

PUPIL PREMIUM PROPOSED SPENDING 2020/21

Expected Allocation: £50,420 + £2,758 carry forward = £53,178

Barrier to address: (See Key)	Desired Outcome:	Chosen Action/Approach:	Estimated Cost:	Reason for approach
A	To encourage positive participation in enrichment activities, developing self-confidence and self-belief	Subsidising residential educational visits.	£650	Overall, studies of adventure learning interventions consistently show positive impact on academic learning, and wider outcomes such as self-confidence. From Teaching & learning Toolkit
A	To enable a higher number of children to attend educational visits.	Subsidising educational visits.	£850	Many different evidence sources suggest first hand experience is key for effective learning. For example, Piaget's work fully documented that first hand experiences are necessary if children are to learn, think, and construct knowledge (Piaget & Inhelder, 1969).
C	To increase the self-confidence and self-belief in our most vulnerable children	Subsidising extra-curricular / enrichment activities e.g. Fizz Pop Science	£50	Children will feel that they can access what is offered to others without finance/family circumstances being a barrier
B	Increase overall attendance. Decrease in lateness.	Subsidising Breakfast Club	£1,200	We can't improve attainment for children if they aren't actually attending school. The importance of children having a healthy breakfast improves the readiness to learn.
C	To increase the number of pupils meeting age related expectations in attainment and progress.	Teaching assistants in every class to provide a mix of in class and small group intervention.	£15,000 This is 11 % towards the full cost of providing this support.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie Feedback studies tend to show very high effects on learning. From Teaching & learning Toolkit
C	To support identified children who are identified as not being on track to meet age related expectations. To provide support to enhance children's well-being.	Pupil Support Team consisting a Learning Mentor, an HLTA and a Pupil Support Team Leader to run interventions and well-being groups.	£32,500 This is 40% towards the full cost of providing this support.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie
C	To participate in pupil progress meetings	Release time for staff	£1000	Having a robust system for monitoring pupil progress and time with subject leaders to discuss next steps has shown to

				be effective here and in other schools.
B	To provide transport and release time for staff to accompany children identified as needing an enhanced transition to secondary school.	Enhanced transition programme for Y6 leavers	£250	Piloted this programme last year and feedback from pupils, parents and staff all identified the success of this programme in supporting children being ready for next stage in education.
C	To continue to up-skill staff to deliver outstanding teaching Increase overall progress and attainment	Staff Training & Development:	£500	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie
C	To increase motivation and confidence in those children identified as not being on track to meet age related expectations.	Purchase of specific resources, hardware and software to support teaching & learning, Including book wizard, maths whizz, new reading books	£1000	High quality resources used to maximise learning and motivation.
	Increase number of children benefiting from drinking milk.	Provide milk for eligible children at the request of parents.	£200	
Estimated Total Spend:			£53,200	

Key - Main Barriers to Learning we are aiming to address:

A: Having Low expectations/esteem/aspirations and/or a fixed mindset:

For example: Believing you are not good enough; being unable to accept failing as part of learning; being unwilling to take risks; being unwilling to make mistakes

B: Not being supported to succeed in school

For example: Being overtired; being frequently absent from school; not being ready for school e.g. missed breakfast, lateness, missing equipment/kit; being discouraged by hearing others' talk negatively

C: Not having the same opportunities, experiences, knowledge & skills as most children their age

For example: Not understanding/using a wide vocabulary; not making desired/expected progress