown to have a positive impact on pupil well-being |

| | | |
|---|---|---|
| **E.** | Increased engagement with vulnerable families and signposting to additional support leads to greater support at home for learning and access to resources. Children who have poorer access to learning resources at home are not disadvantaged due to increased measures put in place in school.<br>(SDP Key Priority 3) | • Vulnerable/PPG families engage positively with the school and feel supported<br>• Additional resources (e.g. books, laptops, paper resources) are provided for those families who have poorer access to learning resources<br>• PPG money is used in a targeted manner to ensure that PPG children are not disadvantaged due to lack of resources<br>• There is no gap in attendance at parents' evenings between PPG and non-PPG families |
| **F.** | Continued work to build trusting relationships with vulnerable families leads to greater engagement with school and other support services. SEMH work in school supports children's emotional well-being and parenting support promotes resilience.<br>(SDP Key Priority 2 & 3) | • Vulnerable/PPG families engage positively with the school<br>• Parent surveys indicate that PPG parents feel supported<br>• Vulnerable/PPG families access external support where appropriate<br>• Families use strategies gained from parenting support services resulting in greater resilience and improved well-being<br>• Pupil voice indicates that children feel that the school offers ways to improve their emotional well-being<br>• Children will be exposed to a wide range of social, cultural, enrichment |
| **G.** | Close scrutiny of attendance and punctuality data for PPG children enables issues to be identified and addressed early. Families are supported to improve attendance and punctuality including home visits, coffee mornings, referral to external services.<br>(SDP Key Priority 2) | • There will be no significant difference in attendance between PPG and non-PPG children<br>• Attendance discussed and monitored weekly in Inclusion Meetings and any concerns regarding PPG families raised<br>• Any attendance/punctuality issues will be addressed quickly with parents and meetings held to develop strategies and plans to resolve difficulties<br>• Support from outside agencies sought if there are persistent concerns regarding attendance/punctuality for individual families |

## 7. Planned expenditure

| Academic year | 2020-2021 |
|---|---|

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. QUALITY OF TEACHING FOR ALL

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|---|---|
| A: Teaching and Learning is of a consistently high quality | Staff CPD on T&L and pedagogy including feedback and mentoring<br><br>Develop staff skills in providing feedback to move learning on & improve attainment<br><br>Staff CPD to develop understanding of PP children<br><br>Effective task design enables learning across all subject areas<br><br>Develop staff approaches to support, enable, challenge all pupils<br><br>Reduced class sizes in Years 3 & 4 | EEF Guide to PP states "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Sutton Trust found that pupils from disadvantaged backgrounds gain 1.5 years' worth of learning over a school year with "very effective teachers".<br>Therefore, investment in staff CPD as a whole school approach is valuable for all pupils, especially PPG.<br>EEF Toolkit indicates high quality feedback is an effective way to improve attainment.<br>Staff CPD to explore possible barriers for PP children in order to enhance understanding<br>Staff CPD and ongoing feedback (including through Phase Leaders) to ensure that the needs of children are met and that tasks are appropriate for children's abilities and confidence within a lesson | Ongoing staff CPD through staff meetings/INSET and monitoring of how approaches are embedded<br>Include HLTAs in staff training from Sept 20<br>Review of new marking and feedback policy (Sept 20)<br>Use of Pastoral Support Worker to enable PPG/vulnerable children to access learning opportunities in class<br>Maths manipulatives used to support the curriculum. | DHT | Termly, and modify CPD plans according to need<br><br>Cost of INSET & training for HLTAs: £1043<br><br>Proportion of cost of a F/T teacher to reduce class sizes: £8840<br><br>Cost of proportion of salary of Pastoral Support Worker: £4,870<br><br>Proportion of cost of maths manipulatives: £130 |
| Mar 21 – Staff have received CPD on understanding PPG and the PPG strategy Autumn 2020 resulting in increased focus on supporting PPG pupils, smaller class sizes in Years 3 and 4 have enabled more focused teaching and individualised support, pastoral support worker has focused on supporting PPG/vulnerable chn through ELSA, 1:1 support and small group sessions including continuing some remote 1:1 sessions during lockdown in order to help chn to regulate their emotions and access their learning, marking and feedback policy introduced but not yet established, maths manipulatives bought and training provided for staff to support QFT for all children. | | | | | |

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| A: Children are engaged and motivated by a high quality curriculum offer | Curriculum development work ensures that learning units meet the needs of our children<br><br>Curriculum drivers influence the content of our curriculum<br><br>Opportunities are sought to broaden horizons and provide experiences children may otherwise not have | Our Curriculum Drivers (Our place in our world, Language & Oracy, Learning Skills and Healthy Body, Healthy Mind) have been selected with our children and community in mind.<br>Children who are engaged in their learning and well-motivated will achieve more highly. | Ongoing evaluation of curriculum and modifications made as a result of review<br>Breadth of curriculum evaluated by SLT and subject leads as well as how Curriculum Drivers are being used to direct curriculum choices | DHT<br>SLT | Cost of leadership time equivalent to ½ day per week: £6804 |
| Mar 21 – Curriculum was evaluated during Autumn term with some modifications made to approaches in specific subject areas, especially Whole Class Reading. DHT worked with subject leaders to begin monitoring subjects, giving feedback to staff and developing the curriculum further. This enabled curriculum to be better tailored to the needs of our pupils. Audit of the diversity of our curriculum and representation within it being carried out Spring 21 as well as a review of how foundation subjects were taught through remote learning. Engagement of PPG chn monitored closely during lockdown and bespoke support offered resulting in % of PPG in school and % of those not in school but engaged in learning increased over the 8 week lockdown. | | | | | |
| B: Children with poor language skills are identified early | Rigorous assessment processes enable children in EYFS to be identified with a particular focus on the understanding and speaking elements of Language and Communication | "Children eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) EYFS goals than children not eligible for FSM." EEF Early Language Development Report<br>"Language variation in children is complex and difficult to attribute to a single cause. Regardless of the causes, low levels of vocabulary set limits on literacy, understanding, learning the curriculum and can create a downward spiral of poor language which begins to aspect all aspects of life." Kate Nation, University of Oxford | Pupil Progress Meetings held at least termly to review progress with particular focus on PPG pupils<br>EYFS lead to monitor children's attainment within Language and Communication section of ELGs.<br>EYFS staff to receive additional training to undertake training in use of ECAT | EYFS lead | Cost of release time for ECAT training to be added once known |
| Mar 21 – Pupil progress meetings held during the Autumn term to review how chn settled back to school for the new academic year and after the covid national lockdown, particular focus on PPG chn and their well-being as well as academic needs, EYFS lead has been undertaking ECAT training in own time and disseminated details to Nursery teacher. Particular focus on social and communication skills in second half of Spring term following return to school after lockdown including additional support provided by Pastoral Lead through daily SALT groups with key focus on PPG pupils. | | | | | |

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|---|---|---|---|---|---|
| B: Vocabulary and language skills are developed for all children | Development of staff's knowledge of oracy skills and approaches<br><br>Promotion of oracy skills across the school to develop vocabulary and expressive language skills<br><br>High quality texts used within English, whole class reading and other curriculum areas to develop vocabulary | The Voice21 Oracy Project states, "On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. This gap widens to a 5 year difference by age 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties."<br>"The act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills." Philip Gough & William Tunmer | Continued staff CPD to improve skills in developing oracy<br>SLT to monitor how strategies are being used in classrooms and offer feedback to staff<br>Staff CPD in use of whole class reading lessons and provision of reading spines for each year group to ensure class readers are of a high standard<br>Monitoring of texts used within a range of subject areas to ensure opportunities are taken to develop vocabulary | Reading lead<br>SLT | Proportion of cost of reading training and newly purchased reading texts: £92 |
| Mar 21 – Whole class reading introduced in Autumn term, evaluated and some modifications to approach introduced with a focus on ensuring that teaching approach meets individual children's needs, reading spines created for every year group and class novels introduced resulting in high levels of engagement in good quality texts across the school, staff CPD on developing mastery in maths including the use of oracy skills to promote articulation of understanding and exploration of ideas resulting in improved spoken language for all. Key vocabulary necessary for all subjects taught specifically with the introduction of consistent use of Knowledge Organisers from the start of the Summer term to support this. | | | | | |
| C: Emotional health and well-being improve through whole school approaches | Whole school PSHE scheme offers concrete teaching of topics that contribute to well-being<br><br>Weekly themes for PSHE support transition back to school from lockdown<br><br>Assemblies promote well-being across the school community<br><br>Children are encouraged to discuss feelings and well-being | Maslow's Hierarchy<br>Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to satisfied before they can focus on the needs higher up and achieve their potential.<br><br> | PSHE themes promoted and monitored by SLT and PSHE lead.<br>Assembly schedule follows weekly PSHE themes for Autumn term and also includes topics to promote well-being.<br>Review in staff meetings of children's well-being and regular discussion in phase meetings to ensure well-being is high priority | PSHE lead<br>DHT<br>SLT | Cost of proportion of salary of PSHE lead: £282 |
| Mar 21 – Staff followed a weekly theme for PSHE (led by PSHE lead) for the first half of the Autumn term to support transition back to school after lockdown, whole school PSHE curriculum introduced to staff during Autumn term, weekly assembly themes have promoted well-being and positive mental health including during lockdown, daily 15min focus on well-being and mental health after return to school on 8th March plus focused groups for children identified as needing additional support led by Pastoral Lead | | | | | |

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|---|---|---|---|---|---|
| C: Children demonstrate greater resilience, pride and concentration | The whole school values (Believe, Excellence, Safe and Team) are fully embedded and promoted through assemblies, PSHE lessons and 'ad hoc' discussions<br><br>The school values are visible around the school and on documents produced by the school | Effective schools and teachers provide children on a daily basis with mastery experiences, opportunities to experience success and enjoy achievement that also serve to foster intrinsic motivation, self-efficacy, and persistence in the face of failure". Masten, Herbers, Cutuli and Lafavor (2008) | School values are evident around school and noticeable to visitors<br>Assembly themes written termly to ensure school values remain a key focus and needs of school are met. | All staff | |
| Mar 21 – School values have been promoted consistently during the academic year and children are able to talk about them and what they mean, children understand the importance of these values but the impact on resilience/pride/concentration has been difficult to evaluate due to lockdown. Focus on this, and general greater emotional awareness, during second half of Spring term to support the transition back to school after lockdown. | | | | | |
| C: Children have higher aspirations for their futures | Opportunities are made for children to have greater awareness potential future career choices<br><br>Careers fair for years 5 and 6 promotes a range of future employment opportunities and results in raised aspirations | Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. | SLT to review wider opportunities available through the curriculum and school in general, drop-ins, planning review,<br><br>DHT to organise a careers fair and feedback to be taken from children | SLT<br>DHT | Cost of organising careers fair and providing resources: £300 |
| Mar 21 – This will be a focus for the Summer term and moving forward once routines and expectations are re-established following lockdown. | | | | | |
| G: Attendance of all pupil groups improves (dependent on covid-19) | Weekly scrutiny of attendance data (in Inclusion meetings) results in effective action being taken to address any children with poor attendance | If children are not present in school, they are unable to gain any educational, social or emotional benefit that setting may offer.<br>The overall absence rate for pupils eligible for FSM was 7.6% compared to 4.3% for non FSM pupils.<br>DfE Pupil Absence 2016-17 | Minutes of inclusion meetings to include attendance data, DHT to track PPG and non-PPG attendance data, regular liaison between attendance officer, pastoral worker and SLT to keep track of key families. | Inclusion team<br>SLT | Cost of use Family Support role to specifically monitor PPG attendance: £6,426 |
| Mar 21 – Attendance was monitored closely during the Autumn term with minimal difference between PPG children's attendance and that of non-PPG children in most weeks, support provided for families where attendance was a concern and any issues discussed weekly in Inclusion meetings. During lockdown, engagement of PPG children in learning at home and also attendance at school was tracked in detail enabling individualised responses and support where necessary, resulting in week-on-week improvements.<br>Autumn term PPG attendance: 96.04%<br>Autumn term non-PPG attendance: 97.57% | | | | | |
| | | | | **Total budgeted cost** | **£28,787** |

| 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?** |
| A: Teaching and Learning is of a consistently high quality | Effective task design ensures that learning is tailored to the needs of individual children<br><br>Children with additional needs are supported appropriately to make progress | Sutton Trust found that, 'the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers'. | Monitoring of curriculum and planning documents to ensure tasks are designed well to meet pupil needs | SLT<br>Subject leaders | Cost of leadership time equivalent to ½ day per week: £6804 |
| Mar 21 – Focused work with subject leaders began in the Autumn term to monitor task design through planning monitoring and book looks, input given to staff regarding task design in staff meetings especially in relation to specific subjects. This now needs to be resumed during the Summer term following on from lockdown. While children were learning remotely, individual needs were met through adapted tasks/activities linked to learning needs and the provision of paper packs where technology was a barrier. The engagement of children, especially PPG children, was monitored closely and support given to raise engagement levels. During the Summer term, further CPD and monitoring on tasks design will be planned. | | | | | |
| B: Children with poor language skills are identified early | Individual and small group interventions offered for children identified as having poor language skills or difficulty expressing themselves<br><br>Phonics interventions run fluidly to address language difficulties at an early stage (EYFS and KS1) | Children eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) EYFS goals than children not eligible for FSM.<br>EEF Early Language Development Report | Monitoring of interventions and opportunities taken to address poor vocabulary/language skills | SENCo<br>Phonics lead<br>EYFS/KS 1 leaders | Cost of providing suitable resources and training: £150 |
| Mar 21 – New approach to phonics teaching in place from September 2020, interventions run during the Autumn term for children needing additional phonics support in KS1, teaching of phonics continued in Year 3 due to missed teaching as a result of lockdown, focused input in EYFS to support chn in developing language skills and early phonics. As children return to school following lockdown, current needs will be assessed and interventions put in place throughout the Summer term. 94% (46/49) Year 2 children passed phonics test in Dec 20. 89% (8/9) Year 2 PPG children passed phonics test in Dec 20. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| D: 1:1 and small group interventions to support academic learning have a measurable impact on attainment | Pupil progress meetings held at least termly to review progress and attainment leading to children being identified for interventions<br><br>PPG children are prioritised for interventions | Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Guide to PP. | Effectiveness of Pupil Progress Meetings monitored and general themes/concerns reviewed.<br>Monitoring of Interventions to ensure effectiveness.<br>Review of provision for PPG children to ensure they are receiving the targeted support needed. | SENCo<br>Class teachers/ phase leaders<br>SLT | Proportion of cost of having TAs across all classes each afternoon to run interventions: £21,982 |
| Mar 21 – Pupil progress meetings were held in the Autumn term focused on the return to school at the start of the academic year and to inform interventions, PPG children were a focus of discussion in the pupil progress meetings and prioritised for additional support, plans were put in place to provide more intensive support for specific chn in January but lockdown prevented this, additional teaching support put in place for Years 3 and 4 to provide more individualised support and smaller size groups. | | | | | |
| F: More trusting relationships built with vulnerable families resulting in greater engagement in support | Creation of Family Support role to focus on support for families and enable relationships to be built and sustained | A stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment. Goodall and Vorhaus, 2010 | Ongoing reviews of engagement by PPG families through Inclusion meetings and informal discussions within Inclusion team and SLT.<br>Ongoing review of Family Support role and the families being supported.<br>Parent surveys used to gain feedback on support offered – monitoring of response rate for PPG families. | Inclusion team | Cost of use Family Support role to specifically engage PPG families: £6,426 |
| Mar 21 – Family Support role was being developed during the Autumn term with a focus on the engagement of PPG families, coffee mornings were run but attendance was low, regular discussions at Inclusion meeting to review PPG families and any support needed. During lockdown, PPG families received additional calls from the Inclusion team with provision of devices, food vouchers, food hampers, paper packs for learning and 1:1 Teams calls or more focused interventions where appropriate. The engagement of PPG children was monitored closely and a focus on building relationships was prioritised. | | | | | |
| G: Improved attendance and punctuality of PPG children | Weekly scrutiny of attendance data (in Inclusion meetings) results in effective action being taken to address any children with poor attendance<br>A range of strategies e.g. home visits, coffee mornings to support attendance and engagement with school and external services | Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.<br><br>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance issues. | Minutes of inclusion meetings to include attendance data, DHT to track PPG and non-PPG attendance data, regular liaison between attendance officer, pastoral worker and SLT to keep track of key families.<br>PPG families targeted to attend coffee mornings to promote attendance and engagement in school life | Inclusion team<br>SLT | See in above section |

| | |
|---|---|
| Mar 21 – During the Autumn term, attendance data was monitored closely and discussed at weekly Inclusion meetings, any issues were acted upon and attendance was good for the vast majority of children, PPG families were targeted to attend coffee mornings and some did choose to attend, during lockdown the engagement of PPG children was monitored closely with follow-ups and support offered for those struggling to access remote learning. Individual meetings were held with families offered a place in school but where attendance was poor. Attendance remains a key focus now that children have returned to school after lockdown. | |
| **Total budgeted cost** | **£35,362** |

## Spreadsheet tracking engagement of PPG children during lockdown January – March 2021

| | | EYFS | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | ALL |
|---|---|---|---|---|---|---|---|---|---|
| **WEEK 1** | IN | 0% | 13% | 0% | 33% | 20% | 11% | 0% | 14% |
| | Zoom | 50% | 43% | 50% | 80% | 50% | 50% | 78% | 58% |
| | Learning | 33% | 71% | 50% | 60% | 50% | 50% | 56% | 53% |
| **WEEK 2** | IN | 0% | 13% | 13% | 33% | 20% | 22% | 0% | 17% |
| | Zoom | 50% | 43% | 57% | 90% | 50% | 57% | 78% | 62% |
| | Learning | 50% | 86% | 71% | 50% | 75% | 71% | 56% | 64% |
| **WEEK 3** | IN | 17% | 13% | 25% | 40% | 30% | 33% | 0% | 24% |
| | Zoom | 60% | 43% | 67% | 78% | 57% | 83% | 78% | 66% |
| | Learning | 60% | 86% | 67% | 67% | 86% | 67% | 56% | 68% |
| **WEEK 4** | IN | 17% | 13% | 25% | 40% | 30% | 33% | 0% | 24% |
| | Teams | 60% | 43% | 67% | 67% | 57% | 83% | 78% | 64% |
| | Learning | 60% | 86% | 67% | 78% | 86% | 83% | 56% | 72% |
| **WEEK 5** | IN | 17% | 13% | 25% | 47% | 30% | 33% | 0% | 26% |
| | Teams | 80% | 43% | 67% | 75% | 57% | 83% | 0% | 67% |
| | Learning | 60% | 71% | 67% | 88% | 86% | 83% | 0% | 73% |
| **WEEK 6** | IN | 17% | 25% | 25% | 47% | 40% | 33% | 0% | 29% |
| | Teams | 80% | 50% | 67% | 88% | 67% | 83% | 78% | 72% |
| | Learning | 60% | 83% | 67% | 88% | 100% | 83% | 67% | 77% |
| **WEEK 7** | IN | 17% | 25% | 38% | 47% | 40% | 33% | 0% | 30% |
| | Teams | 60% | 50% | 80% | 75% | 67% | 83% | 89% | 72% |
| | Learning | 60% | 83% | 100% | 88% | 100% | 83% | 78% | 83% |
| **WEEK 8** | IN | 33% | 25% | 38% | 53% | 40% | 33% | 0% | 33% |
| | Teams | 100% | 50% | 80% | 86% | 67% | 83% | 89% | 77% |
| | Learning | 75% | 83% | 80% | 86% | 100% | 83% | 78% | 82% |

| iii. OTHER APPROACHES | | | | | |
|---|---|---|---|---|---|
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved nurture provision, enabling children to have SEMH support | Employment of Pastoral Support Worker trained to offer ELSA sessions and other SEMH support | Young people's SEMH needs have a significant impact on their learning and progress through the curriculum (National Institute for Health and Clinical Excellence [NICE] 2008, 2009<br>One in ten children/young people have a clinically diagnosed mental health disorder (DfE, 2015) and many more (around 25%) have an identifiable mental health need (Weare & Nind, 2011). Half of lifetime mental illnesses start by age 14 (NCB, 2015). | Monitoring of support offered by Pastoral Support Worker, use of Boxall profile to identify children for SEMH support and review effectiveness of provision, | Pastoral Support Worker<br>SENCo<br>SLT | Cost of proportion of salary of Pastoral Support Worker: £9,739 |
| Mar 21 – ELSA support was provided during the Autumn term with children identified and monitored using the Boxall Profile, children were also able to access pastoral/SEMH support where agreed it would be beneficial, PPG children and those recognised as being vulnerable were prioritised for this support, during lockdown 1:1 support sessions were offered for those children in school and using Teams for children at home. Following the return of children from lockdown, children have been identified by teaching staff and the Inclusion team who would benefit from additional interventions from the pastoral support worker to support transition back to school and address any emotional needs. | | | | | |
| Improved access to wider opportunities to raise aspirations and improve well-being and engagement | Whole-school approach to enabling wider opportunities linked to curriculum areas, our local community and the wider world. Additional support for PPG families to access clubs, visits, extended provision and other activities intended to broaden horizons | The emphasis in the Ofsted framework on supporting pupils' progression to the next stage of their learning, and the current inspection focus on the achievement of able disadvantaged pupils, should be reflected in the way we set ambitious goals for all. In other words, schools need to address gaps in cultural and social capital as well as in academic achievement, rather than limiting pupils' aspirations by focusing on gaps in achievement. David Birch 'Raising Aspirations of Disadvantaged Pupils' | Monitoring of opportunities offered through the curriculum and wider life of the school.<br>Monitoring of participation of PPG families in these activities.<br>All staff to ensure that families of PPG children are aware of opportunities open to them. | DHT<br>SLT | |
| Mar 21 – Some extra-curricular/wider curricular activities were organised during the Autumn term and during lockdown such as a virtual visit to Windsor castle, an Ancient Egyptian on-line workshop, an in-school workshop to support well-being and an African drumming workshop. Covid has limited these options but opportunities have been sought to provide additional experiences for the children where possible. This is something to further develop once covid restrictions are lifted. | | | | | |
| | | | | **Total budgeted cost** | **£9,739** |

## 8. Review of expenditure

| Previous Academic Year | 2019-2020 |
|---|---|

NB: The global covid-19 pandemic significantly limited progress towards the identified desired outcomes. This evaluation, therefore, is brief as impact is very difficult to ascertain for most objectives.

### i. Quality of teaching for all

| Desired outcome | Chosen action / approach | Estimated impact: *Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.* | Lessons learned *(and whether you will continue with this approach)* | Cost |
|---|---|---|---|---|
| To increase the level of vocabulary/oracy skills across the school | Participation in Voice 21 training and dissemination to staff<br><br>Promotion of a vocabulary-rich curriculum | Member of staff completed LA Voice 21 training.<br>Some oracy CPD provided to staff throughout INSET days and staff meetings. Resources provided to support oracy in the classroom and strategies to develop children's oracy skills. Some evidence of these being used seen prior to lockdown.<br><br>Curriculum development work has included focus on vocabulary to ensure there is a progression of language within each subject. Completed during lockdown so no impact yet. | Continued promotion of oracy strategies in school across all year groups and subjects.<br><br>No further participation in LA Voice 21 training due to changes in school priorities. | |
| To ensure the curriculum is designed to meet the needs of PPG pupils at The Pines | Complete review of curriculum resulting in a new 2-year curriculum cycle<br><br>Identification of Curriculum Drivers to meet the needs of children at The Pines and use of these to drive curriculum decisions<br><br>High quality curriculum offer that is designed to engage all pupils, including meeting the needs of PPG pupils | Two-year curriculum cycle developed with newly developed 'learning units' designed to ensure coverage of the National Curriculum as well as to meet the needs of pupils at The Pines<br><br>Curriculum Drivers discussed and agreed during Sept 19 INSET and then used to drive curriculum planning throughout the year. On-going review and refocus during Summer 2019 and input during Sept 20 INSET.<br><br>Ongoing review of curriculum throughout 2019-20 enabled adaptations to be made to ensure teaching and learning meets the needs of all pupils<br><br>Impact of all curriculum work not yet seen. | Continue to review and monitor the curriculum and how Curriculum Drivers as used to inform curriculum decisions.<br><br>Further monitoring of how the curriculum meets the needs of PPG pupils needed and also the impact of changes to the curriculum. | |

| ii. Targeted support | | | | |
|---|---|---|---|---|
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:**<br>*Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.* | **Lessons learned**<br>*(and whether you will continue with this approach)* | **Cost** |
| To develop nurture and SEMH provision | Develop a Nurture room<br><br>Employ a Pastoral Support Worker<br><br>Pastoral Support Worker to complete ELSA training<br><br>1:1 and small group SEMH/ELSA support available for identified individuals | Pastoral Support Worker employed from Sept 19; Nurture Room developed throughout Autumn 2019. ELSA training completed by Pastoral Support Worker Jan-Jul 2020.<br><br>Some 1:1 and small group SEMH support offered to children prior to lockdown with PPG (as well as children with CP needs) prioritised. Positive relationships built and work completed related to friendships, resilience and emotional well-being completed. Positive impact on individuals seen – increased engagement in learning, higher self-esteem, improvements in behaviour. | ELSA support to be offered to targeted individuals from Sept 2020.<br><br>Continued focus on 1:1 and small group to support SEMH. | |
| To ensure all children and especially PPG children develop their vocabulary and language skills | To train all staff in Voice 21 Oracy strategies | Some training offered to staff on Voice 21 oracy strategies. Some focused work with PPG individuals to develop language skills.<br><br>Minimal impact due to limitations of lockdown. | Continued focused work needed and development of a whole school approach to improve language skills and vocabulary<br><br>Development of whole class reading strategy needed to promote language and vocabulary development. | |
| To raise standards for PPG pupils and ensure they have access to an appropriate curriculum | Make effective use of Teaching Assistants to deliver interventions each afternoon | Focused interventions timetabled during Autumn 2019 and first part of Spring 2020 (with priority given to PPG pupils) however staffing difficulties resulted in minimal impact.<br><br>As staffing levels improved, the school went into lockdown. | Further training for TAs needed to enable effective interventions.<br>Focus on QFT to reduce the need for interventions. | |
| To develop a new curriculum enabling children to make links by building on prior learning | Creating a new curriculum with explicit links between subjects and clear progression of skills | Two year curriculum cycle developed and reviewed during 2019-202 with a particular focus on creating progression of skill documents during lockdown.<br><br>Significant progress made with curriculum development work but impact not yet seen. | Continued focus on curriculum development and evaluation of impact needed once children are in school full time after lockdown. | |

| | | | | |
|---|---|---|---|---|
| To increase parental involvement | Make use of Pastoral Support Worker to engage families<br><br>Hold coffee mornings and parent information sessions including targeting PPG parents with invites | Inclusion team (including Pastoral Support Worker) engaged vulnerable families and, particularly during lockdown, built strong, trusting relationships.<br><br>Coffee mornings held but poorly attended. Ideas being developed to engage more parents but lockdown prevented this.<br>A small group of parents attended a parenting course held at school. | Continued focus needed once Covid-19 restrictions make this more possible. | |

## iii. Other approaches

| **Desired outcome** | **Chosen action / approach** | **Estimated impact:**<br>*(Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.)* | **Lessons learned**<br>*(and whether you will continue with this approach)* | **Cost** |
|---|---|---|---|---|
| PPG children benefit from the wider opportunities offered by school | To include school trips and wider experiences as part of each new curriculum topic | A variety of trips were offered and PPG children supported to attend prior to lockdown.<br><br>Curriculum planning includes a wider variety of 'hook' activities and opportunities for trips/visitors. Impact not yet seen. | Needs continued focus once covid-19 restrictions make this possible. | |
| Learning is deepened and curriculum decisions increase the breadth of children's experiences | To develop a mastery approach across the full curriculum | Curriculum development focuses on a mastery approach in all subjects. Staff CPD to encourage a deeper, slower approach to learning rather than superficial coverage.<br><br>Two members of staff attended Maths Mastery training and disseminated approaches to staff through INSET and staff meetings.<br><br>Impact not measurable due to lockdown and lack of data. | Maths Mastery needs continued development throughout the school.<br>Ongoing review of the curriculum to ensure depth and breadth. | |

## 9. Additional detail

During the lockdown resulting from the Covid-19 pandemic, the Inclusion Team at The Pines made very frequent contact with vulnerable families including home visits, phone calls and e-mails. Food parcels were prepared (and in some cases delivered) and PPG families were prioritised for these and the School Business Manager and Inclusion Team together ensured that families received food vouchers where eligible and some families were also given additional supermarket vouchers if they expressed a particularly high level of need. Children from vulnerable families and/or those without access to online learning were provided with paper-based learning packs. These were collected from school by the families or, in some cases, delivered. Teachers also made weekly contact with all families and a rigorous reporting system was used to ensure that any 'contact fails' were reported and followed up, especially with PPG/vulnerable families.

At the end of the Summer term, all parents were given a survey to enable them to give feedback on the learning that had been provided during lockdown and to identify any technological barriers to children completing work. Only a small number of PPG families (8) responded but, of those that did, 38% stated that difficulties with IT limited their child(ren)'s ability to access learning at home.

During the 2021 lockdown (Jan-Mar 21), devices were provided for 28 children who were learning remotely, 19 of whom are PPG. A number of PPG children received paper packs of learning to support their access to remote learning. Meal vouchers and food hampers were provided for many families and parents were also signposted to other support networks where necessary.