

# Pupil Premium Strategy Statement 2021-22 (primary)

1. Summary information					
<b>School</b>	Caroline Chisholm School				
<b>Academic Year</b>	2021-22	<b>Number of pupils eligible for LL</b>	34 Primary	<b>Total LL budget (PP + LAC/PLAC (Whole Primary School 4-11))</b>	£ 48,500
	Current census £31245 CWCF £9380	<b>Number of PRIMARY pupils eligible for LL (FSM / Ever 6)</b>	30 Pupils	<b>PP Budget Primary (FSM / Ever 6)</b>	£ 39,600
		<b>Service children</b>	1 Pupil	<b>Service children</b>	£300
	Total £40625	<b>Number of PRIMARY pupils eligible for LL ([9 LAC/PLAC/ SC/CWCF)</b>	3 Pupils	<b>LL Budget Primary (LAC / PLAC/ CWCF)</b>	£ 8,600
<b>Total number of pupils</b>	406 Primary				
		<b>Date of most recent LL Review</b>	Jan 2022	<b>Date for next internal review of this strategy</b>	June 2022
2a. Current attainment: End of Key Stage 2 SATs Results 2018-19 No data for 19-20, 20-21					
<i>Total number of LL children in Y6 at CCS</i>		<i>Pupils eligible for LL (2018-19 data based on 4 LL children)</i>	<b>Pupils not eligible for LL at CCS</b>	<i>Pupils not eligible for PP - National (2018-19 data)</i>	
			<i>check</i>		
<b>% achieving the Expected Standard in reading, writing and maths</b>		75%	83%	65%	
<b>% achieving in the Expected Standard or above in reading</b>		75%	80%	73%	
<b>% achieving in the Expected Standard or above in writing</b>		75%	92%	78%	
<b>% achieving in the Expected Standard or above in maths</b>		75%	73%	79%	
<b>% achieving the Expected Standard in GPS</b>		100%	82%	78%	
<b>% achieving the Higher Score in reading, writing and maths</b>		25%	25%	11%	
<b>% achieving the Higher Score in reading</b>		75%	30%	27%	

% achieving Greater Depth in writing	25%	42%	20%
% achieving the Higher Score in maths	50%	20%	27%
% achieving the Higher Score in GPS	75%	25%	36%

Green above national average, yellow below national average

### 2021-22 cohort (3 LL children and 2 CWCF = 8% of the total Y6 cohort)

<b>2b. Current attainment: End of Key Stage 1 SATs Results 2018-19 (2 LL children = 3% of the total Y2 cohort) no data for 19-20</b>			
<i>Total number of LL children in Y2 at CCS 2018-19</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at CCS</i>	<i>Pupils not eligible for PP - National (2018-19 data)</i>
% achieving the Expected Standard in reading, writing and maths	50%	86%	Not available
% achieving the Expected Standard or above in reading	50%	85%	79%
% achieving the Expected Standard or above in writing	50%	77%	72%
% achieving the Expected Standard or above in maths	100%	82%	79%
% achieving Greater Depth in reading, writing and maths	0%	25%	Not available
% achieving Great Depth in reading	0%	41%	28%
% achieving Greater Depth in writing	0%	32%	18%
% achieving Greater Depth in maths	0%	32%	23%
<b>3. Barriers to future attainment (for pupils eligible for LL, including high ability)</b>			
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Limited phonic knowledge of children in KS2 effecting reading recognition, speed and comprehension skills. Currently, of PP children across Y1 – 2 Yr 1 57%, Yr 2 100% passes phonic screening. Currently, 50% are working at or above Age Related Expectation (ARE) in reading in Y1-6		
<b>B.</b>	Poor gross and fine motor handwriting skills effecting fluency and confidence in writing. Currently, 32% of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in writing.		
<b>C.</b>	Basic number and arithmetic knowledge is limiting progress in maths. Currently, 25% of LL children across Y1 – 6 are working at or above Age Related Expectation (ARE) in maths.		

D.	Impact of Covid on LL pupils has widened the attainment gap and had a detrimental impact on their wellbeing and attainment.	
E.	High levels of social and emotional needs of some LL children, which impacts on their ability to focus and make progress in lessons.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
F.	Attendance rates for some individual pupils eligible for LL are below the target for all children. This has an impact on their school hours and causes them to fall behind in their learning due to missed sessions.	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	70% of LL children in Y6 to achieve the Expected Standard+ in reading at the end of Key Stage 2. At least 75% of LL children in Year 1-5, to achieve Age Related Expectation (ARE) in reading.	<b>Measured by:</b> Monitored by in-year test and TA data, measured by end of year test data.  <b>Achieved by:</b> Daily reading, consistent and frequent use of intervention programmes targeting need.
B.	70% of LL children in Yr 6 to achieve the Expected Standard+ in writing at the end of Key Stage 2. At least 75% of LL children in Year 1-5, to achieve Age Related Expectation (ARE) in writing.	<b>Measured by:</b> Monitored by in-year test and TA data, measured by end of year test data.  <b>Achieved by:</b> Handwriting lessons and writing interventions
C.	60 % of LL children to achieve at least 75% in mental arithmetic tests. Basic number skills mastered, including secure knowledge of place value, calculation and fractions.	<b>Measured by:</b> PiXL tests and SATs past papers.  <b>Achieved by:</b> Weekly arithmetic lessons, targeted intervention.
D.	Consistent use of oral feedback for LL children in every lesson to improve progress and narrow the gap in core subjects.	<b>Measured by:</b> Narrowing the gap in teacher assessment data by PP and Non-LL children in core subjects.  <b>Achieved by:</b> Daily feedback provided for PP children in every lesson on how to improve their work. PP children's books marked first.
E.	LL children will be more resilient in controlling their emotions and will develop positive relationships with others.	<b>Measured by:</b> Class teacher, PP lead, support staff observations  <b>Achieved by:</b> 1:1 support / group support on a weekly basis. <b>Drawing and talking. ELSA, protective behaviours</b>
F.	Increase attendance rate for individual pupils eligible for LL to be at least 96%+ .	<b>Measured by:</b> <b>Close monitoring of</b> attendance figures and chasing attendance with parents/carers. Establishing positive relationships between school and home.

		<p><b>Achieved by:</b> Reduce the number of persistent absentees among pupils eligible for LL to 10% or below. Overall LL attendance improved to be in line with other' pupils.</p>
--	--	---

3. Planned expenditure						
Academic year	2021-22					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What is the expected impact?	Staff lead	Resources	When will you review implementation? What will the impact be?
Daily verbal feedback to ensure progress in learning	<ul style="list-style-type: none"> <li>Live marking</li> <li>Teacher / TA to check on progress in every lesson for accuracy and quantity of work.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Feedback +8 months.</p> <p>Workload Reform Group: Eliminating Un-necessary workload around marking</p>	<p>Staff meetings: Effective feedback and progress and appraisal meetings with class teachers and support staff</p> <p>PLT to monitor through lesson observations, learning enquiry walks and drop ins. Impact – progress evident in books and through assessment</p>	NC lead; monitored by KS leaders; implemented by all staff.	TLSA training in feedback, marking and effective teaching and learning of LL	<p>January 2022 April 2022 July 2022</p> <p>Impact – progress evident in books and through assessment Provision maps</p>
Ensure written and oral feedback impacts on future learning	<ul style="list-style-type: none"> <li>Written feedback (when provided) is available by the next lesson</li> <li>Adequate time provided to read the feedback and LL children can respond to it before completing further work. (DIRT)</li> </ul>	<p>EEF Teaching and Learning Toolkit - Feedback +8 months.</p> <p>Workload Reform Group: Eliminating Un-necessary workload around marking</p>	<p>Staff meeting: Effective Feedback.</p> <p>TSLA forums</p> <p>PLT to monitor through lesson observations, learning enquiry walks, book looks and drop ins.</p> <p>English Lead Practitioner</p>	NC lead. monitored by KS leaders and English and maths lead; implemented by all staff.	<p>Support assistant training in feedback and marking</p> <p>Progress meetings</p> <p>Appraisal</p>	<p>January 2022 April 2022 July 2022</p> <p>Impact – progress evident in books and through assessment And in discussions with class teachers, TSLA's and children</p>

Improve the instant recall of number facts in mental arithmetic to ensure high quality outcomes in maths	<ul style="list-style-type: none"> <li>Teach mental maths skills daily (FIF).</li> <li>Administer weekly tests and share the results</li> <li>Discuss strategies for improvement</li> </ul>	EEF Teaching and Learning Toolkit - Digital Technology +4 months.	Staff meeting: Maths focus. PLT and Maths Subject Leader to monitor through lesson observations, learning enquiry walks and drop ins. Timetable rockstars and new Pixl TT resources Fluency in Five Materials Impact – improved fluency evident in progress outcomes	KM and NC to lead; monitored by KS leaders and subject leader; implemented by all staff.	Fluency in Five Materials  PiXL Arithmetic Materials (KS2) TT rockstars Pixl TT resources Mathe training	January 2022 April 2022 July 2022  Impact – progress evident in books and through assessment See Provision maps
All LL pupils to have attendance of at least 96%+	<ul style="list-style-type: none"> <li>Monitoring of weekly attendance figures.</li> <li>Termly assertive mentoring meetings with a member of the Primary leadership team.</li> </ul>	EEF Teaching and Learning Toolkit - Parental Engagement +3 months.  EEF Teaching and Learning toolkit - Mentoring +1 month.	Weekly attendance figures shared and discussed by Primary senior leaders and disseminated to middle leaders fortnightly. Safeguarding team aware of specific cases and support given from attendance officer where appropriate  Impact – less lessons missed	NC and KP to lead; monitored by KS leaders and class teachers. Safeguarding and attendance officer to support	NC analysis Monitoring by Primary Office team and attendance officer.	January 2022 April 2022 July 2022  Impact – levels monitored and parents contacted when falling below.
To lessen the gap caused by the impact of Covid on spelling	<ul style="list-style-type: none"> <li>Using spelling shed to support the teaching of spelling in class and digitally</li> </ul>	Spelling shed trialled in Year 6 last year to good effect so it is being rolled out to all and all PP children to have an individualised program through spell zone.	Measure impact on whole school spelling results via GPS scores – extracting spelling data and further spellings.	NC and ELA	Spell zone and spelling shed £700 approx	April 2022 July 2022  Impact – analysis of summer data to show improvement
To deliver effective remote learning interventions in the event of further lockdown or pupil absence	<ul style="list-style-type: none"> <li>support programs to be delivered remotely if further lockdown occurs or LL children have sustained absence</li> </ul>	To ensure that support is maintained if the child must self-isolate	Wellbeing support to be given such as Drawing and talking/ ELSA to be delivered remotely if children need to self-isolate	NC to lead JW, HB, LG and DS	Winbooks for staff Remote access for children Teams to deliver support	January 2022 April 2022  Pupil absence due to covid has been monitored and support given when the children have been well enough to complete work on Teams

<p>To improve the emotional wellbeing of the children by addressing the effects of Covid on their wellbeing</p>	<ul style="list-style-type: none"> <li>Complete implementation of the mindful approach – Jigsaw</li> </ul> <p>Courses to support children          ELSA - JW          Protective behaviours – HR          CWCF – LG          Year 6 transition –LG          Helping vulnerable children – DS          Top tips for school staff of children in care-NC</p>	<p>To ensure we have a range of resources and skills to support the children in our care who are LL/PP.</p>	<p>Wellbeing support to be given to all pupils through a established PSHE curriculum          To support the emotional wellbeing of LL through emotional support.          Delivery of Drawing/talking, ELSA, protective behaviours, CWCF for support etc.</p>	<p>NC lead          DS          LG          HB          HR          JW</p>	<p>Courses applied and paid for using LL budget</p>	<p>January 2022          April 2022          July 2022          ELSA training completed          Protective behaviours completed          CWCF attachment training completed</p>

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What is the expected impact?	Staff lead	Resources	When will you review implementation? What was the impact?
75% of LL to achieve the Expected Standard+ in reading and maths by the end of Y6.	<ul style="list-style-type: none"> <li>Daily reading intervention programme targeting phonics into reading.</li> <li>Implement 1:1 Tuition to target key areas of learning</li> <li>Daily arithmetic support and in class support</li> <li>Maths interventions</li> </ul>	<p>EEF Teaching and Learning toolkit - Phonics +4 months.</p> <p>EEF Teaching and Learning toolkit - Reading Comprehension Strategies +6 months.</p> <p>EEF Teaching and Learning Toolkit - 1:1 tuition +5 months</p>	<p>Fresh Start Programme.</p> <p>Timetabled intervention slots.</p> <p>Monitored by PLT, through LEW, data analysis, SEND LL meetings.</p> <p>Impact – expected standards achieved in YR 6 SAT's</p> <p>Provision maps outline the outcomes</p>	<p>LG / DS</p> <p>PM</p> <p>KS leaders</p> <p>Class teachers</p> <p>NC to oversee</p>	<p>Fresh Start resources</p> <p>TLSA costs</p> <p>1:1 tuition hours</p> <p>Small group maths interventions</p>	<p>January 2022</p> <p>April 2022</p> <p>July 2022</p> <p>Impact – evident in data - Pixl</p> <p>See provision maps</p>
At least 75% of LL children across Y1 - Y5 achieving ARE in reading.	<ul style="list-style-type: none"> <li>1:1 reading intervention programme targeting phonics into reading.</li> <li>Supported guided reading sessions</li> <li>Freshstart and RWI</li> </ul>	<p>EEF Teaching and Learning toolkit - Phonics +4 months.</p> <p>EEF Teaching and Learning toolkit - Reading Comprehension Strategies +6 months.</p>	<p>Staff Training on Read, Write, Inc. Programme.</p> <p>weekly timetabled intervention slot for FS and RWI</p> <p>Monitored by PLT through evaluation of provision maps.</p> <p>Impact – expected standards achieved in YR 6 SAT's</p>	<p>NC lead; monitored by KS leaders and English Lead; implemented by TLSAs.</p>	<p>Read, Write, Inc. resources</p> <p>TLSA costs</p>	<p>January 2022</p> <p>April 2022</p> <p>July 2022</p> <p>Impact – evident in data - Pixl</p> <p>See provision maps</p>
Fluent handwriting style for all LL children.	<ul style="list-style-type: none"> <li>Small group handwriting intervention by TA.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Small group tuition +4 months.</p>	<p>Speed Up Handwriting Intervention Programme.</p> <p>Cursive practice and formation resources</p> <p>Impact – greater fluency and speed evident in writing and assessments</p>	<p>LG</p> <p>GM</p> <p>LW</p> <p>DS</p>	<p>Handwriting Programme materials.</p> <p>TLSA costs</p>	<p>January 2022</p> <p>April 2022</p> <p>July 2022</p> <p>Impact – evident in books and data - Pixl</p> <p>See provision maps</p>
Improve quality of oral speaking to improve reading and spelling for LL	<ul style="list-style-type: none"> <li>Implement 1:1 Speech and Language Support</li> </ul> <p>EYFS and LKS2 – further</p>	<p>EEF Teaching and Learning Toolkit - 1:1 tuition +5 months</p>	<p>SALT implemented by designated staff</p> <p>Impact evident in R and SP assessments</p> <p>Additional hours to work with</p>	<p>GM</p> <p>HR</p>	<p>TLSA costs:</p>	<p>January 2022, April 2022, July 2022</p> <p>Impact – evident in assessments</p> <p>See provision maps</p>



iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Resources	When will you review implementation?
Gap narrowed on emotional literacy screening tools for children identified with social and emotional needs.	<ul style="list-style-type: none"> <li>Use Emotional Literacy Support training</li> <li>Implement 1:1 support or small group support.</li> </ul>	EEF Teaching and Learning Toolkit - Social and emotional learning +4 months	NC and SENCo to monitor implementation of sessions where needed in liaison with external agencies.	Primary SENCo and NC	ELSA Training LG £1000	January 2022 April 2022 July 2022
All LL to have access to a digital device	<ul style="list-style-type: none"> <li>15 iPads supplied to children to access remote learning last year</li> <li>WinBooks possessed by teachers and support staff to facilitate online learning</li> <li>2 new devices bought for CWCF as previous ones were obsolete.</li> <li>In school, all children have access to WinBooks and ipads</li> </ul>	Importance of accessing learning during Covid 19 and the impact it may have for future lockdowns or remote learning.	PP children to have access to learning online both in school and at home.	NC	Approx £500Laptop and iPad (£250 per iPad)	January 2022 April 2022 July 2022
LL children to have access to wider curriculum experiences	<ul style="list-style-type: none"> <li>Children to attend before and after school clubs</li> <li>Educational visits and residential to enhance learning</li> </ul>			NC AW/ KS	£1500  £4000  £1000	

	<p>opportunities.</p> <ul style="list-style-type: none"> <li>• Contribution towards the cost of music tuition.</li> <li>• To be able to ride a bike confidently and safely.</li> </ul>				<p>£100</p> <p>£6600</p>	
LL children to have school uniform supplied and school essentials	<ul style="list-style-type: none"> <li>• Children to have school uniform and any school essentials they need such as book bags, learning packs and writing equipment and SAT books for year 6.</li> </ul>			<p>NC</p> <p>KS/ AW</p>	£500	
LL to have milk and snacks paid for to allow them to have the nutritional benefits	<ul style="list-style-type: none"> <li>• Breakfast club available</li> <li>• Milk and healthy snacks</li> </ul>			<p>NC</p> <p>AW/KS</p>	£600	
<b>Total budgeted cost</b>						£7700

Action points

<b>Quality of teaching for all</b>	Total cost in section (i)	£5700
<b>Targeted Support</b>	Total cost in section (ii)	£ 27, 396
<b>Other Approaches</b>	Total cost in section (iii)	£7700
<b>Contingency</b>	Additional learning opportunities, social needs, equipment, resources.	£300
<b>Total</b>	Proposed Expenditure 2021-2022	£41096
<b>LAC / PLAC</b>	This funding is delegated to the Inclusion Leader. The money is directly allocated to meet the specific individual needs of each student. The school holds an internal, strategic plan, which identifies specific costings for each individual student.	£8600

1. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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>Daily feedback to ensure progress in learning</p> <p>Ensure written feedback impacts on future learning</p>	<ul style="list-style-type: none"> <li>• Live marking</li> <li>• TA/ teacher to check on progress in every lesson.for accuracy and quality of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and marking policy revised.</li> <li>• Strategy to mark PP books first implemented, Covid prevented more effective use of live marking.</li> <li>• LEW and work scrutiny showed that children are receiving some quality feedback but are not always given time to respond and act upon it (DIRT time).</li> </ul>	<ul style="list-style-type: none"> <li>• This approach needs to continue – live marking for instant feedback. LEW's to monitor and book scrutiny. With differing covid regulations we will be able to more effectively monitor the marking of LL.</li> <li>• Further training to be given to new staff and support staff on marking and feedback,</li> <li>• Written feedback was difficult to do during lockdown – DIRT took longer to do due to 48hrs rule.</li> </ul> <p>Evidence was not as evident due to the impact of covid and virtual teaching.</p>	<p>Training time to be given. Time in scrutiny AP and PL</p>
<p>Teaching in the core subjects is accurately matched to the skills and abilities of all LL pupils.</p>	<ul style="list-style-type: none"> <li>• Implement High Performance Learning Programme for all teachers.</li> <li>• CPD in pitch and progress of lessons.</li> <li>• Implement 1:1 / small group work depending on need</li> <li>• Weekly TA Support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>• HPL programme implemented across all phases of the school.</li> <li>• LEW show pitch of lessons is improving for all learners based on the HPL approach.</li> <li>• Use of meta-cognition strategies and retrieval practice have supported PP children to recall and retain their previous learning.</li> <li>• Daily additional TA support in core lessons has enabled the teachers to provide additional targeted support for the varying abilities of the LL children within the year group.</li> </ul>	<ul style="list-style-type: none"> <li>• HPL programme to continue in 2021-22</li> <li>• Additional TA support to continue in core subjects has been successful and will continue.</li> <li>• Support groups have been effective – impact seen with PP in Year 6</li> </ul>	<p>1:1 tuition / TA Support PP/ LAC support</p>

<p>Improve the instant recall of number facts in mental arithmetic to ensure high quality outcomes in maths.</p> <p>To lesson the gap caused by the impact of covid on spelling</p>	<p>Teach mental maths skills daily Interventions to improve arithmetic.</p> <p>To use spelling support strategies – spelling shed to support the teaching of spelling in class and digitally trialled in Yr 6</p>	<p>Some Improved mental maths skills for LL pupils in termly assessments. However, impact was impeded due to Covid 19.</p> <p>The strategies supported the teaching of spelling in Yr 6 and enabled digital access to resources.</p>	<p>In 21-22 we will be able to develop arithmetic skills more effectively as gaps will be identified using gap analysis from the outset and without remote teaching and covid restrictions, this can be applied throughout the year</p> <p>Use of resources to be rolled out across of year teams in 21-22. .</p>	
<p>95% of PP pupils who are supported by interventions achieve or exceed their intervention targets.</p> <p>Appropriate interventions to support core subjects to narrow the gap.</p>	<ul style="list-style-type: none"> <li>• Revise provision plans to track progress / impact and cost.</li> <li>• Monitor the quality of the intervention groups.</li> <li>• Purchase new programmes based on need.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision map used for intervention programmes across 3 full terms in all year groups.</li> <li>• Speech and language training completed.</li> <li>• Speech and language programme put into place for specific PP children 1 sessions per week.</li> <li>• Fresh Start reading programme purchased.</li> <li>• Significant improvement in reading outcomes in UKS2 due to daily intervention.</li> </ul>	<p>Assessment levels were below what could have been achieved in a full academic year without the disruption of covid on pupils learning and attainment.</p>	<p>Speech and Language Support</p> <p>1:1 Tuition / small group work with SENCo</p>

<p>All PP pupils to have attendance of at least 97%+</p>	<ul style="list-style-type: none"> <li>• Monitoring of weekly attendance figures.</li> <li>• Termly assertive mentoring meetings with a member of the Primary leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• 2020-21 PP Attendance figures (Primary) = 94.15%</li> <li>• Attendance figures tracked weekly.</li> <li>• Frequent absence addressed with parents on an individual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of tracking not addressing the individual issues quick enough. Dashboard introduced to make the monitoring better.</li> <li>• Attendance continuing to be tracked for LL children in 2021-22. Followed by key member of staff to liaise with parents to discuss attendance.</li> </ul>	<p>£0</p>
--	---	---	---	-----------

ii. Targeted support				
Desired outcome	Chosen action/approach	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
88% (7/8) of PP pupils to improve writing skills in Y3 to meet at least ARE by end of academic year and at least 13% achieving exceeding ARE.	<ul style="list-style-type: none"> <li>Implement 'The Write Stuff' approach.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly TA support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>The Write Stuff training attended and strategy embedded.</li> <li>Additional TA support to provide small group learning.</li> <li>63% (5/8) of LL children achieving at least the expected standard for Y3 in writing. The gap remains.</li> <li>13% (1/8) achieved greater depth in writing at the end of Y3.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting is a barrier to writing for some of these LLb children.</li> <li>Invest in new handwriting intervention for 2021.</li> <li>Ensure consistency and frequency of taught handwriting lessons by class teachers.</li> </ul>	£179
Attainment in Y6 maths to be at least the Expected Standard by the end of KS2 (100%) with at least 50% at the Higher Standard.	<ul style="list-style-type: none"> <li>QLA completed to identify areas for improvement.</li> <li>CPD in maths targeting the mastery approach.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly LSA support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>75% achieved the EXS for the end of Y6 (3/4).</li> <li>25% achieved the Higher Score (1/4). 1 child missed the higher mark by 1 mark.</li> <li>Y6 data tracked and analysed frequently across the year.</li> <li>HPA girls' maths group on a weekly basis from September – May for 2 of the 4 PP children in Y6.</li> <li>MPA girls' maths group on a weekly basis from September – May for 2 of the 4 PP children in Y6. Attendance variable.</li> <li>1:1 tuition provided weekly.</li> <li>Special consideration applied for where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>All PP children lacked confidence in their own mathematical abilities, despite lots of positive reinforcement, including targeted 1:1 support and girl's only maths groups.</li> <li>Maths lead to research how to support and build resilience in maths.</li> <li>1:1 tuition worked well and this will continue in 2020-21.</li> </ul>	£2,841 1:1 tuition / small group work with Maths Lead

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for LL, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Gap narrowed on emotional literacy screening tools for children identified with social and emotional needs.	<ul style="list-style-type: none"> <li>• Art Therapy</li> <li>• Emotional Literacy Support</li> </ul>	<ul style="list-style-type: none"> <li>• Art therapy used on an individual basis depending on need. Drawing and Talking</li> <li>• ELSA training – no places available.</li> <li>• Emotional literacy support provided on a 1:1 basis.</li> <li>• Social skills developing. Socially speaking group on a weekly basis.</li> <li>• Lunch club x 5 times a week to develop social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA training secured for 2020-21. This support is greatly needed with some individual PP children.</li> </ul>	£1,440.00
All LL pupils will take part in at least one enrichment activity opportunity	<ul style="list-style-type: none"> <li>• Educational visits to enhance learning opportunities.</li> <li>• Contribution towards the cost of music tuition.</li> </ul>	<ul style="list-style-type: none"> <li>• A total of £906.75 was paid out on different activities to enhance the curriculum.</li> <li>• Extra-curricular sports clubs.</li> <li>• Bikeability fees paid.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips will continue to be paid for in 2020-21.</li> <li>• Explore potential costs of funding additional extra-curricular clubs in 2020-21.</li> </ul>	£906.75 £66.90 Bikeability,
<b>FINAL SPENDING IN 2019-20</b>				
<b>Quality of teaching for all</b>	Total cost in section (i)			£10535.66
<b>Targeted Support</b>	Total cost in section (ii)			£3020.00
<b>Other Approaches</b>	Total cost in section (iii)			£2413.65
<b>Contingency</b>	Additional learning opportunities, social needs, equipment, resources.			£1370.36
<b>Total</b>	Expenditure 2019-20			£17339.67