

Newbridge Junior School

Pupil Premium Strategy Document

2020-21

Pupil premium strategy / self-evaluation Newbridge Junior School

1. Summary information					
School	Newbridge Junior School				
Academic Year	2020/2021	Total PP budget £323,140	FSM/Ever 6 = 229 LAC = 5 Service = 11 Total = 245	Date of most recent PP Review	October 2020
Total number of pupils	477	Number of pupils eligible for PP 245 (51%)		Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	73% (Predicted 2020)	<i>No SATs (2019 – 78%)</i>
% making expected progress in reading (as measured in the school)	98% (predicted 2020)	96% (In school)
% making expected progress in writing (as measured in the school)	95% (predicted 2020)	94% (In school)
% making expected progress in mathematics (as measured in the school)	98% (predicted 2020)	96% (In school)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour issues for a small group of pupils (mainly PP children) are having a detrimental effect on their academic progress
B.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This also impacts their ability to write. These children may not have had any opportunities during Lockdown to read or write.
C.	During lockdown, many disadvantaged children have not been into school at all and not engaged with distance learning – this could see a negative impact on their learning
D.	Disadvantaged children lack the experiences which can help them with their learning in school and contribute to their cultural capital

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
E.	Newbridge is located in a low socio-economic area where unemployment is high.	
F.	Although improving, attendance rates for disadvantaged children is below the national average	
G.	The vast majority of parents of disadvantaged children do not value education and this impacts the children's desire to engage in their learning both at school and at home	
4. Intended outcomes (specific outcomes and how they will be measured)		
	Success criteria	
A.	<p>To ensure a recovery curriculum is in place, which supports high outcomes for disadvantaged children and will allow them to learn key skills in English and maths, which may have been missed during school closure. This will be measured by comparing the KS2 outcomes for disadvantaged children with not disadvantaged children. Assessments will be used at the beginning of the year to identify gaps – these areas will be taught as needed and then reassessed. In each year group, a disadvantaged child will be tracked against a not disadvantaged child, with similar background and starting points. This will include termly data analysis, discussion in pupil progress reviews, pupil interviews and book looks.</p>	<p>Disadvantaged children will perform in line with other children in their KS2 tests.</p> <p>Skills missed during lockdown will be addressed and children will revisit these often.</p> <p>Disadvantaged children throughout the school will have necessary and appropriate interventions in place to help them cover gaps they have in their learning.</p>
B.	<p>To improve the fluency in reading of disadvantaged children by the end of KS2. (carried over from last year) This will be measured using fluency trackers introduced into each year group and reading speed assessments. KS2 reading results for disadvantaged children will be in line with other children.</p>	<p>Disadvantaged children will make accelerated progress in reading.</p> <p>Improved % difference in reading between disadvantaged and not disadvantaged.</p> <p>Children's reading speed will improve to at least 90 words per minute and they will be able to complete a reading SATs paper.</p>
C.	<p>To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place. (Continued from last year) This will be measured by monitoring behaviour trends of specific children and their attainment in class.</p>	<p>Focused intervention improves pupils' resilience and attitudes to work.</p> <p>Specified children are able to remain in class for longer periods of time / whole lessons.</p> <p>These children are making progress in line with their peers</p>
D.	<p>The attendance of disadvantaged children improves in line with National. This will be measured by comparing assessment data at regular intervals.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to below the levels of 2019-20</p> <p>Attendance is in line with or above National figures</p>

E.	<p>Increase parental engagement with the school through targeted parental events and regular parents feedback, as well as continuing with online engagement.</p> <p>This will be measured by number of parents visiting events, parent feedback and Facebook engagement data.</p>	<p>More parents attend school events.</p> <p>Parents report they are better able to support their child's learning.</p> <p>Parents can access information needed using Facebook, website and Myed.</p>
F.	<p>Continue to improve quality first teaching, including retrieval practice, across the curriculum measured through school's triangulation documentation</p>	<p>Improved outcomes for all children (particularly disadvantaged) across the curriculum</p>
G.	<p>Improve and restore the learning behaviours of children who have not been in school since March.</p> <p>This will be measured through informal monitoring of SLT during feedback sessions with staff.</p>	<p>Children will display the 9 key learning behaviours as identified in our recovery curriculum.</p>

5. Review of expenditure				
Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Targeted groups taught by SLT</p> <p>Continue to improve quality first teaching across the school</p> <p>Increased CPD for teachers/TAs</p> <p>Continued use of thinking skills</p> <p>Specifically targeted teaching, dedicated reflection time and focused feedback</p> <p>TAs employed in the afternoons to deliver targeted interventions, primarily for PP children who are not on track to meet their targets (including the most able)</p> <p>Teachers take booster sessions before and after school, mainly for writing, particularly targeting PP children to help accelerate progress</p> <p>Mentoring</p> <p>Fortnightly progress review meetings with Y6 teachers</p> <p>TAs employed to deliver before school maths pre-teach sessions in all year groups</p> <p>Pixl interventions used to support children (particularly disadvantaged)</p>	<p>To maintain positive outcomes for PP children in reading, writing and maths by the end of KS2.</p>	<p>There were no SATs this year due to Covid-19. Before lockdown, 73% of PP children were on track to achieve EXS in reading, writing and maths combined if all targeted children had achieved a score of 100 or above on the SATs papers. This is an increase from 66% the previous year</p>	<p>Year 6 teacher will be returning from maternity leave in January 2021 and will be working with groups of children to help with recovery of missing skills.</p> <p>Before lockdown, retrieval strategies were being used across the curriculum and this will continue to develop in to next year.</p> <p>Interventions were more focused for TAs and helped narrow gaps.</p> <p>PiXL purchased again for next year for targeted interventions.</p> <p>Pre-teach maths sessions helped children's progress in class and these will continue.</p> <p>Pupil conferencing was successful and this will continue in all groups next year, with HLTA covering</p> <p>Was difficult to get staff buy in with mentoring due mainly to two sites – was hoped that data would help show impact. This is something we may carry on across the school with SLT mentoring year 6.</p> <p>Interventions for TAs still need more focus so new resources will be purchased to help with this.</p>	

<p>Weekly fluency sessions introduced in all year groups Engagement and enjoyment of reading given higher profile Must reads introduced New library to encourage love of reading Shared reading used more often in class All guided reading books linked to topics Reading speed interventions Fluency trackers used in class</p>	<p>To improve the fluency in reading of PP children by the end of KS2.</p>	<p>Higher engagement with reading with more children taking part in the must read quizzes by March Reading speed interventions showed increase in reading and fluency trackers show improvement up to March Pupil interviews and staff reflection showed improved engagement in reading lessons due to new guided reading books New library was used regularly and there was positive feedback from children about this</p>	<p>Continue to prioritise fluency – training could be carried out with TAs to help with this in their interventions Still need phonics training for staff for those children who cannot word read – this will take place next year with Penhale member of staff</p>	
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<p>Employ specialist teachers for PPA cover Continue to improve quality first teaching across the school through increased CPD, specifically targeted teaching, dedicated reflection time and focused feedback Continued use of thinking skills – continued CPD CPD on retrieval Work with John Cavill to look at opportunities for PP children across the curriculum</p>	<p>Continue to improve quality first teaching across the curriculum.</p>	<p>Specialist teachers ensure a broad, balanced curriculum with high quality first teaching.</p> <p>Increased CPD has ensured high quality teaching (95% good teaching, 40% outstanding)</p> <p>There are lots of retrieval strategies being used in class and children are becoming better at recalling prior knowledge – this was seen in the teachers' methods of recall including quizzes and blockbuster</p>	<p>On the SIP – need to identify opportunities across the curriculum to enhance cultural capital – will be working with subject leads to identify these opportunities.</p>	<p>£58,108</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Non-class based behaviour manager</p> <p>Non-class based SENCo to support staff</p> <p>CPD for teaching assistants for behaviour and quality teaching of groups</p> <p>4 non class based ELSAs to work with children in class and complete 1:1 sessions with specific children to impact the learning and emotional barriers for them</p> <p>Loss and bereavement group for specific children</p> <p>Weekly inclusion meetings so needs are identified quickly</p> <p>SLA with the multi-agency behaviour support service to work with pupils who struggle with their behaviour and support school staff</p> <p>Children accessing specialist provision due to behaviour</p> <p>Employing an Educational Psychologist to provide 6 days EP time throughout the year</p> <p>Employing a trained counsellor to work with identified PP children</p> <p>Identified children to access Motiv8</p> <p>Family Safeguarding Lead employed to work with children and families who need support (mainly PP)</p> <p>Training from EdPSuch with all</p>	<p>To improve learning, emotional and behavioural issues of specific pupils.</p> <p>To ensure that children with complex needs are identified early and appropriate support is put in place.</p>	<p>Behaviour manager has a positive impact of behaviour across the school, working with individual children and parents, line managing ELSAs and meeting needs to specified pupils.</p> <p>SENCo has met with staff regularly and been present in lessons, giving teachers a better understanding of how to meet the needs of specific pupils.</p> <p>CPD for TAs for behaviour has seen less children be sent back to class from interventions and an increased confidence in TAs when managing small groups.</p> <p>ELSAs have had a positive impact on the emotional needs of the children they have worked with and children used strategies learnt throughout the year, for example strategies to cope in tests</p> <p>Loss and bereavement group carried out and available to new children throughout the year</p> <p>Children have had access to different specialists, such as EP and counsellor and these children have regularly changed based on their needs. Staff involved in reviews with EP gave them a better understanding of the children and ensured correct support was in place.</p> <p>Staff have a better understanding of specific needs, such as attachment</p>	<p>Behaviour Manager now three days a week at half term – support from attendance officer on behaviour has seen improvements in behaviour at lunchtime with less children being sent in to SLT</p> <p>ELSA work to continue across the school.</p> <p>Counsellor and EP to continue working with the school.</p> <p>Lunchtimes during lockdown involved structured play, using different areas of the playground – this will continue in September as it has seen an improvement in behaviour issues at lunch. Lunchtime will also be shorter to avoid any issues occurring at the end of lunch in the playground.</p>	£248,745

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Termly attendance lessons</p> <p>Rewards for good attendance</p> <p>Engaging topics to further engage children, especially PP children, with an exciting hook and outcome</p> <p>Attendance SLA with PCC to support attendance officer for PP children who are PA</p> <p>Rewards for good attendance given out weekly and half termly.</p> <p>Free breakfast club for PP children who are persistently late to school or rarely have breakfast.</p> <p>Free after school clubs as an incentive to be in school for PP</p>	<p>The attendance of PP children improves</p>	<p>Attendance has been difficult to measure against last year with Lockdown, however the attendance of PP children at this point in the year is the same as the previous year.</p> <p>Before Lockdown, attendance had increased from 96.3 to 96.5%</p> <p>Breakfast club places were taken up by some PP children and was ensuring they were in school more regularly.</p>	<p>Continue with attendance awards and look at more PA PP children who would benefit from breakfast club places.</p>	<p>£11,780</p>

<p>Topic outcomes throughout the year to which parents are invited – these can include showcasing work completed or activities for parents to complete with their child Subsidising school trips to enable parents to be more-able to afford them Distance learning through website Increased use of Facebook during Lockdown Teachers phoning home weekly Lockdown Txt and MyEd app used to share info with parents Teachers reading books and recorded on Youtube for children at home</p>	<p>Increase parental engagement with the school</p>	<p>Around 60% of parents attended topic events at the end of the topics prior to lockdown. We have had positive feedback from parents about the use of Facebook during Lockdown to give assemblies, carry out challenges for staff and set challenges for children. Feedback for the new format of distance learning from 1st June was positive, with parents saying it was clear to follow.</p>	<p>Use of SeeSaw next year as our parental engagement during Lockdown was low compared with schools who use SeeSaw. Continue to use Facebook to communicate with parents as this seems to be the most common method used by our parents.</p>	
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6. Planned expenditure

Academic year

2020/2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Recovery curriculum is in place for September Pixl assessments to be used to highlight gaps Target children to be disadvantaged where possible 	<p>To ensure a recovery curriculum is in place, which supports high outcomes for disadvantaged children and will allow them to learn key skills in English and maths, which may have been missed during school closure.</p>	<p>From training and articles read, it is clear that there is a high need for a recovery curriculum in September.</p> <p>Many children (a large proportion disadvantaged) have not been in school since March and have therefore missed a large part of their education – this could have a detrimental effect on their later lives.</p> <p>EEF Small group tuition +4</p>	<p>Training for staff on recovery curriculum.</p> <p>Monitoring of planning.</p> <p>Use of QLAs which identify gaps.</p>	<p>Head of School, AHT</p>	<p>Termly pupil progress meetings</p> <p>Annual review of PP spend</p> <p>Monitoring of planning for recovery curriculum</p>
<ul style="list-style-type: none"> Use of fluency trackers Use of word reading speed assessment Weekly fluency focus 	<p>To improve the fluency in reading of disadvantaged children by the end of KS2. (carried over from last year)</p>	<p>In 2019, Ten of our children did not reach age expectation because they did not finish the reading paper. If children's fluency is built up then they will be able to read with a better understanding and apply this skill across the curriculum, therefore improving outcomes in all areas. Disadvantaged children often do not have opportunities to read out of school, which affects their fluency.</p> <p>EEF – reading comprehension strategies +8</p> <p>EEF – phonics +4</p>	<p>Pixl fluency resources used which staff will be trained on</p> <p>Monitoring of fluency lessons.</p> <p>PPR – target readers discussed</p>	<p>English lead Reading lead</p>	<p>Termly intervention review</p> <p>Termly pupil progress meetings</p> <p>Learning walks</p> <p>Pupil interviews</p>

<ul style="list-style-type: none"> • Employ specialist teachers for PPA cover • Continue to improve quality first teaching across the school through increased CPD with a focus on progress in tier 2 subjects from last year • Continued CPD on effective retrieval practice • Continued use of thinking skills – continued CPD 	<p>Continue to improve quality first teaching, including retrieval practice, across the curriculum measured through school's triangulation documentation</p>	<p>Certain subjects are taught by specialist teachers, ensuring PPA cover is purposeful and effective</p> <p>High quality training for all staff, focusing on individual subjects and allowing individual children to make relevant progress.</p> <p>Subject teams to meet in termly CPD sessions to ensure expertise is shared.</p> <p>Children who are not currently on track to meet their end of year targets will gain support from targeted quality first teaching.</p> <p>EEF metacognition and self-regulation +7</p>	<p>Dedicated CPD time to work in subject teams.</p> <p>Termly data analysis.</p> <p>Termly pupil progress reviews</p> <p>Teaching and learning monitoring</p>	<p>SLT</p> <p>SMT- year leaders, English and maths leads, SENCo, Thinking lead</p> <p>Subject teams</p>	<p>Termly pupil progress meetings</p> <p>Annual review of PP spend</p> <p>Weekly monitoring</p>
<ul style="list-style-type: none"> • Training on learning behaviour • Learning behaviours made a focus in all subject areas 	<p>Improve and restore the learning behaviours of children who have not been in school since March.</p>	<p>Many children who have not been in school will not have had the chance to use key learning behaviours which will help improve their cultural capital – they will be given the opportunities to use these behaviours which will help them achieve well across the curriculum.</p> <p>EEF – collaborative learning +5</p>	<p>Training for teachers on learning behaviours</p> <p>Regular revisiting of these behaviours</p> <p>Behaviours linked to habits which children are used to using</p>	<p>Head of School</p>	<p>Informal discussion between SLT and teachers in regular staff meetings.</p>

<ul style="list-style-type: none"> • Work with subject leads to identify opportunities for enhancing cultural capital for disadvantaged children • Use of digital strategy 	To enhance cultural capital for disadvantaged children across the curriculum.	<p>49% of our children come from disadvantaged backgrounds. We need to ensure they have the opportunities and experiences, which enhance their cultural capital, allowing them to succeed throughout their lives.</p> <p>EEF – digital technology +4</p>	<p>Regular monitoring of planning</p> <p>Work with subject leads to ensure a good understanding of this</p>	AHT	Termly planning monitoring
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Total budgeted cost £107,998

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Interventions to be in place with a focus on disadvantaged children • Target children to be disadvantaged children where possible • Mentoring of disadvantaged children • Extra teacher in year 6 from January 2021 • TAs employed in the afternoons to deliver targeted interventions, primarily for PP children who are not on track to meet their targets (including the most able) • Booster sessions after school • Pre teach • Precision teaching 	To ensure a recovery curriculum is in place, which supports high outcomes for disadvantaged children and will allow them to learn key skills in English and maths, which may have been missed during school closure.	<p>From training and articles read, it is clear that there is a high need for a recovery curriculum in September.</p> <p>Many children (a large proportion disadvantaged) have not been in school since March and have therefore missed a large part of their education – this could have a detrimental effect on their later lives.</p> <p>EEF Small group tuition +4</p>	<p>Pupil progress meetings</p> <p>Booster group data analysis/review</p> <p>Ongoing assessment and end of KS2 results</p>	Head of School, AHT	<p>Termly pupil progress meetings</p> <p>Annual review of PP spend</p> <p>Half termly booster group analysis</p> <p>Termly data analysis</p>

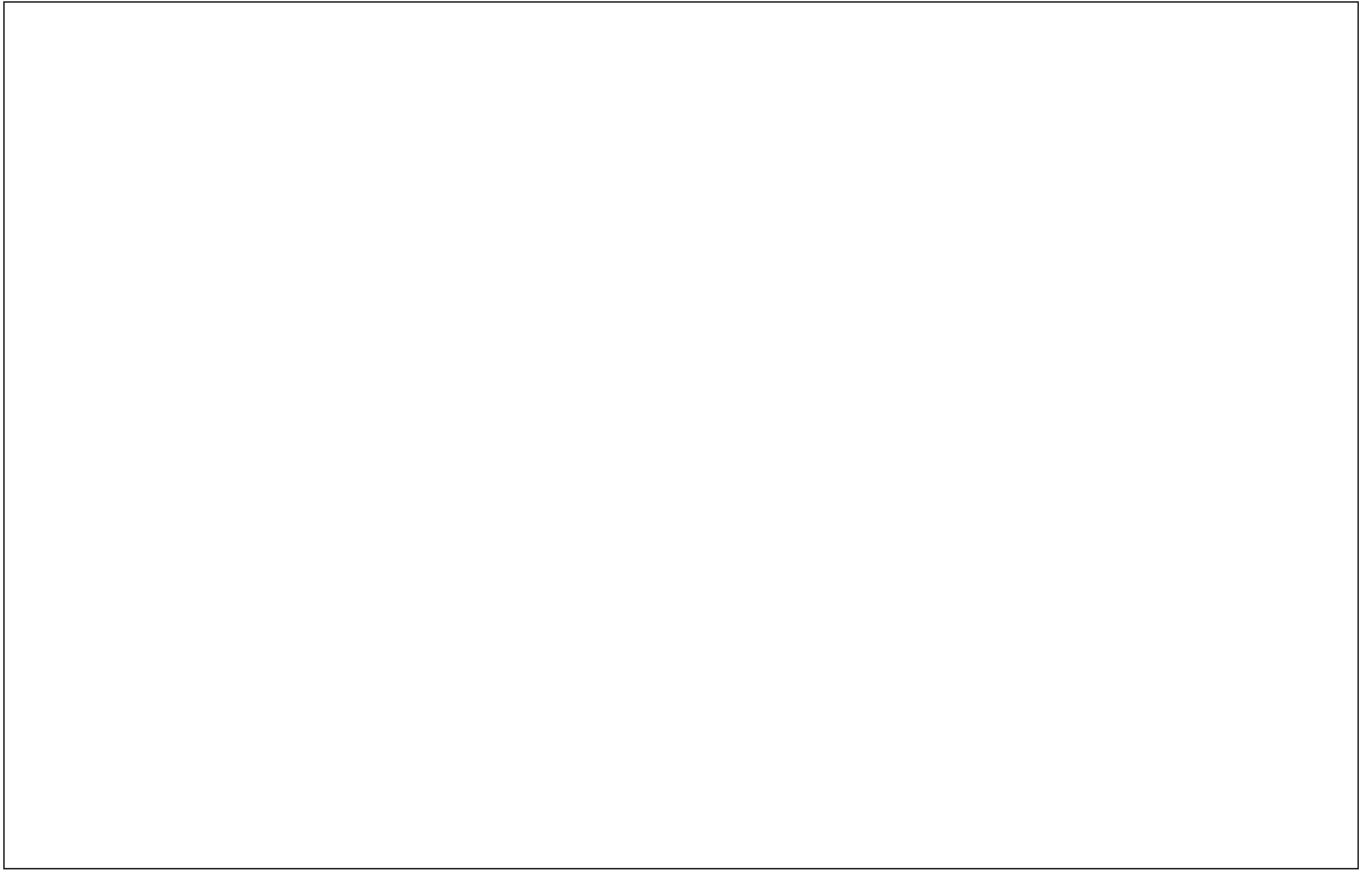
<ul style="list-style-type: none"> • Training with TAs on fluency • Target readers reading to an adult daily • Fluency intervention 	<p>To improve the fluency in reading of disadvantaged children by the end of KS2. (carried over from last year)</p>	<p>In 2019, Ten of our children did not reach age expectation because they did not finish the reading paper. If children's fluency is built up then they will be able to read with a better understanding and apply this skill across the curriculum, therefore improving outcomes in all areas. Disadvantaged children often do not have opportunities to read out of school, which effects their fluency.</p> <p>EEF – reading comprehension strategies +8 EEF – phonics +4</p>	<p>Pixl fluency resources used which staff will be trained on</p> <p>PPR – target readers discussed</p>	<p>English lead Reading lead</p>	<p>Termly intervention review Termly pupil progress meetings Learning walks Pupil interviews</p>
<ul style="list-style-type: none"> • Non class based behaviour manager and SENCo to support staff in class • Behaviour support (KA) to assist with supporting children with more complex needs • Ongoing CPD for teaching assistants managing small groups for interventions • Use of ELSAs to support with specific needs • Mentoring • Family Safeguarding Lead employed to work with children and families who need support (mainly PP) • Employing an Educational Psychologist to provide 8 days EP time throughout the year • EP team to work with staff and children on attachment • Loss and bereavement group for specific children • School Nurse fortnightly parent drop-in • Private speech & language therapist one morning per week. 	<p>To improve learning, emotional and behavioural issues of specific pupils.</p> <p>To ensure that children with complex needs are identified early and appropriate support is put in place.</p> <p>(Continued from last year)</p>	<p>Staff will continue to be supported with dealing with children who struggle with their behaviour, ensuring they can stay in class, access quality learning and make good progress</p> <p>Children's behaviour can sometimes impact on their learning and if individual needs are addressed this will improve.</p> <p>School nurse support will provide parent outreach, medical, behavioural, nutritional advice and support to challenge medical persistent absenteeism and encourage children's attendance.</p> <p>The EEF identified oral language intervention as one of the 10 most effective Pupil Premium strategies for primary schools. (+5 months progress and low cost).</p> <p>EEF Behaviour interventions +3 EEF – social and emotional learning +4</p>	<p>Regular monitoring of behaviour</p> <p>Weekly inclusion meetings</p> <p>Weekly TA training</p> <p>Analysis of behaviour data</p>	<p>HT</p> <p>AHT – Behaviour manager</p> <p>SENCo</p> <p>Family support</p>	<p>Half termly monitoring</p>

Total budgeted cost £207,223

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Half –termly attendance lessons • Rewards for good attendance • Engaging topics that interest all children, especially PP children – with an exciting engage event and purposeful express event • Attendance SLA with PCC to support attendance officer • Monitoring of PA • Mentoring of Pas • Free breakfast club for PA 	<p>The attendance of disadvantaged children improves in line with National.</p>	<p>Attendance lessons have been successful over the last year, encouraging children to take some responsibility for their attendance.</p> <p>Rewarding children for coming into school on their birthday and rewards for being in school every day this year has seen an increase in attendance of PP children.</p> <p>When a child cares about their work and the outcome is shared with others (parents, visitors etc) this can be a hook to want them to come into school.</p>	<p>Regular monitoring of attendance, particularly for PP group</p> <p>Pupil conferencing to see impact of attendance lessons and enjoyment of topics</p>	<p>HT</p> <p>Attendance officer</p> <p>Year leaders</p>	<p>Daily monitoring of attendance</p> <p>Termly pupil conferencing</p>
<ul style="list-style-type: none"> • Cultural' passports to be used • Subsidised trips and Fairthorne 	<p>To enhance cultural capital for disadvantaged children across the curriculum.</p>	<p>49% of our children come from disadvantaged backgrounds. We need to ensure they have the opportunities and experiences, which enhance their cultural capital, allowing them to succeed throughout their lives.</p> <p>EEF – digital technology +4</p>	<p>Regular monitoring of planning</p> <p>Work with subject leads to ensure a good understanding of this</p>	<p>AHT</p>	<p>Termly planning monitoring</p>

<ul style="list-style-type: none"> • Topic express events throughout the year to which parents are invited – these could include class assemblies (if Covid safe), sharing work, taking part in activities together • Use of SeeSaw • Videos of techniques taught shared with parents 	<p>Increase parental engagement with the school through targeted parental events and regular parents feedback, as well as continuing with online engagement.</p>	<p>The percentage of parents attending these events last year increased and children enjoy having their parents come into school. The parents have a better understanding of what the children are doing in school if they see it first-hand.</p> <p>There has been more engagement during Lockdown from parents in schools using SeeSaw compared with our own distance learning.</p> <p>EEF – Parental engagement +3</p>	<p>Parent’s survey – do they feel they have a better knowledge about their child’s learning?</p> <p>Monitoring of express events to check suitability for parents</p> <p>SeeSaw usage</p>	<p>HT</p> <p>AHT</p> <p>Year leaders</p>	<p>Annual parent’s survey</p> <p>Termly ‘express events’</p>
Total budgeted cost					£7,919
7. Additional detail					



Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School					
Academic Year		Total PP budget	FSM = LAC = Service = B/f = Total =	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	FSM = LAC = Service =	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	
B.	
C.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
	Success criteria

A.		
B.		
C.		
D.		

5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure**Previous Academic Year****iv. Quality of teaching for all**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

v. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

vi. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School			Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication				
% achieving UQ targets in maths				
% progress specific to school setting				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.				
B.				
C.				
External barriers				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
v. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
vi. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

vii. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

viii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

ix. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail