

Castle Phoenix Trust Pupil Premium Strategy/Self-Evaluation (Primary)

1. Summary information					
School	Hill Farm Primary				
Academic Year	2019-2020	Total PP budget	£242,880	Date of most recent PP Review	Autumn 2019
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Summer 2020
2a. Current attainment Key Stage 2 SATs 2019					
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP – School	National average Pupil premium (2019)	Non-Pupil premium – School	National average Non-Pupil Premium (2019)	
% achieving the expected standard in reading	55%	62.3%	67%	77.9%	
% achieving the expected standard in writing	64%	68.1%	78%	83%	
% achieving the expected standard in mathematics	62%	67.7%	76%	83.5%	
% achieving the expected standard in reading, writing and mathematics	43%	51.6%	62%	70.6%	
2b. Current attainment Key Stage 1 SATs 2019					
% pupils achieving at least the expected standard by the end of KS1					
% achieving the expected standard in reading	63%	62%	66%	78.2%	
% achieving the expected standard in writing	56%	55%	65%	72.8%	
% achieving the expected standard in mathematics	50%	62.6%	74%	78.9%	

2c. Current progress from KS1 – KS2					
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP - School	National Progress average – Pupil Premium (2019)	Non-Pupil premium - School	National Progress average – Non Pupil Premium (2019)	
% achieving the expected standard in reading	-6%	-0.6	-2%	+0.3	
% achieving the expected standard in writing	--3%	-0.5	+5%	+0.3	
% achieving the expected standard in mathematics	-5%	-0.7	+2%	+0.4	

3.Barriers to future attainment (for pupils eligible for PP, including high ability)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low entry point - Children in EYFS enter with below average language and communication skills.
B.	Meta cognition and self-regulation for pupils -. Many of the pupils that are disadvantaged are on the SEND register. There are also additional pupils across the school that are not on the SEND register but lack confidence in their own ability.
C.	Mobility Issues and gaps in learning - A high proportion of children eligible for PP also have English as an Additional Language. Many children have joined the school from previous schools and increasingly from different countries and often have gaps in knowledge and understanding. Gaps have been identified both socially and academically.
D.	External Support and enrichment - Many of the disadvantaged pupils require support from a range of outside agencies including Speech & Language, Educational Psychology and Counsellors. Financial restrictions often mean families struggle to fully participate in school life.
E.	Learning difficulties – Some of our disadvantaged pupils are on the SEN register (26/109 - 24%) Many of these pupils require intensive and sometimes 1:1 support throughout the school day.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	Mental health and wellbeing Some of our families due to ill health or other external factors face challenges with adopting consistent routines impacting on pupils being able to focus on their schooling. These families receive support from external agencies as well as our Inclusion Team and Family Support Workers.

G.	Lack of Parental Support Many of our disadvantaged children receive very little or no support with reading at home or completing homework at home. Some have no routines regarding healthy eating or general appearance.
H.	Low attendance Some of our disadvantaged pupils have low attendance. This is contributing to lower than expected academic progress. This is a minority of families and school are working closely with the families to increase the attendance
1. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	Low entry point All children are Welcomm screened on entry to provide a baseline. Speech and Language intervention for identified children. Quality first teaching to targeted groups in core subjects ensures assessment for learning and allows Practitioners to identify and act upon vulnerability swiftly. Practitioners' knowledge and skills in delivering effective programmes and approaches to support communication skills are enhanced. Phonics interventions to ensure children do not fall behind. Pre-phonics training for nursery staff. Kinetic handwriting develop fine motor and writing skills.
B.	Meta cognition and self-regulation for pupils Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND. Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.
C.	External support and Enrichment Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these. Children are provided with the support that they need through the use of external agencies. Communication development for all identified disadvantaged pupils to be improved with evidence from speech, language and communication assessments. Development of vocabulary, language and communication is impacting on the progress and attainment of reading comprehension and writing skills.
	Success criteria 95%+ of disadvantaged pupils will make expected progress and 30%+ will exceed expected progress in the early years. Disadvantaged children's attainment outcome for GLD will be in line with the national average or closing the attainment gap. Teacher assessment shows impact of vocabulary gains in EYFS.
	Children are increasingly self-led. Learning comments and reflection time is embedded in curriculum. Educater data analysis shows that disadvantaged pupils are matching progress of non-disadvantaged in all year groups. End of KS outcomes show rapid closing of attainment gap. Disadvantaged pupils to be reaching age related expectation or closing the attainment gap.
	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in reading and writing and maths. A high proportion of children eligible for PP funding attend at least one extra-curricular club. All identified pupils who receive additional speech, language and communication skills make rapid progress. Teacher assessment shows impact of vocabulary gains particularly in EYFS and KS1.

D.	<p>Mobility Issues & Gaps in learning</p> <p>Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Early identification and communication with previous school for children joining mid-year.</p> <p>Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead and SENCO (for EAL children) to accelerate progress for each individual pupil. Including higher attaining pupils.</p> <p>EAL support through dedicated provision to raise understanding of spoken and written English.</p> <p>Welcome induction for all children new to country/school and support with basic English to include phonics interventions.</p>	<p>100% of 1:1 tuition, group intervention and SEND targets to be achieved.</p> <p>Gaps addressed and closed. Attainment and progress in reading, writing and maths to show all pupils closing the gap with national benchmark.</p>
E.	<p>Learning difficulties</p> <p>The correct level of support is consistently in place for identified children and the quality of this support is monitored rigorously to enable all disadvantaged pupils to achieve.</p>	<p>Identified Disadvantaged Pupils will make at least expected progress in their learning as a result of key barriers being removed and the attainment gap is narrowed.</p>
F.	<p>Mental health and wellbeing</p> <p>Children and families with emotional, social and wellbeing difficulties (and their families) receive mentor support, counselling and targeted interventions from the Inclusion Team, Family Support Worker or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning.</p> <p>The learning environment is developed to enhance pupil attitudes and self-esteem with a values-based approach implemented.</p>	<p>Measures of well-being and the child's general happiness and attitude to learning, show the impact of mentoring, interventions and counselling.</p> <p>Regular parent/teacher meeting for feedback and review.</p> <p>Values-based education is embedded in the school which has a positive impact on children's outcomes, mental health and self-esteem and an increase in confidence and resilience is reported.</p>
G.	<p>Lack of parental support</p> <p>School is welcoming and there are frequent events planned to encourage parents to engage with the school and staff (phonics workshops, reading afternoons, drop-in sessions, open days.)</p> <p>There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home.</p> <p>School provides support with the purchasing of basic equipment and uniform where required. Breakfast supplied for children as</p>	<p>All parents attend organised events such as parents evening which will support children's academic progress.</p> <p>No child ever sits through lessons feeling hungry.</p> <p>All children have access to clean and suitable uniform.</p> <p>100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.</p> <p>100% of feedback from parent meetings is positive overall.</p> <p>100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.</p>

H.	Low attendance Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school.	Attendance of PP is in line with/above national average. Attendance of pupils with persistent attendance difficulties is in line with/above national average. Regular parent/teacher meetings for feedback and review Show an improvement in attendance of pupils that join the school after EYFS.

2. Planned expenditure

Academic year		2019-2020			
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 Pupils with low starting points are enabled to catch up quickly and achieve in line with their peers.	Welcomm screening all pupils £4,800 Blast intervention - £2,000 Little Listeners - £3,000 EAL intervention - £5,000 Pepper Therapy - £1,000 Nursery speech and language intervention - £1,000	Variations in cognitive development are seen as early as 22 months, closely linked to advantage and disadvantage. By the age of 3, children from disadvantaged backgrounds can be up to a year behind their more advantaged peers. The gap increases steadily over time, lasts a lifetime, and is apparent across a range of indicators, from health and wellbeing to income and attainment. Quality is pivotal in making a difference - effective early years education, is determined to be that which is good or better at the point of inspection. High quality provision is able to redress the balance, helping children disadvantaged backgrounds to catch up	All planning to include specific targeting of PP children Regular monitoring of teaching to evidence quality over time of PP teaching. Book scrutinies, lesson observations, learning walks to evidence progress over time and comparison between PP and non-PP. Intervention monitoring (entry and exit) Half termly data analysis and test score analysis. Monitoring of assessment and planning - reviews by DHT/SENcO	EYFS Lead English and Maths lead Deputy Head Pupil Premium lead	Regular monitoring of teaching quality Book scrutinies Intervention monitoring (entry and exit points) Half-termly at pupil progress meetings with senior leaders.

		(or not fall further behind) children from more advantaged families.			
Total					£16,800
<p>B</p> <p><i>Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND.</i></p> <p>Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.</p>	<p>Additional training and support for all members of staff from senior leadership.</p> <p>DH release time as Pupil Premium champion</p> <p>All staff adopt metacognition approaches (learning comments and reflection) which impacts on pupils' attainment and progress.</p> <p>All staff to recognise independent learners and develop a can do it attitude for all disadvantaged pupils by encouraging independence and incorporating challenge into all lessons through Take it Further approaches and high order questioning techniques.</p> <p>To teach pupils how to plan, monitor and evaluate specific aspects of their learning</p>	<p>EEF toolkit research identifies feedback, mastery learning and metacognition as significantly improving children's progress.</p> <p>Quality first teaching and catch up sessions impact positively on progress.</p>	<p>SLT to share teaching and learning updates to rapidly identify and address any areas for development. Regular book checks will look at quality of feedback and marking and progress. Monitoring of teaching to evidence quality over time of PP teaching.</p> <p>Joint planning focus between Pupil Premium Champion and class teacher to improve quality first teaching for identified pupils.</p> <p>Target 75% of PP pupils to reach age related standard including those with SEND. Target 100% of PP pupils to achieve progress targets.</p>	<p>Headteacher</p> <p>Deputy Head</p> <p>Pupil Premium lead</p> <p>English and maths leaders</p>	<p>Regular monitoring of teaching quality through SLT: Learning walks Book scrutiny , lesson observations, learning walks to evidence progress over time and comparison between PP and non-PP. Intervention monitoring (entry and exit) Half termly data analysis and test score analysis.</p> <p>Monitoring of assessment and planning and LSA/teacher reviews by DHT</p>
<p>C</p> <p>External support and Enrichment</p> <p>Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these.</p>	<p>Full/half of the total costs of trips to be paid for PP children. £5,200</p> <p>Supporting the costs of music lessons and sports clubs providing the opportunity for pupils to develop wider skills across the curriculum. To</p>	<p>Trips and experiences enhance learning opportunities for children and inspire learners. Pupils' academic performance can improve if pupils access a wide variety of enrichment.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and</p>	<p>Strategy Director to monitor attendance on trips and evaluate uptake at extra-curricular clubs.</p> <p>PP pupil voice to enable an appealing range of clubs that ensure all children have access to activities that interest them and will develop talent.</p>	<p>Headteacher</p> <p>Deputy Head</p> <p>PP Lead</p>	<p>End of term reviews for club attendance</p> <p>Pupil progress reviews half- termly</p> <p>Target reviews for SEND/ PP</p>

<p>Support the costs associated with trips out of school, and activities where a voluntary contribution is requested.</p> <p>Children are provided with the support that they need through the use of external agencies.</p> <p>Communication development for all identified disadvantaged pupils to be improved with evidence from speech, language and communication assessments. Development of vocabulary, language and communication is impacting on the progress and attainment of reading comprehension and writing skills.</p>	<p>include lunchtime clubs such as football and homework - £2,000.</p> <p>Strategy Director support in developing access to a range of enrichment opportunities across the curriculum - £5,000.</p> <p>LSA support in class to focus on pupils' speech and language.</p> <p>Private speech, language and communication specialist to work 1:1 with LSA's and individual pupils after the initial speech language and communication assessments coupled with further work to support speech and language delivered by external provider (Pepper Therapy - £11,000.</p>	<p>sports participation as having positive effects on pupil outcomes.</p> <p>A proportion of pupils joining the school after EYFS show that they are not as confident as pupils that joined the school at the beginning of EYFS in phonics and language skills. Some pupils who did join at the beginning of EYFS were working well below the age expectation and did not access the curriculum fully in EYFS due to other social needs.</p> <p>High proportion of pupils showing barriers to learning due to their language and communication skills.</p>	<p>Line management meetings with LSAs to monitor support staff interventions.</p> <p>English lead and SENCo to monitor impact of approaches. Line manager for EYFS staff to monitor progress in language.</p> <p>Target 100% of PP EYFS to reach expected in communication.</p> <p>Children with identified speech, language and communication skills to improve in their oral and written communication.</p>	Strategy Director	
Total					£23,200
<p>D</p> <p><i>Mobility Issues and Gaps in learning</i></p> <p>Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths.</p>	<p>1:1 tuition and small group intervention before, afterschool and at lunchtime planned and delivered by teaching staff, PP lead and Senco - £30,000</p> <p>Power of reading CPD for identified staff member and targeted intervention for identified pupils £3,000.</p>	<p>Targeted intervention work with Teachers, Cover Supervisors or LSA staff. This work is carried out either 1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include daily 1:1 reading with identified PP children).</p> <p>Research of successful strategies to quickly address pupils' gaps in grammar,</p>	<p>100% of pupils targeted for intervention to make progress and gaps to be closed and monitored over each half term.</p> <p>Higher attaining PP pupils to achieve expected outcomes in reading, writing and maths at the end of KS.</p>	<p>Headteacher</p> <p>Deputy Head</p> <p>PP Lead</p> <p>SENCo</p> <p>English Leader</p> <p>Maths Leader</p>	<p>Pupil progress reviews termly</p> <p>Target reviews with SEND/ PP</p> <p>Detailed gaps analysis by each teacher on Educater.</p>

<p>Early identification and communication with previous school for children joining mid-year.</p> <p>Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead, EAL support and SENCO to accelerate progress for each individual pupil. Including higher attaining pupils.</p>	<p>Dedicated part time teacher to deliver interventions across the school to raise attainment and accelerate progress. £15,000</p> <p>Dedicated LSA to deliver phonic interventions across the school to raise attainment and accelerate progress £12,380</p> <p>Reading recovery KS1 teacher to deliver interventions for reading and writing catch up - £10,000.</p> <p>Fresh Start phonic program for identified pupils to catch up with peers in reading and writing. £1000.</p> <p>Booster provision and resources to raise attainment, accelerate progress and quickly close gaps in year 6 - £2,000</p> <p>CPD for TAs to deliver quality interventions in reading, writing and maths. £2,000.</p> <p>Skilled English and maths intervention teachers to deliver interventions. To deliver, assess, analyse and track interventions across the school in partnership with English and maths leads and PP lead. £20,000.</p>	<p>spelling and punctuation, mathematics skills and comprehension skills.</p> <p>Additional teaching staff will result in provision being implemented for a wider range of children.</p> <p>Dedicated member of staff trained in the Power of Reading approach to teach reading and writing to PP children who are falling behind.</p> <p>Revision resources to be provided for all year groups with particular emphasis on Yr6 in lead up to SATs. Teaching resources provided as required for all eligible pupils to aid progress in line with peers nationally.</p> <p>Dedicated time with EAL teacher to ensure children are provided with opportunities to learn English in a structured and personalised approach.</p>	<p>Target 75% of PP students achieving or exceeding expected level combined in KS2 SATs 2020.</p> <p>Target 75% of PP students achieving their age related expected standard.</p>		
Total					£95,380
E. <i>Learning Difficulties</i>	Staff to complete moderation and assessment training throughout the year.	EEF Toolkit demonstrates the impact of QFT led by the class teacher. Children who are eligible for PP are assessed as	Targeted intervention work with Teachers, Cover Supervisors or LSA staff. This work is carried out either	Headteacher	Pupil progress reviews half-termly

<p>The correct level of support is consistently in place for identified children with learning difficulties and the quality of this support is monitored rigorously.</p>	<p>Staff to analyse the progress and attainment of this group of children in their cohort who are eligible for PP and who are identified as more able.</p> <p>Staff to complete individual plan of action for them to support children achieving their full potential</p> <p>Intervention groups – LSA hours £25,000</p> <p>SENCO release time - £10,500</p> <p>Learning Mentor – £15,000</p>	<p>having lower attainment than their peers in Y3, Y4 and Y5. A rigorous approach needs to be in place to ensure the children are reaching their full potential and strategies that are in place to support these children are effective.</p> <p>Tailored individual and small group support across the curriculum meets individual need and can address gaps in learning which may be causing difficulties.</p>	<p>1:1 or in small group sessions on specific programmes to boost attainment with our identified group of children (To include an extra 1:1 read for each PP child).</p> <p>Staff meeting/training to ensure staff are aware of their accountability, have guidance to review current attainment and progress and ensure action plans are suited to the individual child.</p> <p>Counselling and support for vulnerable children and their families provided through engagement in the CAF process and through working in partnership with Children's Services.</p> <p>Access to school uniform free of charge will be also be offered.</p> <p>Nurture support is given to those children identified as requiring this type of intervention during which a range of social skills are developed and an environment in which they can learn and discuss in a small group setting.</p>	<p>Deputy Head</p> <p>PP Lead</p> <p>English Leader</p> <p>Maths Leader</p> <p>Class teacher SENco support</p>	<p>Target reviews with PP/ more able</p> <p>Detailed gaps analysis by each teacher on SPTO.</p> <p>IEP and EHCP monitoring</p> <p>Lesson observations and feedback takes place, with regular monitoring to ensure feedback has been acted upon. Frequent monitoring of PP teaching to ensure it is of high quality</p>
Total					£35,500
<p>F.</p> <p><i>Mental Health and wellbeing</i></p> <p>Children with emotional, social and wellbeing difficulties (and their families) receive mentor support, counselling and targeted interventions from the Family Support Workers and external agencies to</p>	<p>Full time on site Inclusion Team including Family Support workers to support the needs of families and pupils across the school providing assistance and working with outside agencies ensuring continuity of care.</p> <p>To work with parents to improve relationships between</p>	<p>A high proportion of PP children and their families have identified SEMH needs.</p> <p>The school's support for SEMH work including mentor support and from the FSW and external agencies has promotes well-being amongst children and families. Parents who have engaged with the support agreed that it has had a positive impact on their own and their children's wellbeing.</p>	<p>Regular meetings with class teachers/Senco/Inclusion Team to ensure early identification of children with wellbeing issues.</p> <p>Regular liaison with SLT and FSW to identify and act on issues as they arise.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils.</p>	<p>Senco</p> <p>Inclusion Team</p> <p>FSW</p> <p>Headteacher</p> <p>Deputy Head</p> <p>PP Lead</p>	<p>Termly review of spending (HT/Finance Director)</p> <p>Termly individual provision mapping review</p> <p>Pupils, parent and staff feedback to the success of engagement and interaction.</p>

<p>reduce incidents and to ensure they are mentally prepared to learn and therefore can make progress in their learning.</p> <p>Research and previous provision in school suggests that if families learn life skills together in a school environment this increases the interaction between home and school.</p> <p>Sign posting parents to appropriate services and support has enabled pupils to interact and share concerns with school reducing any barriers or previous perceptions about schools especially in cases where pupils have moved areas and schools within a short time.</p>	<p>school and home and provide early help. £46,000</p> <p>Develop targeted SEMH interventions such as Diffuze for identified students.</p> <p>Identified pupils to receive greeting sessions before school and reflection time at key points throughout the day, particularly around independent play and relationships.</p> <p>A counsellor to provide sessions for targeted pupils.</p> <p>EIS, Ed Pysch, school nurse and counselling - £18,000.</p> <p>Values education training and emotion coaching updates for all staff £1,000.</p> <p>Staff training in Philosophy for Children and Chimp Management for children to further enhance the SEMH curriculum - £5,000</p>	<p>Tailored individual and small group support across the curriculum meets individual need and can address emotional barriers which may be causing difficulties.</p> <p>Increasingly children's self –esteem and wellbeing is recognised as of crucial importance. Children need to feel comfortable and secure in their environment in order to access education and make progress.</p> <p>The development of ethical language and emotional intelligence will assist the children with their social and academic development.</p>	<p>Regular liaison with external agencies</p> <p>Develop targeted SEMH interventions for identified students.</p> <p>Identified pupils to receive a meet and greet sessions before school, and after break and dinner times.</p> <p>Target 100% of PP pupils to have funded enrichment</p>		<p>Monitoring of curriculum Enrichments</p> <p>Monthly monitoring, evidence file compiled in preparation for enhanced VbE audit in July 2020</p>
Total					£72,000
<p>G.</p> <p>Low Attendance</p> <p>Work with pupils, families, family support workers, school nurse, teaching staff, attendance officer and secondary schools to ensure a joint approach to improving attendance.</p>	<p>Headteacher, family support worker, attendance officer and AHT to continue to work to support families where children's attendance is having an impact on progress.</p> <p>Range of incentives to encourage all children to attend school.</p>	<p>During the previous year a high proportion of pupil premium children have attendance below 95%. Action has been taken however the school cannot achieve successful outcomes if the pupils do not attend.</p> <p>The work already done in supporting families has been shown to have improved attendance in the school for some key pupils.</p>	<p>Work with parents and carers to improve punctuality/attendance. Support families to promote early engagement with school learning. Early identification of children with attendance issues.</p> <p>Parent meetings to promote attendance with the attendance officer.</p> <p>Regular review of attendance data.</p>	<p>Headteacher Deputy Head PP lead FSW Attendance lead Assistant Head</p>	

Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive in school.			Work with family support, school nurser, social services and secondary schools to support the families. Target 95% of PP children to have attendance above 95% Target persistent absence attendance families to stay above 90%.		
Total					£2,000
Overall Total					£242,880

3. Review of expenditure 2018-19

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
A – Low entry point	Pupils with low starting points are enabled to catch up quickly and achieve in line with their peers through a range of strategies including Welcomm screening all pupils; speech and language support and help for EAL pupils.	Outcomes for children overall have improved as a result of a focus on language and vocabulary development. Disadvantaged pupils made expected progress and in line with their peers in the early years. Teacher assessment shows impact of vocabulary gains in EYFS. Ofsted recognised the quality of vocabulary development in EYFS.	The focus on language development and vocabulary has had significant impact, for instance, children are encouraged to reply in whole sentences. This focus will continue over the following year with even greater emphasis on speech and language development through interventions.	£16,800

B – Meta cognition and self-regulation for pupils	Quality First teaching	<p>Independent skills of all children, including disadvantaged have developed as a result of a range of strategies such as the values-based approach, improved teaching across the school and effective marking and feedback as evidenced through lesson observations and work trawls as well as Ofsted visit in May 2019. Pupils are encouraged to reflect in their learning as evidenced in learning comments.</p> <p>The number of disadvantaged EAL pupils joining mid-year has impacted on both the attainment and progress measure and affected end of year outcomes particularly in KS1.</p>	<p>This approach has been successful and will require further work to become fully embedded in the schools policy and practice for next year. The proportion of PP pupils achieving GDS at the end of KS2 and across the school needs to improve to come in line with national averages.</p> <p>Strategies to address this include the appointment of a Deputy Head to champion the progress of pupil premium children and support the PP lead in the coming year.</p>	
ii. Targeted support				
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
B – External support & Enrichment C- Mobility Issues and gaps in learning D – Learning difficulties	Support with financing trips Supporting the cost of before/after-school/lunchtime clubs	<p>A high proportion of disadvantaged pupils accessed at least one (and usually more) after school or lunchtime club – 69%</p> <p>All disadvantaged pupils supported to participate in trips and visits across the school year including a KS1 trip to the seaside. Trips are partially or totally funded for disadvantaged children.</p>	<p>The huge increase in PP pupils accessing clubs and activities will result in this approach being used again next year as far as possible.</p>	£2,464
	Support for the delivery of Speech & Language programmes LSA support for the delivery of speech and language programmes	<p>Disadvantaged pupils received support from external agencies as necessary.</p>	<p>Gaps are still evident across the school particularly in reading. This will need to be addressed next year. The proportion of PP children achieving ARE and GD at the end of KS2 and across the school needs to improve to come in line with national averages.</p>	£25,550
	TA Support for EAL to access basic English skills to support curriculum access	<p>Targeted intervention work with Teachers, Cover Supervisors or LSA staff has improved outcomes for all pupils.</p>	<p>The number of children joining Hill Farm with little or no English is significantly increasing and greater</p>	£15,754

	Intervention teaching used in form of 1:1 and small group sessions focusing on identified areas of need.		provision is needed to ensure gaps in understanding caused by language are quickly addressed. The use of specialised teachers in English and maths combined with targeted reading interventions will be used to build on existing provision.	£125,500
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iii Other approaches

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
E – Mental Health and Well-Being	Learning Mentor support Family Support Worker intervention Counselling	SEMH support provided for identified pupils as required either via the school FSW or from external agencies as appropriate. PP+ funds allocated to support LAC pupils. Parenting workshops and signposting provided for parents where appropriate.	Pupils and families have benefitted from a range of interventions and services targeted at improving well-being and improving PHSE strategies.	£43,392
	Improvements in learning environment through VbE approach and Emotion Coaching	VbE and emotion coaching approach has visibly developed resilience in children and the environment improvements have allowed them to feel happy and comfortable in their learning environment. VbE accreditation achieved September 2019.	All pupils have benefited from a greater understanding of values and how they impact on learning and behaviour. The strength of values in the school was recognised by Ofsted 2019.	£8,740
F – Lack of parental support	Parent meetings, workshops, curriculum events Provision of basic school items (uniform, bookbags, shoes) Provision of breakfast bars for pupils who arrive hungry	There has been a noticeable increase in uptake at school events from parents of disadvantaged pupils with 100% positive feedback. Parents have accessed basic school provisions and equipment throughout the school year as necessary. All pupils are provided with breakfast bars if they arrive having not eaten breakfast at home.	Feedback from parents gathered through celebration, curriculum and parents evening is positive. Parent Forum enables parents to meet staff and discuss strengths and areas of development across the school to improve experience and outcomes for all pupils.	£2,500
G – Low attendance				£3,500

	Monitoring of attendance of disadvantaged pupils with high thresholds.	Regular monitoring and meetings with parents of disadvantaged pupils who fall below the threshold set has resulted in some increase in attendance for PP pupils. The attendance for PP for the academic year 2018/19 being 95% with the national average being 93%	A gap between Hill Farm and the national attendance average remains and more needs to be done to address this over the coming year.	
Total Spend				£244,200.00

4. Additional detail

The majority of funding was used to support learning of disadvantaged pupils through targeted intervention work and overcoming social and emotional barriers to learning and although this had impact in some areas it was limited in others with an achievement gap still evident. The health and well-being of the children has also been addressed through the various external and internal support staff and through ensuring as far as possible that basic needs and requirements are met. The outcomes of the strategy used this year have on the whole been positive and we will look to build on this in the forthcoming academic year.