

Pupil Premium Strategy Statement (Primary) 2020-2021

1. Summary Information					
School	Little Hill Primary School				
Academic Year	2020-21	Total PP Budget	£83,555 Predicted	Date of most recent PP review	Sept 20
Total number of pupils	421	Number of pupils eligible for PP	57	Date of next strategy review	Jan 21

2a. Current attainment: Key Stage 2 SATs 2020 (Teacher Assessment due to COVID-19)			
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP (12 pupils)	All pupils	National average All /Non PP (2019)
% achieving the expected standard in reading	92%	83%	73%
% achieving the expected standard in writing	100%	85%	78%
% achieving the expected standard in mathematics	67%	77%	79%
% achieving the expected standard in reading, writing and mathematics	67%	67%	64%

2b. Current attainment: Key Stage 1 SATs 2019 – No data 2020 due to COVID-19			
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP (6 pupils)	All pupils	National average All /Non PP
% achieving the expected standard in reading	67%	77%	75%
% achieving the expected standard in writing	50%	72%	70%
% achieving the expected standard in mathematics	67%	77%	76%
% achieving the expected standard in reading, writing and mathematics	50%	65%	65%

2c. Phonics check —2019 Data - No data 2020 due to COVID-19			
	Pupils eligible for Pupil premium (5 pupils)	All pupils	National average
% Pass	80%	72%	83%

2d. EYFS– 2019 Data -No data 2020 due to COVID-19			
	Pupils eligible for Pupil premium (6 pupils)	All pupils	National average
% of children that achieved GLD		80%	72%
% at expected for reading	16%	81%	77%
% at expected for writing	16%	79%	79%
% at expected for mathematics	33%	84%	84%



3. Barriers to Future Attainment	
Internal barriers (issues which require action inside school, such as poor oral language skills)	
A. Literacy difficulties, including skills on entry and SEN	<ul style="list-style-type: none"> • Some of our disadvantaged pupils have poor literacy skills. • Skills in language and communication are lower upon entering the school. 12% of disadvantaged pupils have a diagnosed communication and language difficulty. • 31% of disadvantaged pupils have identified special educational needs, many of these are linked to literacy. 16% have dyslexia identified. • Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainments in English. • Home learning have been provided during the COVID-19 pandemic. Some of our families have struggled due to poor literacy skills at home.
B. Mathematical difficulties, including GLDs	<ul style="list-style-type: none"> • Some of our disadvantaged children have mathematical difficulties, including with calculations. • Wider gaps after not being able to attend school due to COVID -19 • Gaps in learning have been identified. • Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainments in Maths.
C. Attitudes and approaches to learning	<ul style="list-style-type: none"> • Identified difficulties include developing independent learning strategies as well as engagement for learning. • ADHD and difficulties with executive functions have been identified in some learners. 4% of disadvantaged pupils now have an ADHD diagnosis. • Data analysis shows in-school gaps against non-FSM pupils and against pupil national attainments, specifically in some year groups.
External barriers (issues which also require action outside school, such as low attendance rates)	
D. Emotional, mental health and wellbeing	<ul style="list-style-type: none"> • Some of our disadvantaged children have additional difficulties with emotional regulation, anxiety or mental health difficulties. • Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning • 14% have experienced trauma, including LAC pupils. • 20% of disadvantaged pupils have required additional support for wellbeing and mental health needs. • Children have been at home due to COVID-19 this has led to extra emotional regulation, anxiety or mental health difficulties on returning to school.
E. Social deprivation and social care needs	<ul style="list-style-type: none"> • Some families within our community face social and economic challenges. These have been amplified during the current COVID-19 pandemic. • 22% of our pupil premium and FSM families have additional support services involved. Some of these parents need joined up working approaches between themselves, school and other services (family support workers, children's services, social workers etc) to help overcome barriers to learning.
F. Parental aspirations and ability to support learning	<ul style="list-style-type: none"> • Additional challenges for our most vulnerable families include parental mental health difficulties or chronic illness. Some of our families face challenges with adopting consistent parenting routines and this can impact on punctuality, attendance, homework etc. • Many of our parents need more support for dealing with behavioural challenges at home and experience difficulty accessing services that can support them with this.

	<ul style="list-style-type: none"> Ability to support learning at home and develop outside of school hobbies or opportunities to develop learning in the wider community is also compromised in some families.
G. Poor attendance	<ul style="list-style-type: none"> Some of our disadvantaged pupils have poor attendance which is contributing to lower than expected academic progress. 49% of disadvantaged children have attendance below 95%. 7% have attendance below 90%. The school has measures in place to support families with persistent difficulties.

4. Desired Outcomes		
Outcome		Success Criteria
A	Raise attainment in Reading and Writing for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	<ul style="list-style-type: none"> The % of Pupil Premium pupils achieving at or above related expectations is in line with non-pupil premium pupils. Attainment and progress in reading and writing at the end of KS outcomes shows all pupils closing the gap with national benchmarks. Master tracking grids analysis shows that PP children are outperforming or matching progress of non PP in all year groups in reading and writing. Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE Age related expectations) increases.
B	Raise attainment in Maths for EYFS, KS1 and KS2 children, especially disadvantaged pupils.	<ul style="list-style-type: none"> The % of Pupil Premium pupils achieving at or above related expectations is in line with non-pupil premium pupils. Attainment and progress in reading and writing at the end of KS outcomes shows all pupils closing the gap with national benchmarks. Master tracking grids analysis shows that PP children are outperforming or matching progress of non PP in all year groups in reading and writing. Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE Age related expectations) increases.
C	Pupils have good attitudes to learning and develop independent learning strategies. High aspirations and expectations are evident.	<ul style="list-style-type: none"> Pupil Premium pupils display equal resilience, self-confidence and achievement with their non-disadvantaged counterparts Classroom, quality of teaching and evidence in books demonstrate show high expectations, consistent progress and high quality language acquisition as a priority. Aspirations of Pupil Premium pupils for later life are evident.
D	Remove emotional and mental health and wellbeing barriers to learning. Ensure pupils have access to targeted support for mental health and wellbeing, including counsellor and ELSA.	<ul style="list-style-type: none"> Increase in self-esteem, confidence and resilience is reported. Measures on Boxall, SDQs and emotional literacy scales show the impact of mentoring, interventions and counselling.
E	Ensure a joined up approach between school, families and external services. A wellbeing staff team to co-ordinate this approach.	<ul style="list-style-type: none"> All families of disadvantaged pupils are engaged with the school. A wellbeing team co-ordinates support for vulnerable families.

F	Ensure all disadvantaged pupils have opportunities to attend enrichment activities to further aspirations.	<ul style="list-style-type: none"> Pupils' parents supported to pay for trips and extra-curricular events so participation is not affected. Pupils engaged and increasing participation in after school activities. 100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities.
G	Work with pupils, families, outside agencies and teaching staff to ensure a joint approach to improving attendance.	<ul style="list-style-type: none"> Attendance for Pupil Premium pupils is in line with National <96% Attendance of pupils with persistent attendance difficulties to remain at least above 90%.

5. Planned expenditure

Academic year 2020-21

The headings below enable schools to identify how they are using their Pupil Premium to improve academic, wellbeing and enrichment and engagement outcomes through their overall teaching and pedagogy and through targeted support.

Academic Outcomes - 1. Quality teaching for all

Desired Outcome	Chosen action/approach	What is the evidence / rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
A. To raise the attainment of pupil premium / disadvantaged pupils in English (Reading and Writing).	<p>Reading</p> <ol style="list-style-type: none"> Promotion of high quality guided reading & in class reading opportunities. Using Book Talk, Reading Explorers, Vipers and Connectors. Continue to promote good practice (reciprocal reading/peer reading/ Book talk, Vipers, Literacy Shed+ and Word Aware) and strategies learnt from the SSIF2 Reading project. Interventions: Monitor interventions for reading including SEND pupils, continued use of bespoke approaches including reading inference, coaching (reading recovery based) and moving reading on as appropriate. ½ hour lunchtime LSA reading club using guided reading materials and connectors. 	<p>As a school we believe that QFT is crucial and must come first if we are to have a significant impact on pupils' progress.</p> <p>Percentages of pupils with low levels of literacy attainment Literacy difficulties including SEN (31% on SEND register)</p> <p>Oracy and reading comprehension programmes have strong efficacy. EEF toolkit identifies the following as significantly improving children's progress:</p> <ul style="list-style-type: none"> Feedback + 8 months Oracy + 5 months Phonics + 4 months EYFS Support + 5 months 	<ul style="list-style-type: none"> Termly monitoring schedule adapted to evaluate 'teaching over time' identifying strengths and areas for development and ensure consistency across the school. English lead, Deputy, Headteacher and Inclusion manager to monitor including progress of reading. Identify and address any areas for staff development. Regular lesson observations for reading and book checks will look at quality of feedback and marking for writing. 	HT/DHT PP lead English Lead SENCo	<p>Regular monitoring of teaching quality through SLT completing deep dives:</p> <ul style="list-style-type: none"> Learning walks Book looks Observations Intervention monitoring (entry and exit) Half termly data analysis and test score analysis. <p>Monitoring of assessment and planning and LSA / teacher reviews by DHT Pupil premium meetings with Inclusion manager</p> <p>Governor reviews- English and PP</p>

	<p>Writing</p> <ol style="list-style-type: none"> 1. Monitoring of new approaches spelling, grammar and editing and ensure quality of teaching and learning in writing for disadvantaged pupils 2. Ensure AFL and feedback approaches support progress. <p>Speaking / Listening / Language</p> <ol style="list-style-type: none"> 1. Early speech and language intervention to narrow vocabulary gap on entry to the school. 2. Use of Literacy Shed+, Vocabulary Ninja and Word Aware. 	<p>The school's approaches to reading and reading project support all of these approaches.</p> <p>Impact analysis shows QFT and teacher led catch up sessions impact on progress.</p> <p>Formal classroom trials of Connectors show children's reading age leaping forward by an average of 9.1 months in just 12 weeks.</p>	<ul style="list-style-type: none"> • Performance management linked to PP and literacy • Analysis of scaled scores on Rising Stars matched to national picture. 		
Total Budgeted Cost £26,556.50					
<p>B. To raise the attainment of pupil premium / disadvantaged children in mathematics.</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. Robust Assessment for Learning (AfL) will ensure precise feedback from staff to provide 'next steps' and guidance on misconceptions to move children's learning on. 2. Continued development of mastery teaching, metacognitive approaches and flexible grouping, fluency, problem solving and reasoning. <p>Intervention</p> <ol style="list-style-type: none"> 1. Pre-teaching and overlearning techniques - Concepts taught to be reinforced through impact sessions and recap tasks. 2. Pupils receive additional, high quality individual and/or small group support and challenge in maths. 3. Additional groups – Year 6 booster groups led by maths specialist teacher. 	<p>As a school we believe that QFT is crucial must come first if we are to have a significant impact on pupils' progress.</p> <p>Percentages of pupils with low maths attainment.</p> <p>SLT, along with the Trust review (Spring 2018) emphasised the importance of developing mastery teaching, reasoning and metacognitive approaches.</p> <p><i>These are also identified in the EEF toolkit.</i></p> <ul style="list-style-type: none"> • Mastery Learning + 5 months • Metacognition + 7 months • Collaborative Learning + 5 months 	<ul style="list-style-type: none"> • Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency across the school • Ongoing reviews by SLT, mathematics lead and Inclusion manager. <p>Using:</p> <ul style="list-style-type: none"> • White Rose and Rising Stars data • Entry and exit test scores for specialist teachers/ HLTAs/LSAs support. • Book looks • Observations and learning walks. 	<p>Maths Lead HT / DHT PP lead SENCo</p>	<p>Regular monitoring of teaching quality through SLT completing deep dives:</p> <ul style="list-style-type: none"> • Learning walks • Book looks • Observations • Intervention monitoring (entry and exit) • Half termly data analysis and test score analysis. <p>Monitoring of assessment and planning and LSA / teacher reviews by DHT</p> <p>Pupil premium meetings with Inclusion manager</p> <p>Governor reviews- maths and PP</p>

	4. 1 to 1 tuition for LAC pupils as required.	Pre-teaching, over learning and impact sessions have been effective and simple interventions for mathematics in our school: <i>'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-learning and over-learning.'</i> Pupil premium update June 2018			
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Total Budgeted Cost **£15,882.50** (Plus £3,869 for yr6 booster sessions)

Academic Outcomes 2. Targeted approaches					
Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
C. To improve attitudes and approaches to learning and ensure high aspirations and expectations for all pupil premium and disadvantaged pupils	<p>Approaches</p> <ol style="list-style-type: none"> 1. Additional staff focus on raising aspirations and expectations for Pupil Premium pupils. 2. Additional LSA support in focus year group to provide additional targeted support (Year 6) 3. Priority feedback for Pupil Premium pupils. 4. Focus on Pupil Premium pupils during performance management. 5. Aspiration raising event during the year. 	<p>Analysis of barriers to learning, pupil and parent voice and staff consultation. Views of additional stake holders and community members.</p> <p><i>Former Pupil Premium Champion Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement.</i></p> <ul style="list-style-type: none"> An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching. Complete, 100 per cent buy-in from all staff, with all staff conveying positive 	<p>SLT and Inclusion manager led.</p> <p>Dedicated staff meeting time/training opportunities</p>	<p>SENCo PP lead SLT</p>	<p>Regular monitoring of teaching quality through SLT completing deep dives:</p> <ul style="list-style-type: none"> Learning walks Book looks Observations Intervention monitoring (entry and exit) Half termly data analysis and test score analysis. Well-being trackers.



		<p>and aspirational messages to disadvantaged pupils.</p> <p>These are also identified in the EEF toolkit.</p> <ul style="list-style-type: none"> • Metacognition + 7 months 			
Total Budgeted Cost					£12,880
Wellbeing outcomes					
Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
<p>D. To remove emotional and mental health and wellbeing barriers to learning. To ensure pupils have access to targeted support for mental health and wellbeing</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. Inclusion manger and Pupil Premium Lead to meet with the ELSA to continue to meet half termly to identify support. 2. Ensure good use of wellbeing trackers. 3. Ensure clear focus for ELSA intervention. 4. Continue to promote in class interventions, ethos and support. 5. ESSCo and ELSA to organise parental work as part of wellbeing project. 6. Embed the roles of the lead teacher for ADHD and Autism 7. 'Routes to Resilience' project character champions focus work. 8. Continued playground support and 'Time to Talk' drop in opportunities. 9. Timely referrals to school based counsellor- 'Time for You' sessions (through Relate) for targeted pupils. 10. ELSA to start family support work. 11. Provide milk daily for Pupil Premium pupils who request it. (Monitor to ensure pupils up take) 	<p>Some PP children have identified SEMH needs. 14% have experienced trauma, including LAC pupils. 20% of disadvantaged pupils have required additional support for wellbeing and mental health needs.</p> <p>DFE reports that working in small groups to develop social and emotional skills will support pupil's engagement in learning.</p> <p>The school's support for SEMH work has reduced the number of incidents in school.</p> <p>Outside agency recognition and Parental response shows the school does well in establishing ethos and supporting mental health and wellbeing. Progress measures evident when this has been used.</p>	<p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school or lunchtimes.</p> <p>Reduced number of playtime 'incidents' Teachers report children return to class ready to learn.</p> <p>Regular meetings with SLT to ensure early identification of children with wellbeing issues.</p> <p>Whole school behavioural data is referred to and actions are put into place for key individuals.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils.</p>	<p>SENCo ELSA PP lead</p>	<p>SLT ongoing review of behaviour and attitudes to learning. HT and Inclusion manager to review Counsellor and ELSA role termly</p>

		Pupil feedback shows that they benefit from mentoring and support.	Regular liaison with external agencies Use of behaviour support plans. Use of Emotional literacy scales, SDQs and Boxall profiles to track progress.		
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Total Budgeted Cost **£13,405.00** (Plus £900 on milk)

E. To support vulnerable families with a joined up approach with other services.	Approaches 1. Embed the wellbeing team of staff to promote family support (inclusion manager, ESSCo, ELSA etc) 2. Explore further opportunities to further extend parental engagement. 3. Regularly use Twitter to promote and inform what pupils are achieving at school. 4. Review of Parent Voice / Questionnaires, to ensure vulnerable 'parents and carers' voice is being heard.	Working with families is very much part of Little Hill culture, informing our School improvement and emulated by other schools. Proportions of pupils with emotional regulation difficulties and a rise in ADHD being identified. Some of our most vulnerable families are effected by mental health difficulties or illness. Many have requested support with dealing with behavioural challenges.	Inclusion manager to oversee wellbeing team Additional events and feedback from parents Funded parent project to be led as part of TLR role for ESSCo.	SENCo ELSA PP lead	
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Total Budgeted Cost **N/A**

Enrichment and engagement outcomes

Desired Outcome	Chosen action/approach	What is the evidence /rationale for this approach?	How will you ensure it is implemented well?	Staff Lead	When will you review and how?
F. Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively	Approaches 1. Planned residential visits and educational visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience for all pupils.	A proportion of our Pupil premium children are experiencing social deprivation and some have social care involvement. We believe that the more opportunities a child has to access activities and	<ul style="list-style-type: none"> Monitor pupils attending clubs and ensure we provide the clubs they are interested in Survey PP pupils about clubs, trips and other opportunities and the impact of them 	HT/DHT SENCo PP lead	Termly review of spending (HT / Bursar / Pupil premium Lead) Termly individual provision mapping review



<p>on life experiences that can be used in learning.</p>	<ol style="list-style-type: none"> Additional opportunities for children including visitors, workshops, music tuition etc. Continue to use staff, parent and pupil feedback to plan for personalised enrichment provision. 	<p>experiences that are not generally available to them, the higher their aspirations will be.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of provision through trips and residential visits.</p>	<ul style="list-style-type: none"> DHT to monitor quality of the enhanced curriculum opportunities. Continued planning and refining of residential events, trips and overnight stays to ensure breadth. Inclusion manager to monitor engagement opportunities for all PP pupils through provision mapping. 		
Total Budgeted Cost					£4,272.00 (Plus £1,000 on uniform, £200 clubs, £4,500 trips)
<p>G. To improve attendance for disadvantaged pupils.</p>	<p>Approaches</p> <ol style="list-style-type: none"> DHT involved in the family of schools' attendance project looking at collective ideas and support jointly with shared families. Review current letter system for earlier intervention and support. Headteacher, DHT, Inclusion manager and PP lead to continue to work to support families where children's attendance is having an impact on progress. 	<p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and ready to learn they will make progress and this will improve outcomes.</p> <p>Monitor the % of Pupil Premium who have low attendance. We can't improve outcomes for children if they are not attending school regularly.</p> <p>The work already done in supporting families has been shown to have improved attendance in the school for</p>	<ul style="list-style-type: none"> Meetings with parents and carers to improve punctuality/ attendance. Early identification of children with attendance issues. Systematic calling for children who have not attended school Meet and greet for targeted pupils Workshops/ parent meetings to promote attendance Regular review of attendance data 	<p>HT / DHT SENCo PP lead</p>	<p>Half termly attendance data checks</p>

		some key pupils as well as improving overall attendance.	<ul style="list-style-type: none"> • Target: Continued reduction in overall attendance data. • Reduction in %s below 95% and 90% • Reduction in low attendance for key pupils with persistent difficulties. 		
Total Budgeted Cost				N/A	

6. Review of expenditure

Academic Year

2020-21

The headings below enable schools to identify how they are using their Pupil Premium to improve academic, wellbeing and enrichment and engagement outcomes through their overall teaching and pedagogy and through targeted support.

Academic Outcomes - 1. Quality teaching for all

Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
A. To raise the attainment of pupil premium / disadvantaged pupils in English (Reading and Writing).	<p>Reading</p> <ol style="list-style-type: none"> 1. Promotion of high quality guided reading & in class reading opportunities. Using Book Talk, Reading Explorers, Vipers and Connectors. 2. Continue to promote good practice (reciprocal reading/peer reading/ Book talk, Vipers, Literacy Shed+ and Word Aware) and strategies learnt from the SSIF2 Reading project. 3. Interventions: Monitor interventions for reading including SEND pupils, continued use of bespoke approaches including reading inference, coaching (reading 	<p>As a school we believe that QFT is crucial and must come first if we are to have a significant impact on pupils' progress.</p> <p>Percentages of pupils with low levels of literacy attainment. Percentages of pupils with literacy difficulties including SEN.</p> <p>Oracy and reading comprehension programmes have strong efficacy. EEF toolkit identifies the following as significantly improving children's progress:</p> <ul style="list-style-type: none"> • Feedback + 8 months • Oracy + 5 months • Phonics + 4 months • EYFS Support + 5 months 	<ol style="list-style-type: none"> 1. Book talk embedded across the school to promote high quality reading. KS2 work on a 2-week cycle in the teaching of reading. AFL and feedback has continued in class and during the children's blended learning via ClassDojo and Tapestry. 2. The implementation of The Write Stuff for writing has increased the children's vocabulary. 3. The children have benefited from reading interventions across the school in small groups and quality 1-to-1 reading with a familiar adult especially in light of the 2nd National Lockdown. A specialist tutor has worked 1-to-3 with Year 5 children. Year 4, 5 and 6 booster groups led by class teachers. 4. The reading club was not feasible this year due to COVID-19 bubbles. 	£26,556.50

	<p>recovery based) and moving reading on as appropriate.</p> <p>4. ½ hour lunchtime LSA reading club using guided reading materials and connectors.</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Monitoring of new approaches spelling, grammar and editing and ensure quality of teaching and learning in writing for disadvantaged pupils. 2. Ensure AFL and feedback approaches support progress. <p>Speaking / Listening / Language</p> <ol style="list-style-type: none"> 1. Continue focused approaches and track using speech and language packages. 	<p>The school's approaches to reading and reading project support all of these approaches.</p> <p>Impact analysis shows QFT and teacher led catch up sessions impact on progress.</p> <p>Formal classroom trials of Connectors show children's reading age leaping forward by an average of 9.1 months in just 12 weeks.</p>	<ol style="list-style-type: none"> 1. The Write Stuff approach has been implemented across the school and responses from teachers show that children are being 'brave spellers' and using wider vocabulary in their writing. 2. AFL and feedback has continued in class and during the children's blended learning via ClassDojo and Tapestry. <ol style="list-style-type: none"> 1. SENDCo has continued to track these children and a specialist teacher has been employed to work with specific children. 	
<p>B. To raise the attainment of pupil premium / disadvantaged children in mathematics.</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. Robust Assessment for Learning (AFL) will ensure precise feedback from staff to provide 'next steps' and guidance on misconceptions to move children's learning on. 2. Continued development of mastery teaching, metacognitive approaches and flexible grouping, fluency, problem solving and reasoning. <p>Intervention</p> <ol style="list-style-type: none"> 1. Pre-teaching and overlearning techniques - Concepts taught to be reinforced through impact sessions and recap tasks. 2. Pupils receive additional, high quality individual and/or small 	<p>As a school we believe that QFT is crucial must come first if we are to have a significant impact on pupils' progress.</p> <p>Percentages of pupils with low maths attainment.</p> <p>SLT, along with the Trust review (Spring 2018) emphasised the importance of developing mastery teaching, reasoning and metacognitive approaches.</p> <p><i>These are also identified in the EEF toolkit.</i></p> <ul style="list-style-type: none"> • Mastery Learning + 5 months • Metacognition + 7 months • Collaborative Learning + 5 months 	<ol style="list-style-type: none"> 1. AFL and feedback has continued in class and during the children's blended learning via ClassDojo and Tapestry. 2. Staff training around the use of Mastery Maths in lessons and the use of apparatus. <ol style="list-style-type: none"> 1. Recall used in each lesson to support application of skills. 2. Specialist Maths teacher has supported groups of Year 3 children. 	<p>£15,882.50 (Plus £3,869 for yr6 booster sessions)</p>

	<p>group support and challenge in maths.</p> <p>3. Additional groups – Year 6 booster groups led by maths specialist teacher.</p> <p>4. 1 to 1 tuition for LAC pupils as required.</p>	<p>Pre-teaching, over learning and impact sessions have been effective and simple interventions for mathematics in our school: <i>'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-learning and over-learning.'</i> Pupil premium update June 2018</p>	<p>3. Year 4, 5 and 6 booster groups led by class teachers including the Maths specialist.</p> <p>4. LAC pupils 1-to-1 tuition has happened as and when it was required around the National Lockdown.</p>	
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Academic Outcomes **2. Targeted approaches**

Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
<p>C. To improve attitudes and approaches to learning and ensure high aspirations and expectations for all pupil premium and disadvantaged pupils</p>	<p>Approaches</p> <ol style="list-style-type: none"> Additional staff focus on raising aspirations and expectations for Pupil Premium pupils. Additional LSA support in focus year group to provide additional targeted support (Year 6) Priority feedback for Pupil Premium pupils. Focus on Pupil Premium pupils during CPD Reviews (performance management). Aspiration raising event during the year. 	<p>Analysis of barriers to learning, pupil and parent voice and staff consultation. Views of additional stakeholders and community members.</p> <p><i>Former Pupil Premium Champion Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement.</i></p> <ul style="list-style-type: none"> <i>An ethos of attainment for all pupils – high aspirations and expectations for all.</i> <i>An unerring focus on high-quality teaching.</i> <i>Complete, 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.</i> <p><i>These are also identified in the EEF toolkit.</i></p> <ul style="list-style-type: none"> Metacognition + 7 months 	<ol style="list-style-type: none"> Continued school values. Children are making connections with the value of the month that links to our six core values ensuring children are given a flying start. Values promoted through assemblies and during class. Additional support was used for Year 6 and Year 3(which was continued from Year 2) Staff meeting led in the autumn term by the lead shared the statistics and importance of priority feedback. Staff all aware who the children are and feedback sheets used to support when it is not the class teacher. Data grids identify the children and enable each year group to keep track. Lead teacher tracks the children's progress across the school. Children focused on in pupil progress meetings with the Acting Head Teacher. Un able to complete this due to COVID-19. 	<p>£12,880</p>

Wellbeing outcomes



Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
<p>D. To remove emotional and mental health and wellbeing barriers to learning.</p> <p>To ensure pupils have access to targeted support for mental health and wellbeing</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. Inclusion manger and Pupil Premium Lead to meet with the ELSA to continue to meet half termly to identify support. 2. Ensure good use of wellbeing trackers. 3. Ensure clear focus for ELSA intervention. 4. Continue to promote in class interventions, ethos and support. 5. ESSCo and ELSA to organise parental work as part of wellbeing project. 6. Embed the roles of the lead teacher for ADHD and Autism 7. 'Routes to Resilience' project character champions focus work. 8. Continued playground support and 'Time to Talk' drop in opportunities. 9. Timely referrals to school based counsellor- 'Time for You' sessions (through Relate) for targeted pupils. 10. ELSA to start family support work. 11. Provide milk daily for Pupil Premium pupils who request it. (Monitor to ensure pupils up take) 	<p>Some PP children have identified SEMH needs.</p> <p>14% have experienced trauma, including LAC pupils. 20% of disadvantaged pupils have required additional support for wellbeing and mental health needs.</p> <p>DFE reports that working in small groups to develop social and emotional skills will support pupil's engagement in learning.</p> <p>The school's support for SEMH work has reduced the number of incidents in school.</p> <p>Outside agency recognition and Parental response shows the school does well in establishing ethos and supporting mental health and wellbeing.</p> <p>Progress measures evident when this has been used.</p> <p>Pupil feedback shows that they benefit from mentoring and support.</p>	<ol style="list-style-type: none"> 1. Children were identified by the Acting Head Teacher as DSL and they were supported by the ELSA. Lead aware of the children supported. 2. Wellbeing trackers checked and added to by the class teachers and ELSA. 3. ESLA time had a clear focus. 4. ELSA supported class staff to support children within the class setting. 5. Unable to happen due to COVID-19 6. Lead teachers for ADHD and Autism have embedding roles within the school and support the staff and children. 7. 'Routes to Resilience' led by Acting Head Teacher. 8. Time to talk and drop in sessions were unable to happen due to COVID-19. Support was given to the children in class. 9. Unable to set up a councillor for the school. The Acting Head Teacher investigat4ed this. 10. Unable to happen due to COVID-19. 11. Milk uptake has increased over the year. Office staff send messages and reminders. 	<p>£13,405.00</p> <p>(Plus £900 on milk)</p>

<p>E. To support vulnerable families with a joined up approach with other services.</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. Embed the wellbeing team of staff to promote family support (inclusion manager, ESSCo, ELSA etc) 2. Explore further opportunities to further extend parental engagement. 3. Regularly use Twitter to promote and inform what pupils are achieving at school. 4. Review of Parent Voice / Questionnaires, to ensure vulnerable 'parents and carers' voice is being heard. 	<p>Working with families is very much part of Little Hill culture, informing our School improvement and emulated by other schools.</p> <p>Proportions of pupils with emotional regulation difficulties and a rise in ADHD being identified.</p> <p>Some of our most vulnerable families are effected by mental health difficulties or illness. Many have requested support with dealing with behavioural challenges.</p>	<ol style="list-style-type: none"> 1. Wellbeing team established. 2. Parental engagement opportunities could not happen due to COVID-19. 3. Staff have focused sharing achievements and information through ClassDojo the whole school page and class pages. 4. Completed by Acting Head Teacher. 	<p>N/A</p>
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Enrichment and engagement outcomes

Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
<p>F. Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning.</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. Planned residential visits and educational visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience for all pupils. 2. Additional opportunities for children including visitors, workshops, music tuition etc. 3. Continue to use staff, parent and pupil feedback to plan for personalised enrichment provision. 	<p>A proportion of our Pupil premium children are experiencing social deprivation and some have social care involvement.</p> <p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of provision through trips and residential visits.</p>	<p>Unfortunately, this was unable to happen due to COVID-19. Funds re-directed to adult support to get children back on track after each National Lockdown.</p>	<p>£4,272.00 (Plus £1,000 on uniform, £200 clubs, £4,500 trips)</p>

<p>G. To improve attendance for disadvantageded pupils.</p>	<p>Approaches</p> <ol style="list-style-type: none"> 1. DHT involved in the family of schools' attendance project looking at collective ideas and support jointly with shared families. 2. Review current letter system for earlier intervention and support. 3. Headteacher, DHT and Inclusion manager to continue to work to support families where children's attendance is having an impact on progress. 	<p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and ready to learn they will make progress and this will improve outcomes.</p> <p>The work already done in supporting families has been shown to have improved attendance in the school for some key pupils as well as improving overall attendance.</p>	<ol style="list-style-type: none"> 1. Completed by the DHT who was Acting Head Teacher. 2. Completed. Letters only sent out on specific days and time spent to simplify and jargon. 3. Acting Head Teacher and Inclusion manager worked to support the families. 	<p>N/A</p>
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The Pupil Premium budget is reviewed on a regular basis and funds may be redistributed within these areas of focus. This is more important than ever during the COVID-19 pandemic