

# PUPIL PREMIUM STRATEGY



2019-2020

## Definition

Pupil Premium funding is an allocation of funds paid directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

## School allocation of funds

Our school has a higher than average eligibility for Pupil Premium (36% against the 2018 National Average of 23%). Importantly, however, this group has grown in size across the last 4 years, as in 2016/17 only 21% of the school were eligible for the additional funds.

2019-2020	Pupil Premium Designation					TOTAL PUPILS
	Current FSM	Ever 6	LAC	Adopted	Forces	
Number of pupils	84	6	6	3	3	102
% of PP Allocation	82.36%	5.88%	5.88%	2.94%	2.94%	
Funding breakdown	£110,880	£7,920	£10,200	£6,900	£900	36%
	<b>TOTAL FUNDING ACADEMIC YEAR = £136,800</b>					

## Outcomes

Key Performance Indicator 2018-2019	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	<b>29%</b>	<b>71%</b>
% making expected progress in reading (as measured in the school)	<b>57%</b>	<b>78%</b>
% making expected progress in writing (as measured in the school)	<b>50%</b>	<b>83%</b>
% making expected progress in mathematics (as measured in the school)	<b>43%</b>	<b>83%</b>

## Main Barriers to Educational Achievement

Across our school, the typical internal barriers to educational achievement for children entitled to the funds could be seen as:

- A. **Early Language Acquisition:** Children's starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills. Children's low levels of oracy impact negatively on achievement in the specific areas of learning in Reading and Writing.
- B. **Basic skills:** Disadvantaged pupils do not sufficiently secure basic skills in reading, writing and mathematics and therefore a high proportion have historically failed to achieve the expected standard at the end of Key Stage 1 and Key Stage 2. They are therefore not well enough prepared for their next phase of education.
- C. **Social and Emotional Resilience:** Some disadvantaged pupils lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers.
- D. **Behaviour:** Some disadvantaged pupils become disengaged with the learning process which has historically led to poor behaviour including behaviour that has warranted fixed term exclusions. Parents are at times not well-equipped to support the school in the effective establishment of boundaries/expectations nor the re-integration process designed to improve behaviour following a period of exclusion.

Across our school, the typical external barriers to educational achievement for children entitled to the funds could be seen as:

- E. **Attendance:** Pupils who are dis-advantaged do not attend school as regularly as their non-disadvantaged peers. Disadvantaged pupils are often from families where there are multiple siblings and families may not have the internal capacity to maintain routines which support good attendance.
- F. **Extended opportunities:** Many families cope well with the day to day care of their children but may struggle to pay for the 'additions' to the curriculum, such as school trips, residential visits and experiences. Some disadvantaged children have few opportunities to learn outside of the school/classroom environment.

Desired outcomes		
A. Early Language Acquisition	<b>Outcome</b>	<b>Baseline Data</b>
	<b>To increase the proportion of disadvantaged pupils achieving a Good Level of Development in Communication and Language in Reception from a low starting point</b>	EYFS 2019 outcomes indicate that 44% of disadvantaged children achieved a GLD in in Communication and Language compared to 73% of all children and 79% of other children within this cohort.
	<b>Success Criteria</b>	
	<ul style="list-style-type: none"> <li>• In 2020, the percentage of EYFS disadvantaged pupils achieving a GLD in Communication and language will increase to 60%</li> <li>• In 2020 the percentage in school achievement gap between disadvantaged children and all children in Communication and Language will have reduced by 25% (+/- 4%).</li> </ul>	
B. Basic Skills	<b>Outcome</b>	<b>Baseline Data</b>
	<b>To increase the proportion of disadvantaged pupils attaining the expected standard in reading, writing and maths in KS1 and KS2 by improving the quality of curriculum implementation.</b>	KS1 outcomes 2019 indicate that 65% of all pupils achieved the expected standard in RWM in comparison to 50% of disadvantaged pupils for the same measure. KS2 outcomes 2019 indicate that 60% of all pupils achieved the expected standard in RWM in comparison to 29% of disadvantaged pupils for the same measure.

	<b>Success Criteria</b>	
	<ul style="list-style-type: none"> <li>The implementation of the curriculum will be consistently strong and targeted CPD will eradicate weak teaching, resulting in improved achievement</li> <li>Accurate tracking will identify pupils requiring intervention and any interventions will have a notable impact upon accelerating progress</li> <li>In KS1 the achievement gap between disadvantaged pupils attaining the expected standard in RWM and all pupils will narrow resulting in a variation of no more than 10% (13% variation nationally in 2019 and 15% school variation in 2019)</li> <li>In KS2 the achievement gap between disadvantaged pupils attaining the expected standard in RWM and all pupils will narrow, resulting in a variation of no more than 15% (14% variation nationally in 2019 and 31% school variation in 2019).</li> </ul>	
C. Social and Emotional Resilience	<b>Outcome</b>	<b>Baseline Data</b>
	<b>To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem-solving activities.</b>	Pupil questionnaire analysis (July 2019) indicate that 64% of disadvantaged pupils do not know how well they are doing at school. Senior Leader lesson visit records (October 2019) indicate that pupils are often over-reliant on teacher direction and need to develop the confidence to move on to more demanding application tasks once they have mastered a skill.
	<b>Success Criteria</b>	<b>Monitoring</b>
	<ul style="list-style-type: none"> <li>Lesson visits will demonstrate pupils' independence in learning and resilience whereby they can draw upon effective problem-solving strategies, working collaboratively with their peers, reducing adult reliance.</li> <li>Pupils will have access to subject toolkit (including concrete resources) to support their independence.</li> <li>Pupils will speak positively about themselves and the progress they are making.</li> </ul>	
D. Behaviour	<b>Outcome</b>	<b>Baseline Data</b>
	<b>To ensure that through the rigorous and consistent application of the school's behaviour policy, disadvantaged pupils demonstrate positive conduct and attitudes, a commitment to learning and a pride in achievements.</b>	In 2018-2019 there were a total of 117.5 days of fixed term exclusions, involving 9 KS2 pupils. Of the 9 pupils issued with fixed term exclusions, 6 were disadvantaged pupils.
	<b>Success Criteria</b>	
	<ul style="list-style-type: none"> <li>The number of fixed term exclusions of disadvantaged pupils will be reduced and not higher than for all pupils</li> <li>The number of disadvantaged pupils being tracked on the weekly behaviour monitoring on more than 3 occasions will be no more than the number for all pupils in that cohort.</li> </ul>	
E. Attendance	<b>Outcome</b>	<b>Baseline Data</b>
	<b>To reduce the persistent absence of disadvantaged pupils compared to their non-disadvantaged peers.</b>	The overall attendance of disadvantaged pupils in 2018-2019 was 94.65% compared to 96.1% for all pupils. Persistent absence of disadvantaged pupils was 8.75% in 2018-2019 compared to 7.5% for all pupils and 3.61% for non-disadvantaged.
	<b>Success Criteria</b>	
	<ul style="list-style-type: none"> <li>There will be no more than a 2% variation between the persistent absence of disadvantaged pupils and their non-disadvantaged peers.</li> <li>Case studies of specific disadvantaged families will show an increase overall attendance as a result of early intervention.</li> </ul>	

<b>F. Extended Opportunities</b>	<b>Outcome</b>	<b>Baseline Data</b>
	<b>To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, homework support, sporting and musical opportunities and educational visits.</b>	In 2018-2019 all disadvantaged pupils were partially funded to participate in residential activities in Upper Key Stage 2 with a 67% uptake. Pupils in other year groups were partially funded to participate in educational visits off site with 100% uptake.
	<b>Success Criteria</b>	
	<ul style="list-style-type: none"> <li>• All children entitled to pupil premium will be able to describe their involvement in wider school opportunities, including outdoor learning.</li> <li>• Equality surveys will demonstrate that disadvantaged pupils are proportionately represented in groups and activities.</li> <li>• By July 2020, parents will have access to tutorials which model teaching methods and exemplify curriculum content. Parental questionnaires will indicate that parents feel more skilled in supporting learning at home having accessed the training resources.</li> </ul>	

A. Early Language Acquisition	Planned Expenditure
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**To increase the proportion of disadvantaged pupils achieving a Good Level of Development in Communication and Language in Reception from a low starting point**

Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
Maintain a Communication and Language rich environment both indoors and outdoors. Ensure there are opportunities to learn, recite and apply new language for all children. Upskill adult expertise in promoting a layered language (RWI) approach to discussions and interactions with pupils. Provide targeted CDP to develop this. <b>(SIP 5.2)</b>	Timetable teacher intervention with small groups using Talk resources. Create home/school resource packs to practise language skills. Offer family learning opportunities to upskill parents in the use of promoting language through play and traditional games. Provide parents with high quality resources for use in their home setting having participated in workshops designed to reinforce their learning opportunities and typical stage of development for 22-36 months.	Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and language concepts, is highly beneficial for disadvantaged children. <b>(The Pupil Premium Making it work in your school – Oxford School Improvement 2015)</b>
Early Years Reading Resources to enhance themes of learning= <b>£2,500</b> Early Years SLA 11 hours = <b>£1,310</b> Book bag books and language activities (Oxford) = <b>£1,669</b>	Blast 1 (S& L Programme)= <b>£215</b> , Blast 2= <b>£215</b> Blast Training = <b>£250</b> Additional Teaching Assistant allocation (0.5 FTE) = <b>£16,304</b> Family learning resources= <b>£3,400</b>	SLT Learning Walks SLT Lesson Visits EDP monitoring IEB sub committee monitoring  <b>Total = £25,863 (18.91% of PP Budget)</b>

**Disadvantaged pupils accessing targeted intervention**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils
8	2						10

**Evaluation Point 1**

<p>Pupils are accessing Blast 3x per week small group to target needs in speaking and listening. The impact of this is:</p> <ul style="list-style-type: none"> <li>- Blast questionnaires show an increased scaled score for 8/10 children which indicates their progress in aspects of listening and attention such as their ability to contribute, follow instructions, sequence 3 actions correctly. (The 2 pupils who did not increase their scaled score both have SEND and been referred for EHCP assessment).</li> <li>- EY Profile of pupils demonstrate progress in listening and attention and personal, social skills.</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• <b>To provide parents with follow up Speaking and Listening activities to further accelerate progress</b></li> </ul>
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**Evaluation Point 2**

<ul style="list-style-type: none"> <li>• <i>To be completed March 2020</i></li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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**Evaluation Point 3**

<ul style="list-style-type: none"> <li>• <i>To be completed July 2020</i></li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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B. Basic Skills	Planned Expenditure
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**To increase the proportion of disadvantaged pupils attaining the expected standard in reading, writing and maths in KS1 and KS2 by improving the quality of curriculum implementation.**

Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
<p>See SIP 1.2 for key actions which focus upon leaders improving teachers’:</p> <ul style="list-style-type: none"> <li>-Subject knowledge</li> <li>-Ability to plan sequentially</li> <li>-Use of assessment within lessons</li> <li>-Feedback and marking</li> </ul> <p>Utilise a proportion of Phase Leader support time to addressing specific needs of disadvantaged pupils.</p> <p>Secondment of an effective practitioner Sept19-Aug20 to maintain small single age class sizes to support rapid improvements in the QofE.</p>	<p>Provide Teaching Assistants with quality training in the delivery of specific intervention programmes, allocating intervention areas to maximise staff strengths.</p> <p>Create intervention programmes matched to individual needs. Create a timetable of interventions specifically linked to outcome analysis, including the delivery of SEND personalised programmes (for those disadvantaged with SEND). Ensure the work of TAs is communicated with teachers and the impact of interventions is monitored.</p>	<p>Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils.</p> <p><b>(Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)</b></p> <hr/> <p>Overview of planning/lesson visits/book scrutiny/ learning walks Peer/phase reviews IEB members monitoring LA monitoring Analysis of progress and attainment data</p>
<p>30% of phase leader release time to plan and support their colleagues.</p> <p>£90 x3 = £270 per week £270 x 14 = £3780 per term Total £7560 30% = <b>£2,268</b> Seconded staff member= <b>£31,139</b></p>	<p><b>£2,000</b> allocated to CPD for TAs 5 hours per week TA intervention=<b>£3,130</b> per annum NfER assessment materials: <b>£517</b> Educational Psychology Service proportionate time (COL credits) SEN SLA proportionate time = <b>£350</b></p>	<p><b>Total = £39,404 (28.8% of PP Budget)</b></p>

**Disadvantaged pupils accessing targeted intervention**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils
		6	5	7	6	5	29

**Evaluation Point 1**

<p>Monitoring records indicate that targeted interventions in Maths basic skills have focussed specifically on arithmetic to ensure that pupils are numerate in all 4 operations. The impact of this is:</p> <ul style="list-style-type: none"> <li>- All pupils accessing intervention have improved their arithmetic scores by between 4 and 7 marks.</li> <li>- TA subject knowledge of standard written methods has improved as evidenced by the consistency and progression of approach used in calculation strategies which is now in line with Maths calculation policy.</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• <b>To provide TA training to successfully implement interventions in GPS.</b></li> </ul>
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**Evaluation Point 2**

<ul style="list-style-type: none"> <li>• <i>To be completed March 2020</i></li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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**Evaluation Point 3**

<ul style="list-style-type: none"> <li>• <i>To be completed July 2020</i></li> </ul>	<p><b>Next Steps</b></p>
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<b>C. Social and Emotional Resilience</b>	<b>Planned Expenditure</b>
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**To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem-solving activities.**

Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
<p><b>See SIP 3.1</b> for key actions which focus upon leaders improving pupils' self-confidence through providing:</p> <ul style="list-style-type: none"> <li>- meaningful engagement</li> <li>- leadership opportunities</li> </ul> <p><b>See SIP 1.3</b> for key actions which focus upon leaders improving pupils' resilience through:</p> <ul style="list-style-type: none"> <li>- peer and self-assessment</li> <li>- implementing problem solving toolkits</li> </ul>	<p>Provide small group interventions where pupils can learn coping and resilience strategies.</p> <p>Access to other professional services where tangible links to raising attainment can be established e.g. additional Ed. Psych hours to assist with provision/Counselling services</p> <p>Train specific staff in Counselling qualification to be allocated personnel for pastoral support.</p> <p>Provide lunch time interventions for social and emotional resilience</p>	<p>Research into pupil resilience demonstrate that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills...</p> <p><b>(Aiming high for children, HM Treasury and DfES, 2007)</b></p> <hr/> <p>SLT Learning Walks SLT Lesson Visits Discussions with pupils LA monitoring IEB sub-committee monitoring</p>
<p>Mathematical concrete resources = <b>£3,450</b> Children's Leadership Council improvement budget= <b>£1,000</b></p>	<p>Counselling TA designated time 2.5 hours per week= <b>£1,565</b> per annum Resource allocation for Good to be me interventions (including Gardening club)= <b>£1,300</b> Social skills intervention (lunchtimes)= <b>£8,400</b></p>	<p><b>Total=£15,715</b> <b>(11.49% of PP Budget)</b></p>

<b>Disadvantaged pupils accessing targeted intervention</b>							
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils
2	2	2	3	1	3	3	16

<b>Evaluation Point 1</b>	
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A range of small group interventions are taking place to support target pupils in developing their self-coping and resilience strategies. These include: Lego Therapy, 'Talk about' and small group play therapy. 1 to 1 Counselling sessions are supporting pupils with more complex self esteem issues. This impact of this is:

- children are demonstrating an increased willingness to participate in whole class and groups as evidenced by observations and feedback from teaching staff
- Talk about records indicate that pupil's feel less anxious and happier to offer ideas.

<b>Next Steps</b>
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- **To encourage pupils to participate fully in school life eg encourage attendance at a club/leadership role**

<b>Evaluation Point 2</b>	
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- *To be completed March 2020*

<b>Next Steps</b>
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Evaluation Point 3	
<ul style="list-style-type: none"> <li>To be completed July 2020</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li></li> </ul>

D. Behaviour	Planned Expenditure
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To ensure that through the rigorous and consistent application of the school's behaviour policy, disadvantaged pupils demonstrate positive conduct and attitudes, a commitment to learning and a pride in achievements.

Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
<p><b>See SIP 2.1</b> for key actions which focus upon leaders improving pupils' behaviour and attitudes through:</p> <ul style="list-style-type: none"> <li>-reviewing rewards/ motivational strategies</li> <li>-consistent application of sanctions in line with policy guidelines</li> </ul> <p>Use the coaching role of Phase leaders (Link to 1.2) to model/coach strategies to fully engage learners in delivery, including peer and self-assessment which will increase pace of delivery and reduce low level disruption. Create a toolkit of strategies to increase participation, linked to Speaking and Listening strategy.</p>	<p>Promote a team approach to supporting disadvantaged pupils with specific behavioural difficulties. Seek external partnerships to ensure that families benefit from the full range of help available. Use Thrive assessment materials to assess need/plan for personalised approaches. Ensure all pupils with specific needs have robust risk assessments and all staff are clear about strategies/ timetables/approaches.</p> <p>Develop a planned approach for pupils having experienced a fixed term exclusion which includes strategies to support successful re-integration, thus reducing the number of repeated fixed terms. Ensure all relevant staff have appropriate Team Teach training and therefore utilise effective de-escalation skills and in extreme instances physical intervention strategies which maintain safety and dignity.</p>	<p>Impulse control can be one of the most significant factors in predicting academic success. Students with poor impulse control have more difficulty motivating themselves to study, do homework and listen in class. This can decrease their ability to excel academically, even when they perform well on IQ and achievement tests.</p> <p><b>Wang and Aamodt (2018)</b> emphasize that rule-setting can play a critical role in helping children develop impulse control.</p>
<p>CPD de-escalation = <b>£1,300</b></p>	<p>Behaviour Support SLA= <b>£3,000</b>            Team Teach (3 staff) = <b>£3,700</b>            Crisis response SLA = <b>£2,684</b>            TA Pastoral Lead = <b>£12,701</b>            (proportionate time allocation)</p>	<p>Behaviour Monitoring Logs            Weekly behaviour analysis            Lesson visits            Learning walks            Playtime observations</p> <p style="text-align: center;"><b>Total= £23,385</b> <b>(16.36% of PP Budget)</b></p>

**Disadvantaged pupils accessing targeted intervention**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils
2	2	1	2	2	5	4	18

**Evaluation Point 1**

<p>A designated Teaching Assistant is providing daily small group behaviour interventions, as Pastoral Lead which is tailored to individual needs. Training for this was provided by an external coach. Behaviour Intervention Team workers provide weekly interventions focussing on improving self-regulation of behavioural responses. The impact of this is:</p> <ul style="list-style-type: none"> <li>- 12/18 pupils have demonstrated a reduction in extreme behaviour incidents (evidenced in Behaviour trackers)</li> <li>- The number of fixed term exclusions have been reduced from 42 days (7 pupils) in Autumn Term 2018 to 1 day (1 pupil) in Autumn Term 2019</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li><b>To further improve the consistency of strategies used to de-escalate and engage pupils in all classrooms</b></li> </ul>
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Evaluation Point 2	
<ul style="list-style-type: none"> <li>To be completed March 2020</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li></li> </ul>
Evaluation Point 3	
<ul style="list-style-type: none"> <li>To be completed July 2020</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li></li> </ul>

E. Attendance		Planned Expenditure
<b>To reduce the persistent absence of disadvantaged pupils.</b>		
Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
<p><b>See SIP 4.3</b> for key actions which focus upon leaders improving attendance through:</p> <ul style="list-style-type: none"> <li>-rewards and incentives</li> <li>-education about importance of attendance for academic success</li> <li>-non-authorisation of holiday requests in term time.</li> <li>-Ensure families know about the incentive program, why school attendance matters and understand school policies through parent workshops</li> </ul>	<p>Utilise school Attendance Officer to monitor attendance and punctuality (against group Dis/non, gender) and identify pupils causing concern on a half termly basis at overall absence above National of 3.9%.</p> <p>Provide parents with clarity surrounding persistent absence and formalise action warnings and parent consultation meetings to offer support.</p> <p>Ensure all administration staff adhere to school policy regarding the authorisation of absence through the sight of medical evidence with families causing concern.</p> <p>Provide and signpost to Early Help utilising skills of Pastoral Lead.</p>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>-The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>-Pupils with <b>no absence</b> are 1.3 times more likely to achieve the expected standard, and 3.1 times more likely to achieve the higher score, than pupils that missed 10-15% of all session</li> </ul> <p>Attendance Monitoring Logs Attendance Records Case study families Attendance officer Action Chronology</p>
Attendance Initiative Budget= <b>£1,000</b>	Attendance Officer ½ day per week= <b>£2,111 per annum</b> TA Pastoral Lead = <b>£12,701</b> (proportionate time allocation)	<b>Total= £15,812</b> <b>(11.56% of PP Budget)</b>

#### Disadvantaged pupils accessing targeted intervention

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils
1	1	1	2		1	2	8

#### Evaluation Point 1

The school Attendance Officer rigorously monitors attendance of target pupils and has identified pupils causing concern. Family attendance plans have been established including home visits and referrals to external agencies for additional support. The impact of this is:

- Targeted families are receiving specific family support to improve home structures and routines which are a prerequisite for children to maintain regular attendance.

#### Next Steps

To further consider strategies aimed at improving attendance through:

- rewards and incentives

#### Evaluation Point 2

<ul style="list-style-type: none"> <li>To be completed March 2020</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>Evaluation Point 3</b>	
<ul style="list-style-type: none"> <li>To be completed July 2020</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li></li> </ul>

<b>F. Extended Opportunities</b>	<b>Planned Expenditure</b>
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**To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, homework support, sporting and musical opportunities and educational visits.**

Targeted Intervention	Evidence and Monitoring
<p>Provide Breakfast to vulnerable families who request it, free of charge. This will provide a healthy start to the day (ensuring children receive at least 2 of the three daily meals at school). Furthermore, it will improve punctuality and ensure pupils are ready to learn.</p> <p>Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences. These include:</p> <ul style="list-style-type: none"> <li>- Music tuition</li> <li>- Residential visits</li> <li>- Other educational visits</li> <li>- School Uniform</li> </ul> <p>Provide family learning opportunities which will include easy to access tutorials to enable parents to support homework. Review homework policy to ensure its focus on basic skills.</p>	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.</p> <p><b>(Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)</b></p>
<p>Breakfast yearly cost per child £390 X10 places available = <b>£3,900</b>            After school club yearly cost per child £195 X10 places available = <b>£1,950</b>            Music Tuition 5 places = <b>£1,205</b>            Year 6 residential subsidy (20 pupils) £105x20= <b>£2,100</b>            Year 5 residential subsidy (17 pupils) £100x17 = <b>£1,700</b>            Allocation to educational visits = <b>£3,000</b>            Targeted basic skills homework resources = <b>£1,225</b>            School uniform allocation @£80 per child (10 pupils) = <b>£800</b></p>	<p>Equality of Opportunity records/analysis            Discussions with pupils            LA monitoring            IEB monitoring</p>
	<p><b>Total= £15,880</b>  <b>(11.61% of PP Budget)</b></p>

**Disadvantaged pupils accessing targeted intervention**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils
	14	16	2	13	16	21	94

**Evaluation Point 1**

<p>Monitoring records indicate that all targeted children entitled to pupil premium have accessed wider school experiences over the Autumn Term. This includes attendance at Breakfast club and specialist coaching after school and funded access to Durham Music Service. The impact of this is:</p>	<b>Next Steps</b> <ul style="list-style-type: none"> <li>To involve pupils in creating a menu of extra-curricular activities that match their interests</li> </ul>
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<p>-Pupils can discuss wider school experiences and describe them as memorable, fun and give opportunities for collaboration with pupils who they may not ordinarily be in friendship groups with.</p>	
<p><b>Evaluation Point 2</b></p>	
<ul style="list-style-type: none"> <li>• <i>To be completed March 2020</i></li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Evaluation Point 3</b></p>	
<ul style="list-style-type: none"> <li>• <i>To be completed July 2020</i></li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Total Expenditure= £136,059\***

\* £741 unallocated which can be distributed across the budgeted areas if required or allocated to additional activities and foci for any specific resources / changing priorities across the year 2019/20.