



Spring Vale Primary School Pupil Premium and COVID Catch up Premium Planned Expenditure 2020-21

Overview of Spring Vale Primary School	
Total Number of Pupils on Roll (excluding nursery)	297
Estimated number of pupils eligible for PP	116 (39%)
Amount of PP received per pupil	£1,345
Estimated total amount of PP received (including funding for LAC)	£115,670
COVID Catch Up Premium (297 x £80)	£23,760
Total Premium	£139,430
Total Spend	£142,812
Estimated total amount of EYPP received (to be confirmed September 2020)	£3,720
Date of Review	Summer 2021

Pupil Premium Objectives and Aims

School development plans for 2020/21 will recognise that there are gaps in achievement between certain groups of pupils across school – these vary slightly from cohort to cohort. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children to reach at least national expected standard is a school priority (2020-21). Children who did not make good progress in the last academic year – as well as being impacted by Covid 19 school closures - will be expected to make accelerated progress during the year through quality first teaching and early intervention.

The pupil premium is allocated:

- For any pupil registered as free school meals at any point in the last 6 years (Ever 6)
- For any pupil who has been looked after for 1 day or more
- For any child who has been adopted from care
- For any child who has left care under a special guardianship order, a residence order or a child agreement order
- For any child whose parents are currently serving in the armed forces

Our pupil premium money has been used to provide a range of additional support for our children to enable them to make progress and ensure the gap between disadvantaged and others is closed. Our Pupil Premium Strategy is rooted through our whole-school ethos.

COVID Catch Up Premium:

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 6. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Summary of Pupil Premium Expenditure

Objectives in spending Pupil Premium:

- All pupils receiving PP or LAC to make expected progress at the end of KS2 in reading, writing and maths.
- Monitor progress termly from end of EYFS and provide intervention in KSI if not on track to make expected progress
- Monitor progress termly from end of KSI and provide intervention in KS2 if not on track to make expected progress
- Individual pupils are tracked for their progress using Pupil Premium
- Extra-curricular activities and lunch time clubs are provided to help to build enrichment opportunities and provide social, emotional and mental health and well being

Barriers to learning:

- Attendance – especially persistent absence for our most vulnerable children
- Standards on entry are significantly below national expectations
- Aspirations for the future for some of our disadvantaged families
- Language barriers for non- English speaking disadvantaged families
- Social, emotional and mental health and well-being – pastoral care
- Lack of enrichment activities in the home

Measuring the impact of Pupil Premium:

This will be measured and evaluated through the SIP 2020-21 actions in the Pupil Premium and the Outcomes section. Pupils eligible for PPG will form part of the termly data reviews (half termly for key year groups) where their provision and progress will be discussed and targets put in to place. PP children's data will be presented to governors at each FGB meeting where it is a regular agenda item. Records of extra-curricular activities which are attended by disadvantaged children are also tracked and analysed to ensure every child is provided for. Behaviour of PP children is analysed through Good To Be Green to demonstrate the impact of emotional, health and well-being support.

Date of review of the school's PPG strategy: Summer Term 2021 - A full review of 2020/21 will be written at the end of the academic year with new or ongoing priorities established and planned for.

Pupil Premium Expenditure 2020/21 – Our Spend as a tiered approach:

Teaching

Targeted Academic Support

Wider Strategies

Category and Summary of Spending and actions to be undertaken:

What is the barrier?	Tier 1: Teaching	
English as an additional language and vocabulary gap in KSI	Teacher led intervention for KSI reading and Phonics (Named PP teacher)	£22,071
Wide range of abilities in class – behaviour can impact learning for some children	PP teaching assistant to work with Year 2 children expected to make accelerated progress– PP attainment focus	£11,176
Early intervention resources	PP teaching assistant to work with FSM children in Early Years (across two classes)	£19,446
Wide range of abilities in class – behaviour can impact learning for some children	PP teaching assistant to support academic catch up and lead lunchtime play with Year 5 (highest % PP)	£19,446
Early intervention resources	PP teaching assistant to work with PP children in Year 1 (across two classes)	£19,446
Nursery and Y4 are one-form year groups	NQT Training Package	£500
Term of NQT training year missed 2019-20	RQT Training Package	£750
Staff new to teaching / year groups / subjects / leadership	Staff Training (To be met and addressed through school year)	£2,000
Restructure of subject leaders – new to curriculum drivers	Cultural Capital CPD Training all staff – Local Authority Materials	£0
Impact of TAs across school	CPD for TAs – EEF 'The Impact of Feedback'	£0
Staff new to teaching / year groups	In house coaching and mentoring – Teaching Pairs	£0
Accuracy of writing assessments across KSI/2	New writing teaching sequence to be embedded in all classes	£0
Children not making at least expected progress from key markers	Termly Pupil Progress Meetings between DHT and teachers to track progress of all PP children	£0
Access to high level reasoning questions in whole class setting	Greater Depth maths group to target PP children in Year 6	£0
COVID19 school closures – loss of learning time	Bounce Back curriculum in place to accelerate progress following Covid-19	£0
High mobility to children eligible for PP	Pupil Premium Class Trackers	£0
COVID19 school closures – loss of learning time	SEN Transition Trackers	£0
	Total Spend	£94,835

Sensitivity: NOT PROTECTIVELY MARKED

Category and Summary of Spending and actions to be undertaken:		
What is the barrier?	Tier 2: Targeted Academic Support	
PP children making limited progress in maths	1:1 Maths tuition for PPG children (RC)	£6,000
Children requiring individual support and confidence building feedback	Y6 Easter school	£1,600
Children requiring individual support and confidence building feedback	Y6 after school boosters (Spring and Summer term)	£2,500
PP children making limited progress in reading	Better Reading Partnerships (intervention for children making limited progress in reading Y3/4) (GB)	£2,500
Access to high quality reading materials outside of school	Bug Club reading resource subscription	£560
Spelling being a barrier to achieving writing objectives	RWI spelling intervention resources	£1,000
Poor speed recall of times table facts holding children back from accessing harder maths	Timestable Rockstars	£100
Gaps in maths coverage from previous year groups	MyMaths Subscription	£350
COVID19 school closures – catch up curriculum	2 day Learning Mentor across KS2	£9627
Total Spend		£24,237

Category and Summary of Spending and actions to be undertaken:		
What is the barrier?	Tier 3: Wider Strategies	
Access to experiences to develop cultural capital	Trip subsidy / External visits to school (estimation)	£4,000
Access to experiences to develop cultural capital	Spending on experience weeks in school e.g. Health Week and Arts Week	£1,000
Access to experiences to develop cultural capital	Y2/ Y6 residential (estimation until final numbers are confirmed)	£0 – to resume once government guidance is updated.
Children can't access home learning due to lack of available technology	Remote learning accessibility	£1000 – to be amended through academic year.
Government restrictions mean no open afternoons for parents / work is difficult to share	Curriculum Maps to promote parental engagement	£0
Few opportunities to play musical instruments outside of school	Music School – wider opportunities and brass tuition	£4,900
Attendance of children under a social care plan	Breakfast club provision for children under social care plans	£450
Lunchtime behaviour incidents impacting afternoon learning	Extra lunchtime learning and play leaders x 2	£3,500
Children needing support to manage emotions and behaviour	BAMS worker to carry out social/emotional work with targeted children (JW)	£8,350

Sensitivity: NOT PROTECTIVELY MARKED

Behaviour incidents impacting learning	Good to be Green behaviour tracking	£0
Some children – focus on PP boys – are not reading for pleasure	'A Book in a Box' subscription	£50
Children not attending school and therefore not learning	Attendance Weekly assemblies and certificates	£0
Children needing support to manage emotions and behaviour	2 staff trained as 'Mental Health First Aiders' to enhance social and emotional intervention	£490
Total Spend		£23,740

Record of PP spend with objective and expected outcomes and tracking

Tier 1: Teaching

Strategy	Cost	Objective – What do we want to achieve?	Rationale – Why?	Expected Outcome	How / when will impact be measured?	Tracking of progress towards outcomes - Autumn	Tracking of progress towards outcomes - Spring	Tracking of progress towards outcomes - Summer
Teacher led intervention for KSI reading and Phonics (Named PP teacher)	£22,071	To ensure that children who are at risk of falling behind in KSI reading are identified. Extra reading and phonic interventions daily.	+4 EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	Expected: End of Year targets for PPG children in reading and phonics are met (from EYFS data) Actual:	-Termly Pupil Progress meetings Y1/2	Based in Y2 Bubble 72% of Y2 children passed phonics check in December 2020 (This was missed in Y1 due to COVID19 closures) This included	Remote learning by this teacher has been delivered however COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
Teaching assistant to support PPG Y2 (high PP /attainment concerns)	£11,176	To provide small group support to PPG children in Y2, this to include teaching and learning support as well as pastoral care. To	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Expected: PPG children achieve end of year targets. Actual:	-Half Termly Pupil Progress meetings (Y2) -Half termly behaviour analysis	41% of PP children have made accelerated progress over Autumn Term in Maths, with 29% in Reading and 28% in Writing. All but 1 child has made	COVID 19 School Closures has limited the impact of this over Spring Term – to be	

		minimise behaviour incidents at lunchtime.				expected progress. 1 individual has been referred to EP.	reviewed in Summer.	
PP Teaching Assistant to work with FSM children in Early Years (across two classes)	£19,446	To ensure that children who enter reception with exceptionally low starting points and additional needs (including language) can make good progress and the impact on learning of other children is minimised.	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	Expected: FSM children make good progress from baseline assessments. A proportion of PPG children achieve GLD. Actual:	-Termly Pupil progress meetings -Baseline assessments to be carried out as soon as possible	44% of current reception cohort currently projected to be at GLD by Summer. This compared to 52% XPP. This shows a gap of 8%. This will increase through targeted intervention.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
PP teaching assistant to support academic catch up and lead lunchtime play with Year 5 (highest % PP)	£19,446	To provide small group support to PPG children in Y5, this to include teaching and learning support as well as pastoral care. To minimise behaviour incidents at lunchtime.	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Expected: PPG children achieve end of year targets. Fewer behavioural incidents than academic year 2019-20. Actual:	-Half Termly Pupil Progress meetings (Y2) -Half termly behaviour analysis	69% PP children have made accelerated progress in maths. 55% have made accelerated progress in reading and 37% in writing. Every child entitled to PPG has made at least expected progress. 6 cards given to Y5 PP children over Autumn Term	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
PP teaching assistant to work with PP children in Year 1 (across two classes)	£19,446	To provide small group support to PPG children in Y1, this to include teaching and learning support as well as pastoral care.	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Expected: PPG children achieve end of year targets. Actual:	-Half Termly Pupil Progress meetings (Y2)	72% of PP children have made expected progress in Maths, 85% in reading and 63% in writing. No previous assessments from EYFS.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
NQT Training Package	£500	To ensure that NQTs are well equipped to meet the needs of the	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap:	Expected: End of year targets for PPG children in	-Lesson observations/ Work	NQTs both attended -A training this term Successful completion	NQTs has both completed remote lesson	

		children they teach and are supported in successful completion of NQT year.	The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.	Nursery/Y4 class are met. <i>Actual:</i>	scrutiny/ pupil progress meetings	of first induction period by both NQTs Teaching is at least good in both Y4 and Nursery – observations/data/books	observations and LA training during school closures. Remote learning offer is strong in both of these year groups.	
RQT Training Package	£750	To ensure that RQT continues to be well equipped to meet the needs of the children they teach and is supported in continuation into their second year of teaching and taking on a subject lead.	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.	Expected: End of year targets for PPG children in Y1R are met. <i>Actual:</i>	-Lesson observations/ Work scrutiny/ pupil progress meetings	Data, lesson visits and books show teaching is at least good. 86% of PP children made at least expected progress this term.	Remote learning offer is strong RQT has maintained contact with all 6 PP children throughout school closures.	
Staff training (estimate – training demands met throughout the year)	£2,000	To ensure that staff are well equipped to meet the needs of the children they teach (Safeguarding training/ SENCo)	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)	Expected: End of year targets for PPG children in all year groups are met. <i>Actual:</i>	-Lesson observations/ Work scrutiny/ pupil progress meetings	CPD completed – remote learning with all teaching staff in preparation for bubble closures Safeguarding training updated KM/CB	SEN CPD completed during school closures. Remote learning CPD developed.	
Cultural Capital CPD Training – all staff	£0	To ensure all staff are aware of 'Cultural Capital' and character curriculum and ensuring children are given the opportunity to develop these personal	Teacher Toolkit 2019: Examples of positive personal character strengths, or virtues, include honesty, resilience, courage, perseverance	Expected: New PSHE curriculum is securely in place and assessments of children inform referrals to BAMS worker.	-Lesson observations/ Work scrutiny - Pupil/parent voice	Pupil voice, work scrutiny and curriculum monitoring has shown new PSHE curriculum run in all year groups across Autumn Term.	COVID 19 School Closures has limited the impact of this over Spring Term – to be	

		skills in subjects and lessons.	and compassion. The aim of character education is to equip children and young people to lead flourishing lives, by supporting them to develop these traits. "all the explicit and implicit educational activities that help young people to develop positive personal character strengths or virtues."	Actual:			reviewed in Summer.	
CPD for TAs – EEF – The impact of feedback	£0	To ensure that Teaching Assistants are well equipped to meet the needs of the children they support within lessons.	+8 EEF: Feedback studies tend to show very high effects on learning. Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning.	Expected: End of year targets for PPG children in all year groups are met. Interventions monitored as part of Pupil Progress Reviews. Actual:	-Lesson observations/ Work scrutiny/ pupil progress meetings	Not applicable this term due to restricted movement within bubbles.	Not applicable this term due to restricted movement within bubbles.	
In house coaching and mentoring – Teaching Pairs	£0	To develop teaching through specific personalised targets in Teaching Pairs. This will be through paired planning, observations and feedback.	Teachers given the opportunity to see their areas to develop being used effectively in the classroom – given tools to improve.	Expected: 100% of teaching is at least Good with 70% being Outstanding. Actual:	-Lesson observations/ Work scrutiny/ pupil progress meetings	Not applicable this term due to restricted movement within bubbles.	Not applicable this term due to restricted movement within bubbles.	
New writing teaching sequence to be embedded in all classes	£0	To give children the best possible opportunity to meet end of year writing targets through exposure to high quality	Local authority advice on the most effective teaching sequence for writing put in place.	Expected: End of year writing targets for PPG children in all year groups are met.	-Lesson observations/ Work scrutiny/ pupil progress meetings	New teaching sequence embedded across year groups 1 – 6. Pupil voice shows that "it helps me to get to my best piece of	COVID 19 School Closures has limited the impact of this over Spring Term – to be	

		texts, drafting and editing processes.		Actual:		writing" – Year 5 pupil.	reviewed in Summer.	
Termly Pupil Progress meetings between DHT and teachers to track progress of all PP children	£0	To ensure that PPG children are on track and making expected progress or more. If not, ensuring interventions are put in place to overcome barriers.	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.	Expected: End of year targets for PPG children in all year groups are met. Actual:	- Pupil progress meetings	All PP children tracked and interventions and impact sheet updated with staff ready for Spring Term. Any PP children not on track to receive targeted support from the start of Spring Term.	91% of PP children have engaged with Remote Learning. COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed from baseline assessments as schools reopen.	
Bounce Back curriculum in place to accelerate progress following Covid-19 This is to be reviewed throughout academic year as needs of staff and children are identified	£0	To ensure that significant majority of children are on track and making expected progress or more. If not, ensuring interventions are put in place to overcome barriers.	Adaptations to curriculum to recover foundation skills and build upon these – not to reteach previous academic year.	Expected: End of year progress for PPG children in all year groups is at least expected. Actual:	-Lesson observations/ Work scrutiny/ pupil progress meetings	Any child who has not made progress over Autumn Term identified and actions put in place. Planning shows teacher's are adapting quickly to cover gaps and consolidate skills.	91% of PP children have engaged with Remote Learning. COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed from baseline assessments as schools reopen.	
Greater Depth maths group to target PP children in Year 6	£0	To provide targeted teaching to PP children to provide opportunities to reach GDS.	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided	Expected: End of year targets for PPG children in all year groups are met – specifically higher prior attainment.	-Lesson observations/ Work scrutiny/ pupil progress meetings	7 of the 8 PP children are on track at a 6E following Autumn Term intensive group teaching. Accelerated progress over Spring	100% attendance from this group during remote learning.	

			to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	<i>Actual:</i>		Term is projected to mean children will be on track for GDS.		
Pupil Premium Class Trackers	£0	To ensure teachers have up to date list of PP children with key marker data and current assessments traffic lighted. Actions and interventions to be identified and form part of data reviews.	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.	<i>Expected:</i> All PP children make at least expected progress over Autumn term. <i>Actual:</i>	- Termly pupil progress meetings	All PP children tracked and interventions and impact sheet updated with staff ready for Spring Term. Any PP children not on track to receive targeted support from the start of Spring Term.	91% of PP children have engaged with Remote Learning. COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed from baseline assessments as schools reopen.	
SEN Transition Trackers	£0	To ensure teachers have up to date list of SEN children with key interventions which have taken place in the last academic year alongside assessments.	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.	<i>Expected:</i> All PP SEN children have intervention in place at the start of academic year which is continuously reviewed. Children make progress towards individual targets. <i>Actual:</i>	- Termly SEN reviews	Any PPG children with SEN as a further barrier to learning have received targeted support throughout Autumn Term. 86% of children have made progress towards IEP targets. 14% who have not are tracked and investigated by SENDCo and external agencies.	External agencies have communicated with all SEN children are families to support our remote offer.	

Sensitivity: NOT PROTECTIVELY MARKED

1:1 Maths tuition for PPG children (RC)	£6,000	To ensure that children who are at risk of falling behind in KS2 maths are identified in PP data reviews and intervention put into place.	+5 EEF research: 1:1 teaching Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Expected: End of Year targets for PPG children in maths are met (from KSI data) Actual:	-Termly Pupil Progress meetings Y3/4/5/6	All four targeted PP children made accelerated progress over Autumn Term.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
Y6 Easter school	£1,600	To extend learning in the Easter holidays to provide stability and routine for the children before they sit end of Key Stage tests.	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. School closed for voting – disruptive timetable pre SATs.	Expected: Children make good progress and achieve end of year targets. Actual:	-Easter school registers analysed. - End of key stage data (SATs results)	Not applicable this term	Not applicable this term	
Y6 after school boosters (Spring and Summer term)	£2,500	To extend learning after the school day to provide stability and routine for the children before they sit end of Key Stage tests.	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Expected: Children make good progress and achieve end of year targets. Actual:	- Booster school registers analysed. - End of key stage data (SATs results) -Pupil progress meetings half termly	Not applicable this term due to restricted movement within bubbles.	Not applicable this term due to restricted movement within bubbles.	
Better Reading Partnerships (intervention for children making limited progress in reading Y3/4) (GB/AW)	£2,500	To provide 1:1 reading intervention for children who received reading recovery in KSI- minimising the risk of children falling behind.	+6 EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Expected: Children who received reading recovery meet end of year targets in Y3/4 Actual:	-pupil progress meetings termly (Y3/4)	38% of PP Y3 children on track for reading, 58% of PP Y4 children on track for reading.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	

Bug Club reading resource subscription	£560	To engage children in reading with an online platform that can be set and monitored by teachers.	+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Expected: The number of children reading at home is increased. Reading attainment and progress improves. Actual:	-Pupil voice questionnaire 'reading for pleasure' analyses how many children are using the programme	KS1 – 86% of children agreed or strongly agreed with 'I enjoy reading.' KS2 – 76% of children agreed or strongly agreed 'I like to read at home in my own time.'	91% of children have accessed BugClub to enhance their remote learning offer.	
RWI spelling intervention resources	£1,000	To ensure a consistent framework for spelling is taught in every year group.	Writing assessments Y2/6 – spelling objectives must be met to achieve EXS – how do we prepare children for this?	Expected: Children's spelling scores increase (SPAG Y2/Y6) Actual:	-half termly spelling progress tests	37% children scored EXS on SPaG test – to be repeated in Spring Term. 16% of Y2 children were at EXS.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed on return to school.	
Times Table Rock Stars	£100	To ensure a consistent framework for teaching times tables is taught in every year group. PPG children who are falling behind are taught in small groups.	STA Times tables check administration 2021 – giving all of our children fair chance to achieve	Expected: Children are equipped for the 2021 times table test in Y4. Children know times tables up to 12 x 12 by the end of Y4. Actual:	-Weekly times table rock stars tests. - Termly pupil progress meetings	Mock Multiplication test showed 62% already confidently passing the check. This will be repeated in Spring Term.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed on return to school.	
MyMaths	£350	To provide a platform for mathematical intervention when gaps are identified. Children have access from home.	+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Expected: PP children are achieving end of year targets. Actual:	- My Maths assessments - Termly pupil progress meetings	Engagement of PP children is at 81% over Autumn Term.	Engagement of PP children is at 92% over Spring Term school closures.	
2 Day learning mentor across KS2	£9627	To provide targeted academic intervention to Y3 and 4 children who need to make accelerated progress to 'catch up'.	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Expected: PP children in Year 3 and 4 are achieving end of year targets. Actual:	- Termly pupil progress meetings - pupil voice	Not applicable this term due to restricted movement within bubbles.	COVID 19 School Closures has limited the impact of this over Spring Term – to be	

							reviewed in Summer	
Tier 3: Wider Strategies								
<p>Trip subsidy (estimation)</p> <p>This is to be reviewed throughout academic year due to Covid-19</p>	£4,000	To ensure that all children in school have access to enrichment opportunities to enhance the curriculum and their learning.	<p>Quotes from PP children on trips:</p> <p>"I like going places we have learnt about with my class."</p> <p>"Towers showed be I can push myself to try new things."</p> <p>"Trips help me to understand what I have learnt about."</p>	<p>Expected: All children have accessed curriculum enrichment – this may not be physical trips due to COVID19.</p> <p>Actual:</p>	-Termly trip attendance registers for each class.	Not applicable this term due to restrictions in place	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
<p>Spending on experience weeks in school e.g. Health Week/Arts Week</p>	£1,000	To ensure that all children in school have access to enrichment opportunities to enhance the curriculum and their learning.	Children are given opportunities to develop confidence in Health and Art weeks.	<p>Expected: All children experience 'Experience Weeks' in school.</p> <p>Actual:</p>	-Pupil voice	All children received a copy of 'The boy, the mole, the fox and the horse' to supplement wider learning experiences through assemblies and PSHE lessons	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
<p>Y2/ Y6 residential (estimation until final numbers are confirmed)</p> <p>This is to be reviewed throughout academic year due to Covid-19</p>	£0 – to resume once government guidance is updated.	To ensure that all children in Y2/Y6 have the opportunity to participate in adventurous and outdoor activities not available within the school setting.	+4 EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	<p>Expected: All children have experienced a residential trip by the time they leave primary school (either Y2 or Y6)</p> <p>Actual:</p>	<p>-Meetings held with Y2/6 parents</p> <p>-SW to keep check of how many children are signing up for residential trips.</p> <p>-Final attendance registers taken</p>	Not applicable this term due to restrictions in place	Not applicable this term due to restrictions in place	

Remote Learning accessibility	£1000 – to be amended through academic year to meet needs of circumstances.	To ensure that all children who need access to remote learning due to bubble closures or medical reasons have sufficient resources to do so.	Evidence from school closures showed children struggling to access technology due to lack of resources/availability of these resources.	Expected: All children have access to resources for remote learning when needed. Actual:	- Check in phone calls with parents - Parent Voice -Pupil Voice	120 children were affected by a bubble closure over Autumn Term – Reception, Year 1 and Year 2. All children were offered remote learning whilst not able to attend.	91% of children engaged with online learning 27 devices were lent to PP children to support with this. The remaining 9% of children used hand delivered work packs and feedback phone calls.
Curriculum Maps to promote parental engagement	£0	To engage parents with the curriculum their child is exploring and give context to learning.	+3 EEF: The association between parental involvement and a child's academic success is well-established.	Expected: Parent Voice shows high number parents agree or strongly agree to statement: 'I know what my child is learning about at school' Actual:	- Parent Voice	Autumn Curriculum maps uploaded to website and shared with parents.	Spring Curriculum maps uploaded to website and shared with parents.
Music School – wider opportunities and brass tuition	£4900	To ensure that all children in school have access to enrichment opportunities to enhance the curriculum and their learning.	Quotes from PP Brass Players on its value in our curriculum: "Brass is a chance to be good at something else that isn't just in the classroom. It is a good opportunity to show a skill to parents." "It is fun and I am proud of how much better I am now!"	Expected: All children at Spring Vale learn to play a musical instrument through Wider Opportunities Actual:	-Attendance registers for children playing musical instruments	All children in Y4 experienced wider opportunities within school. 11 children from Years 5 and 6 have continued with weekly brass lessons. This includes 6 PP children.	On school reopening, All children in Y4 experienced wider opportunities within school. 11 children from Years 5 and 6 have continued with weekly brass lessons. This includes 6 PP children.
Breakfast club provision for	£450	To ensure that our most vulnerable children are	The National School Breakfast Programme:	Expected: Attendance	-Attendance for PPG children who	3 children who are under a social care	COVID 19 School Closures has

<p>children under social care plans</p>		<p>more likely to attend school, have access to breakfast and a calm/social start to the day.</p>	<p>Research has shown a direct link between the breakfast habits of children and their educational attainment, with children in primary schools where breakfast is provided achieving on average up to two months' additional academic progress over the course of a year.</p>	<p>figures for children on Social care plans increase from 2019/20 figures. Persistent absence is in-line with national. <i>Actual:</i></p>	<p>are on social care plans monitored</p>	<p>plan have attended breakfast club daily over Autumn Term.</p>	<p>limited the impact of this over Spring Term – to be reviewed in Summer.</p>	
<p>Extra lunchtime learning and play leaders x 2</p>	<p>£3,500</p>	<p>To extend learning throughout the day and reduce the number of behaviour incidents at lunchtime to minimise time out of class during the afternoon.</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.</p>	<p><i>Expected:</i> Afternoon learning is maximised and number of behaviour incidents at lunchtime is reduced compared to 2019/20. <i>Actual:</i></p>	<p>-Half termly behaviour analysis. Less cards given at lunch time.</p>	<p>15 cards given across school at lunchtime across Autumn term. This shows a decrease from 22 given across Autumn term in 2019.</p>	<p>COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.</p>	

BAMS worker to carry out social/emotional work with targeted children (JW)	£8,350	To ensure that emotional and social barriers to learning are removed and children are equipped with strategies to cope in stressful situations	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 'four months' additional progress on attainment.	Expected: Number of behaviour incidents for targeted children decrease compared to 2019/20 Actual:	-Half termly behaviour analysis	3 children out of 13 who work with JW received a card this term (6 cards in total)	No children who work with JW have received a card through Key Worker Provision. Children who are identified as vulnerable have continued their work with Jade.	
Good to be Green behaviour tracking	£0	To ensure that behavioural barriers to learning can be identified and removed and children are equipped with strategies to cope in stressful situations	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 'four months' additional progress on attainment.	Expected: Number of behaviour incidents for targeted children decrease compared to 2019/20 Actual:	-Half termly behaviour analysis	22 cards given across Autumn Term as compared to 37 over Autumn Term 2019.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
Attendance weekly assemblies and certificates This is to be reviewed throughout academic year due to Covid-19	£0	To ensure that PPG children are not persistently absent	Children need to be in school to access the curriculum and make expected progress	Expected: Number of PPG children who are persistently absent decreases from academic year 19/20 Actual:	-Half termly attendance tracking – attendance logs of children falling below 92%	Not applicable this term.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	
2 staff trained as 'Mental Health First Aiders'	£4,90	To enhance social and emotional intervention across school	Children have missed a significant part school and routines have changed significantly – COVID19.	Expected: All PPG children have access to social and emotional intervention where necessary. Actual:		Not applicable this term.	COVID 19 School Closures has limited the impact of this over Spring Term – to be reviewed in Summer.	

Total Expenditure	£14,2,812
-------------------	-----------

EYPP:

The Early Years Pupil Premium was introduced in April 2015. Children who are eligible receive an allocation of funding of an extra £0.53p per hour. The main barriers to learning for this cohort of children were the lack of range of prior experiences, and interactions, poor emotional/self-regulation. We used the Pupil Premium to support our vision to provide a communication rich environment, high quality and effective nursery education to ensure the best outcomes for our children as improved skills of adults = improved quality of interactions = improved outcomes for children. Funding therefore, was spent as outlined below:

Estimated number of children entitled to EYPP: 12 (to be confirmed September 2020) – Priority Spend Highlighted. EYPP Allocation: £3,720.60

Category and Summary of Spending and actions to be undertaken:				
Strategy	Cost	Autumn Monitoring	Spring Monitoring	Summer Monitoring
Staff Training – Language Development	£500	Completed by NQT	NQT attended LA training	
Bilingual reading books to be used in school and at home – Parental involvement in language rich environment	£500	To complete in Spring	Completed	
Updated resources for role play area	£300	Completed	Completed	
Identify SEND needs early on and seek appropriate support	£1500	Completed by SENDCo and NQT	Completed by SENDCo and NQT	
Provide home learning packs for children to take home and keep e.g. number cards, letter cards, familiar books, paper and pens.	£500	Completed	Completed	
Nursery specific PE and games equipment.	£500	Completed	Completed	
Tracking progress of individual children with AHT.	£0	Completed	Completed	
Total Spend	£3,800			

Impact of Pupil Premium Spend 2018-19 – No Academic Data 2019/20 due to COVID School Closures

Previous performance of Disadvantaged Pupils 2018-19 End of Key stage 1 data 2019:		
	Pupils Eligible for PPG	Pupils not eligible for PPG
Number of Pupils:	9	21
% meeting the Expected Standard in READING	77%	88%
% meeting the Expected Standard in WRITING	77%	80%
% meeting the Expected Standard in MATHS	88%	80%

Previous performance of Disadvantaged Pupils 2018-19 End of Key stage 2 data 2019:		
	Pupils Eligible for PPG	Pupils not eligible for PPG
Number of Pupils:	16	14
% meeting the Expected Standard in READING	93%	100%
% meeting the Expected Standard in WRITING	100%	92%
% meeting the Expected Standard in MATHS	93%	100%
% meeting the Expected Standard in R,W,M	87%	92%

Pupil Premium in year data – progress of children from 2018-2019 (showing impact of PPG spending in 2018-19)			
Reading			
	Year Group	% PPG at expected standard in 2018	% PPG at expected standard in 2019
	Year 1	67%*	37%**
	Year 3	83%	60%
	Year 4	100%	45%
	Year 5	60%	90%
Writing			
	Year 1	44%*	50%**
	Year 3	72%	20%
	Year 4	82%	63%
	Year 5	59%	72%
Maths			
	Year 1	45%*	37%**
	Year 3	72%	50%
	Year 4	91%	54%

Sensitivity: NOT PROTECTIVELY MARKED

Year 5	88%	90%
--------	-----	-----

*Year 1 cohort 2018 had one child who is under a legal order for persistent absence and one child who had a heart transplant so was in hospital for half of the year.

** Year 1 cohort 2019 50% of PP children are on the SEN register.