



Oughton Primary and Nursery School

Pupil Premium Strategy 2021-22

Written by Lisa Clayton (Headteacher) Caroline Phillipson (Inclusion Manager) and Toni Crawley (PPG / SEND Governor)

1. Summary information			
School	Oughton Primary and Nursery School		
Total PP budget (indicative)	£141,536 (£127,775 plus EYPP = £4006 and Nursery Adjustment £9755)		Date of most recent PP Review April 2021
Total number of pupils	234 - April 2021	Number of pupils eligible for PP	April 2021 – EYPP = 16, PPG 93 (16EYPP), 89 FSM
			Date for next internal review of this strategy July 2021 December 2021 April 2022

2. Current attainment unvalidated ASP data		
(NB: the last validated statutory assessment results are from July 2019. There is no statutory data for 2021)		
Attainment for: July 2019 (13 PP, 2 PP SEND, 37 total in class) KS 2	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (including pupils not eligible for PP) (our school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	54%	70% / 65%
% achieving expected standard or above in reading	62%	76% / 73%
% achieving expected standard or above in writing	77%	84% / 79%
% achieving expected standard or above in maths	69%	81% / 79%
Attainment for: July 2019 (14 PP pupils, 3 PP SEND, 37 total in class) KS 1		
% achieving expected standard or above in reading	71%	81% / 75%
% achieving expected standard or above in writing	71%	76% / 69%
% achieving expected standard or above in maths	79%	78% / 76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Speech, language and reading and writing skills (comprehension, word aware and phonics for some children)	
B.	Pupils' aspirations and a lack of life experiences.	
C.	Resilience, confidence, Growth Mind-set and fear of failure.	
D.	Retention and retrieval of information	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Engagement of Parents to support learning and Attendance.	
F.	Impact of Covid and time spent at home on learning and engagement.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To develop English across the school, focusing on reading, fluency and language - ensuring that all pupils receive appropriately tailored support when necessary.	<ul style="list-style-type: none"> • PPG children will all make good progress in Reading (reflected by comprehension) and writing (reflected by use of language). • Pupil voice will display that children enjoy reading and they are able to talk about the books they are reading. • PPG children achieve in line with Non-PPG children. • Improving trends in attainment • Deep Dive monitoring shows high expectations. • Intervention monitoring shows good impact and clear progression.
B.	To ensure that all pupils have equitable access to curricular and extra-curricular activities. Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school.	<ul style="list-style-type: none"> • Postive pupil voice in relation to curricular and extra curricular activities. • Children set/attempt challenging targets. • Children speak ambitiously about their future. • Attendance for PPG is above 96%.
C.	Children will become more resilient when tackling challenges, and have an understanding of Growth Mind-sets and how to apply it in their everyday lives. Children show motivation to succeed and display more confidence in new situations.	<ul style="list-style-type: none"> • Clear staff training in relation to Growth Mind-sets and resilience. • Parental voice in relation to support in place. • PPG / FSM children to show more confidence and motivation in new situations and be able to tackle challenges without the feel of failure (pupil, parental and staff voice).
D.	Children will be able to make links to previous learning to build on knowledge and skills.	<ul style="list-style-type: none"> • All children will all make good progress in Reading, Writing and Maths. • Pupil voice will show that learning is being retained.

		<ul style="list-style-type: none"> Monitoring will show clear curriculum sequencing with clear evidence of 'sticky learning'. Knowledge sheets identify end points and specific vocabulary in all subject areas. Learning Interventions will show a sequence of learning with clear outcomes.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parents supporting children in their education – attending school, attending clubs and Booster sessions, plus supporting learning at home.	<ul style="list-style-type: none"> Parent surveys analysed and drop in sessions and training sessions reflect this. Parents attend workshops held at school and Parents Evenings, including supporting Parents with behaviour management at home and attendance. Parents support their children at home – Reading / Learning Logs. Parents ensure their children attend Booster sessions, morning sessions.
F.	Impact of Covid and time spent at home on learning and engagement.	<ul style="list-style-type: none"> Provision in place will clearly identify gaps due to lost learning time. Pupil progress meetings and intervention notes show clear evidence of support for key children. Targeted teaching groups make rapid progress in focus areas.

5. Planned expenditure

April 2021 – March 2022

The 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

A. What is the evidence and rationale for this choice?

Oral Language Interventions- Education Endowment Foundation (Teaching and Learning Toolkit)

All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

Feedback- EEF (Teaching and Learning Toolkit)

Feedback studies show a very high effect on learning (+8 months)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

The EEF Guide to Pupil Premium- *One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil's language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years*

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

The EEF Improving Literacy in KS1 and Improving Literacy in KS2-

Evidence consistently shows the positive impact that targeted academic support can have, including on those that are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide academic support including how to link structured one to one or small group interventions to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

M. Rowland (2021) *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way*. - Page 67 and 68 *Language is the key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships with adults and peers. Oral language, in particular, is a key indicator for future academic success.*

Desired outcome	Chosen action / approach	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review?	Cost
<p>Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Closing the vocabulary gap for PPG children.</p> <p>Links to external factors E and F.</p> <p>Whole School</p>	<p>Continuation with Whole school Word Aware Project to enhance language – staff training. Staff training - ELKLAN training to be disseminated to whole school. Staff refresher looking feedback with a focus on Blooms Taxonomy. Feedback throughout teacher sessions. Lunchtime discussion topics to encourage conversations. Pupil progress meetings half-termly will inform achievement. Drop-ins / observations focusing on reading and writing. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Additional support in Guided Reading and Fluency in Upper KS 2. Specialist TA support to look at inclusive classroom practice for all children. Continuation with Whole school training to enhance the use of visual supports in the classroom. Lexia - phonics and reading intervention. WELLCOM screening for all children in EYFS. Interventions for children who screen red or amber. SEND Teacher - supporting staff with vocabulary. HT/AHfl- monitoring and overseeing classroom support, staff training and interventions in place.</p>	<p>Lead member of SLT re Speech and Language – feedback / data. Clear evidence of Word Aware strategies in the classrooms and pupil voice. Monitoring by SLT. Feedback from MSAs Pupil Progress Meetings to discuss provision. Drop-ins to ensure support is given. Inclusion Manager will monitor intervention. Teachers to implement strategies – monitored by SLT. Baseline Assessments. Staff meetings – work evaluated. Monitoring by Specialist TA and SEND Teacher under supervision of AHfl. Monitoring of intervention notes. Pupil Progress Meetings.</p>	<p>LS CMP SLT / HT re PPM</p>	<p>End of each term.</p>	<p>SALT training/ support £6129.00</p> <p>Teacher support: £33,301.00 (3.5 days)</p> <p>TA Support £13,840.00 (4 days)</p> <p>AHfl and SEND Teacher £32,822.50 (3 days)</p>
Total budgeted cost				£86,092.50	

i. Quality of teaching for all

B. What is the evidence and rationale for this choice?

Sutton Trust- Extra Curricular Inequalities- *previous research has also shown that ‘softer’ cultural experience (cultural capital) and participation in extra-curricular activities like music, dance, and sports can have a positive effect on both educational attainment and career outcomes.*

<https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/>

Social Mobility Commission- An Unequal Playing Field: Extra-Curricular Activities, Soft Skills, and Social Mobility-

Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills.

<https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility>

Previous WOW days- really positive pupil and parental voice.

Feedback from previous Wellbeing week, author visits and clubs.

Desired outcome	Chosen action / approach	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review?	Cost?
<p>Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school. School will further develop the curriculum to provide a wider range of enrichment opportunities. FSM children will be encouraged to have a school dinner each day, enhancing concentration and healthy lifestyles. Enable children to develop and showcase their talents in different fields. Linked to external factor E Whole School.</p>	<p>Visitors to the school – whole school projects, visits such as Authors Wow events to be booked and Parents invited to join these days to find out about learning in school. (dependant on current restrictions) Clubs for children to be run by TAs to offer extra-curricular activities – sport, Science, Art (dependent on current restrictions) Drumming lessons. Continue to offer enrichment activities such as Feeling Good Week, Art Week and re-developing the allotment and nature area. Pastoral Lead to promote activities with children and families. Development of allotment - planting and growing produce. Aspirations - visitors booked in throughout the year to discuss their jobs and how they made the decisions in their lives. Coffee mornings to support parents with ideas to enrich their children’s lives.</p>	<p>SLT to discuss who to invite into school and Phase Leaders to discuss places to visit to inspire children. SLT will attend speakers and ask the children their views. Parent questionnaires. Pupil voice re clubs and observing clubs. Attendance will be monitored – especially re key children – PPG who are persistent absentees. FSM dinner take up will be monitored and action followed up. Enrichment opportunities throughout the curriculum will be mapped out for the academic year. Opportunities for pupils to showcase their talents in different fields.</p>	<p>SLT</p>	<p>End of each term.</p>	<p>Philosophy for children subscription £59.00 Events £5,000.00 PPG Trips £1,500.00 Drumming lessons £1596.00 (allocated out of general budget) Pastoral Support £49,225.00 (total of 6 days across B and C-costings counted once)</p>
Total budgeted cost:					£57,380.00

i. Quality of teaching for all

C. What is the evidence and rationale for this choice?

It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge. Jigsaw (PHSCE) Programme links in well with teaching the skills of resilience and overcoming the fear of failure.

EEF- Metacognition and Self-regulated Learning. High impact and low cost (8+months)
<https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/>

Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dwek and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools

School Culture and Practices: Supporting the Attainment of Disadvantaged Pupils. DfE May 2018.
<https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils>

EEF- Improving Behaviour in School- *“It’s really hard to pass a growth mind-set on to others and create a growth mind-set culture. It’s not about educators giving a mind-set lecture or putting up a poster – it’s about embodying it in all their practices.”*
https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=behaviour#closeSignup

M. Rowland (2021) *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way*. Page 75 *Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.*

Desired outcome	Chosen action / approach	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review?	Cost?
<p>Children will become more resilient when tackling challenges, and have an understanding of Growth Mind-sets and how to apply it in their everyday lives. Children show motivation to succeed and display more confidence in new situations.</p> <p>Links to external factors E and F.</p> <p>Whole school</p>	<p>Use the Academic Resilience Approach from Young Minds website to audit current practice and create an action plan: (SLT Resilience Audit Tool, staff audit tool and Interactive Resilience Framework). Use the Resilience Zap session and presentation to train all staff to teach children methods to become resilient in lessons and in everyday situations. PPG children will be given challenges in which to learn skills to succeed. Staff will explore the concept of a growth mind-set with the children. The Jigsaw programme will focus on motivating and developing confidence, learning about themselves and others. Pastoral Lead to promote activities with children and families. Baselineing children using Child Youth Resilience Measure Questionnaire. Engaging parents - work with parents to develop expectations for their children.</p>	<p>Training will be evaluated and discussed with staff. Implementation of strategies will be monitored. Challenging tasks will be given to PPG/FSM children and observations of actions will take place. Staff will report back in Pupil Progress Meetings regarding motivation and confidence. Evaluating the Child Youth Resilience Measure Questionnaires.</p>	<p>AHfl Pastoral Manager</p>	<p>End of each term.</p>	<p>Pastoral Support £49,225.00 (total of 6 days across B and C-costings counted once)</p> <p>Pastoral Resources £200.00</p>
Total budgeted cost:					£200.00

i. Quality of teaching for all

D. What is the evidence and rationale for this choice?

School Culture and Practices: Supporting the Attainment of Disadvantaged Pupils. DfE May 2018.
<https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils>
 Pupil Premium: Effective Use and Accountability- DfE October 2019
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#effective-use-of-funding>

The EEF Guide to Pupil Premium- *One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil’s language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years*
<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
 EEF- Metacognition and Self-regulated Learning. High impact and low cost (8+months)
<https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/>

Desired outcome	Chosen action / approach	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review?	Cost?
<p>Children will be able to make links to previous learning to build on knowledge and skills. All children will all make good progress in Reading, Writing and Maths.</p> <p>Whole School</p> <p>Links to external factors E and F</p>	<p>Adapt and refine knowledge base reference sheets across all curriculum areas. Develop a system of recapping the learning journey and core learning in lessons. Make links to prior learning/ other areas of the curriculum explicit to children. Staff meetings to focus on the curriculum within each subject. Continued assessment of children’s understanding, misconceptions and gaps in learning. Staff meetings focusing on sequence within the curriculum. Pupil Progress Meetings identify key groups of children.</p>	<p>Pupil voice will show that learning is being retained. Monitoring will show clear curriculum sequencing with clear evidence of ‘sticky learning’. Knowledge sheets identify end points and specific vocabulary in all subject areas. Learning Interventions will show a sequence of learning with clear outcomes. Deep Dives.</p>	<p>HT AHfl SLT Subject Leaders</p>	<p>Termly</p>	<p>Subject Leader time. CPD if needed. (costings allocated from general budget)</p>
Total budgeted cost:					0 – with general budget

ii. Targeted support

A. What is the evidence and rationale for this choice?

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The EEF Guide to Pupil Premium- *One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil's language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years*

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

The EEF Improving Literacy in KS1 and Improving Literacy in KS2-

Evidence consistently shows the positive impact that targeted academic support can have, including on those that are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide academic support including how to link structured one to one or small group interventions to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

Research shows the importance of closing the vocabulary gap and improving outcomes for pupils. Jane Harley states

“Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.”

M. Rowland (2021) *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way*. - Page 67 and 68 *Language is the key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships with adults and peers. Oral language, in particular, is a key indicator for future academic success.*

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost
<p>Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Closing the vocabulary gap for PPG children.</p> <p>Links to external factors E and F. Targeted</p>	<p>Fluency interventions to aid comprehension. Use of Speech and Language Therapist to support with training, implementing and monitoring interventions for key children ELKLAN strategies Targeted one to one interventions and group work for key children with Teacher (years 5 and 6) Staff refresher looking feedback with a focus on Blooms Taxonomy. Lunchtime discussion topics to encourage conversations. Pupil progress meetings half termly will inform achievement. Drop-ins / observations focusing on reading and writing. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Personalised interventions for Fluency and Phonics in Upper KS2 for key children. Story Detectives for key group of focus children with a focus on comprehension, vocabulary and fluency (Year 3, 4 and 5) Specialist TA support focusing on gaps in key skills for a group of children who had no/minimal engagement through lockdown. Lexia - phonics and reading intervention. Personalised Interventions based on Lexia baselines and assessments. Wellcomm interventions in place for key pupils.</p>	<p>Lead member of SLT re Speech and Language – feedback / data. Data analysis. Pupil Progress meetings. Clear evidence of Word Aware strategies in the classrooms and pupil voice. Monitoring by SLT. Feedback from MSAs Pupil Progress Meetings to discuss provision. Drop-ins to ensure support is given. Inclusion Manager will monitor intervention. Teachers to implement strategies – monitored by SLT. Baseline Assessments. Staff meetings – work evaluated. Monitoring by Specialist TA and SEND Teacher under supervision of AHfl. Monitoring of intervention notes and Assess/Plan/Do/Review in place for key children.</p>	<p>LS/MS CMP SLT / HT re PPM</p>	<p>End of each half term.</p>	<p>SALT training/ support £6129.00</p> <p>Teacher support: £33,301 (3.5 days)</p> <p>TA Support £13,840.00 (4 days)</p> <p>AHfl and SEND Teacher £32,822.50 (3 days)</p> <p>Story Detectives £2,025.00</p>
Total budgeted cost:					£2025.00
ii. Targeted Support					

B. What is the evidence and rationale for this choice?

Sutton Trust- Extra Curricular Inequalities- *previous research has also shown that 'softer' cultural experience (cultural capital) and participation in extra-curricular activities like music, dance, and sports can have a positive effect on both educational attainment and career outcomes.*

<https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/>

Social Mobility Commission- An Unequal Playing Field: Extra-Curricular Activities, Soft Skills, and Social Mobility-

Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills.

<https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility>

Previous WOW days - really positive pupil and parental voice. Feedback from previous Wellbeing week, author visits and clubs.

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you	Cost?
<p>Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school. School will further develop the curriculum to provide a wider range of enrichment opportunities. FSM children will be encouraged to have a school dinner each day, enhancing concentration and healthy lifestyles. Enable children to develop and showcase their talents in different fields.</p> <p>Targeted Linked to external factor E</p>	<p>Visitors to the school – whole school projects, visits such as Authors booked and Parents invited to join these days to find out about learning in school.</p> <p>Clubs for children to be run by TAs to offer extra-curricular activities – sport, Science, Art (dependent on current restrictions)</p> <p>Drumming lessons.</p> <p>Promote school dinners for FSM children.</p> <p>Continue to offer enrichment activities such as Feeling Good Week, Art Week and re-developing the allotment / nature area.</p> <p>Pastoral Lead to promote activities with children and families.</p> <p>Development of allotment- planting and growing produce.</p> <p>Aspirations- visitors booked in throughout the year to discuss their jobs and how they made the decisions in their lives.</p> <p>Coffee mornings to support parents with ideas to enrich their children's lives.</p>	<p>SLT to discuss who to invite into school and Phase Leaders to discuss places to visit to inspire children. SLT will attend speakers and ask the children their views.</p> <p>Parent questionnaires.</p> <p>Pupil voice re clubs and observing clubs.</p> <p>Attendance will be monitored – especially re key children – PPG who are persistent absentees.</p> <p>FSM dinner take up will be monitored and action followed up.</p> <p>Enrichment opportunities throughout the curriculum will be mapped out for the academic year.</p> <p>Opportunities for pupils to showcase their talents in different fields</p> <p>PPG Wrap around care- before and after school provision to PPG children for blocks of time to ensure they have breakfast and also engage in after school enrichment activities.</p>	SLT	End of each term.	<p>Philosophy for children subscription £59.00</p> <p>Events £5,000.00</p> <p>PPG Trips £1,500.00</p> <p>Drumming lessons £1596.00 (allocated out of general budget)</p> <p>Pastoral Support £49,225.00</p> <p>(total of 6 days across B and C-costings counted once)</p> <p>Wrap around care. £4585.00</p>
Total budgeted cost					£4585.00

ii. Targeted					
<p>C. What is the evidence and rationale for this choice? It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge. Jigsaw (PHSCE) Programme in links well with teaching the skills of resilience and overcoming the feel of failure.</p> <p>EEF- Metacognition and Self-regulated Learning. High impact and low cost (8+months) https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/</p> <p>Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dwek and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools</p> <p>School Culture and Practices: Supporting the Attainment of Disadvantaged Pupils. DfE May 2018. https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p> <p>EEF- Improving Behaviour in School- "It's really hard to pass a growth mind-set on to others and create a growth mind-set culture. It's not about educators giving a mind-set lecture or putting up a poster – it's about embodying it in all their practices." https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=behaviour#closeSignup</p> <p>M. Rowland (2021) <i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>. Page 75 <i>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</i></p>					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost?
<p>Children will become more resilient when tackling challenges, and have an understanding of Growth Mind-sets and how to apply it in their everyday lives. Children show motivation to succeed and display more confidence in new situations.</p> <p>Targeted Links to external factors E and F.</p>	<p>Use the Academic Resilience Approach from Young Minds website to audit current practice and create an action plan: (SLT Resilience Audit Tool, staff audit tool and Interactive Resilience Framework). Use the Resilience Zap session and presentation to train all staff to teach children methods to become resilient in lessons and in everyday situations. PPG children will be given challenges in which to learn skills to succeed.</p> <p>Staff Staff will explore the concept of a growth mind-set with the children. The Jigsaw programme will focus on motivating and developing confidence, learning about themselves and others.</p> <p>Pastoral Lead to promote activities with children and families. Baselining children using Child Youth Resilience Measure Questionnaire. Engaging parents- work with parents to develop expectations for their children. Individual children will receive Pastoral Interventions.</p>	<p>Training will be evaluated and discussed with staff. Implementation of strategies will be monitored. Challenging tasks will be given to PPG/FSM children and observations of actions will take place. Staff will report back in Pupil Progress Meetings regarding motivation and confidence. Evaluating the Child Youth Resilience Measure Questionnaires.</p>	AHfl Pastoral Manager	End of each term	<p>Pastoral Support Pastoral Support £49,225.00 (total of 6 days across B and C-costings counted once)</p> <p>Pastoral Resources £200.00 (costings counted once)</p>
Total budgeted cost					Counted in

ii. Targeted					
<p>D. School Culture and Practices: Supporting the Attainment of Disadvantaged Pupils. DfE May 2018. https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils Pupil Premium: Effective Use and Accountability- DfE October 2019 https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#effective-use-of-funding The EEF Guide to Pupil Premium- <i>One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil’s language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years</i> https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ EEF- Metacognition and Self-regulated Learning. High impact and low cost (8+months) https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/</p>					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost?
<p>Children will be able to make links to previous learning to build on knowledge and skills. All children will all make good progress in Reading, Writing and Maths.</p> <p>Targeted</p> <p>Links to external factors E and F</p>	<p>Adapt and refine knowledge base reference sheets across all curriculum areas. Develop a system of recapping the learning journey and core learning in lessons. Make links to prior learning/ other areas of the curriculum explicit to children. Staff meetings to focus on the curriculum within each subject. Continued assessment of children’s understanding, misconceptions and gaps in learning. Staff meetings focusing on sequence within the curriculum. Pupil Progress Meetings identify key groups of children. Maths Breakfast and Morning Maths Booster.</p>	<p>Pupil voice will show that learning is being retained. Monitoring will show clear curriculum sequencing with clear evidence of ‘sticky learning’. Knowledge sheets identify end points and specific vocabulary in all subject areas. Learning Interventions will show a sequence of learning with clear outcomes. Deep Dives.</p>	<p>HT AHfl SLT Subject Leaders</p>	<p>Termly</p>	<p>Subject Leader time. CPD if needed. (costings allocated from general budget) Maths Booster and Breakfast £950.00</p>
Total budgeted cost					£950.00

iii. Other approaches:				
Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost?
Herts Catering Cost to school of provision of free school meals across the school KS 2	HCL Review Meetings.	HT	Termly	£18772.00
Free milk across KS1 and free fruit snack in KS2 for PPG children.	PPG case studies Pupil Voice Parental voice	HT/ AHfl	Termly	£200.00 £1325.00
School Clothing- provision of subsidised school uniform to PPG children across the school.	PPG case studies Pupil Voice Parental voice	Pastoral Manager	Termly	£200.00
Counselling for key pupils to support with SEMH needs.	PPG case studies Pupil Voice Parental voice Behaviour monitoring	HT/AHfl Pastoral Manager	Termly	£1300.00
Total budgeted cost				£21,797.00
Total PPG Cost				£173,029.50