



Higham Ferrers Junior School

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION

Pupil Premium Strategy Plan

Higham Ferrers Junior School

PUPIL INFORMATION 2019/2020

Total number of pupils:	356	Total pupil premium budget:	£57,400+£6470.31 cf
Number of pupils eligible for pupil premium:	42	Amount of pupil premium received per child:	£1320
		Actual spend	£60,604.38

CURRENT PUPIL INFORMATION 2020/2021

Total number of pupils:	350	Total pupil premium budget:	£64,804 + £13,645cf
Number of pupils eligible for pupil premium:	55	Amount of pupil premium received per child:	£1345

CURRENT PUPIL INFORMATION 2021/2022

Total number of pupils:	340	Total pupil premium budget:	£82,975 + £33,597cf
Number of pupils eligible for pupil premium:	61	Amount of pupil premium received per child:	£1345

COHORT INFORMATION 2019/ 2020

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	20	48%
Girls	22	52%
SEN support	12	29%
EHC plan	0	0%
EAL	0	0%

COHORT INFORMATION 2020/2021

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	25	45%
Girls	30	55%
SEN support	11	20%
EHC plan	1	2%
EAL	1	2%

COHORT INFORMATION 2021/2022

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	33	54%
Girls	28	46%
SEN support	15	25%
EHC plan	0	0%
EAL	1	1.6%

Assessment data

END OF KS2								
	Pupils eligible for PP – 2022	Pupils <u>not</u> eligible for PP		Data from previous years (PP)				
		School average	National average	2016-17	2017-18	2018-19	2019-20	2020-2021
% achieving expected standard or above in reading, writing and maths	57%	71%	65%	36%	79%	40%	40%	45%
% achieving expected standard in reading	64%	74%	80%	50%	82%	60%	70%	82%
% achieving expected standard in writing	57%	88%	55%	59%	82%	70%	50%	73%
% achieving expected standard in maths	64%	86%	78%	59%	76%	50%	40%	64%

OTHER DATA

Look at:	Strengths	Weaknesses
Attendance data	<p>Attendance of PP children has increased by 0.46% from 17/18 to 18/19.</p> <p>Attendance of PP children has increased by 0.29% to 96.25% from 18/19 to 19/20</p> <p>Attendance of PP children has increased by 0.36% to 96.61% from 19/20 to 20/21</p> <p>20/21 Attendance of Non-PP 97.75%</p> <p>Lateness before registers close has improved</p>	<p>PP attendance is not yet in line with Non-PP. There is a 1.03% gap between PP and Non-PP.</p> <p>Lateness of PP children increased from 1.83% to 2.36% between 17/18 and 18/19.</p> <p>10 children each have 100+ minutes late recorded for the last school year.</p> <p>19/20 there is a 0.06% gap between PP and Non-PP attendance.</p> <p>PP children: 1.59% before registers. 0.11% after registers.</p> <p>Non PP children: 0.50% before registers. 0.03% after registers.</p> <p>5 PP children each have 100+minutes late recorded last school year (Sept 19 to March 20)</p> <p>20/21 there is a 1.14% gap between PP and Non-PP attendance.</p> <p>Lateness:</p> <p>PP children: 1.02% before registers. 0.13% after registers.</p> <p>Non PP children: 0.24% before registers. 0.02% after registers.</p> <p>6 PP children each have 100+minutes late recorded last school year</p> <p>There are a few families where there are lateness/ attendance issues despite intervention/ FSW involvement. These families will be closely monitored and further support/ intervention provided as needed.</p>

<p>Behaviour data</p>	<p>The 41 recorded behaviour incidents relate to 26% (11) of PP children.</p> <p>19/20 The 59 recorded behaviour incidents relate to 26% (11) of PP children.</p>	<p>41 recorded behaviour incidents for PP children during 18/19 school year.</p> <p>59 recorded behaviour incidents for PP children during 19/20.</p> <p>Increased behavior incidents involving PP children 20/21</p> <p>20/21: 128 recorded behaviour incidents relate to 34.5% (19) of PP children. Two children have 20+ recorded incidents each.</p> <p>Non PP 244 incidents relating to 66 children (22% of Non PP pupils)</p>
<p>Safeguarding referrals - 26% of open concerns relate to PP children/families.</p> <p>50% of current open concerns relate to PP children/families.</p> <p>29% of current open concerns relate to PP children/families.</p>	<p>My Concern software is used to monitor all safeguarding concerns. All raised concerns are dealt with quickly and effectively. The Family support worker works with families from these concerns where needed.</p>	<p>Some parents are difficult to engage.</p>

LONG-TERM PLAN (3 YEAR TIMESCALE):

1. To increase the % of children working at or above EXS in reading.
2. For a greater % of children to achieve EXS+ in writing.
3. To increase the % of children working at or above EXS in maths.
4. To ensure all PP children make at least expected progress in all areas.
5. To improve the attitudes, emotional health and wellbeing, attendance and punctuality of PP children.

PRIORITY 1 – READING

Member of staff responsible: KD

Objectives	Actions to be taken	Evidence/ Rationale	By whom	By when	Outcomes/Suc cess Criteria	Impact
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<p>1.To raise attainment in reading</p>	<p>Continuation of AR. Monitor progress through regular Star Tests. Monitor reading at home through use of reading diaries. Focus on children who do not read regularly at home. Star reader awards. Teach high quality Reading skills lessons. Interventions to improve decoding skills when needed. Data analysis after each assessment point. Pupil Progress meetings. Identified target children to attend extra assembly intervention sessions. KJ to provide 1-1/ 1-2/ small group intervention for year 5 / 6 pupils. Subject leader and PP Champion to conduct termly Deep Dives – learning walks/ book scrutinies/ staff and pupil interviews. Provide PP children with voucher for school book fair to enable them to access a range of books. Individual extra reading opportunities. Rota in place for those with highest needs.</p> <p>20/21 1-1 tuition delivered by qualified teachers using bespoke programs to ensure children achieve end of year expectations – no pupils were offered 1-1 tuition in reading.</p> <p>21/22 Continue cycle of monitoring of Salford and AR results and implementing reading intervention for those children who are working significantly below their CA. Observe delivery of reading interventions. Subject leader and PP Champion to conduct learning walks/ book looks/ staff and pupil interviews. Provide PP children with voucher for school book fair to enable them to access a range of texts. Individual extra reading opportunities. Rota in place for those with highest needs.</p>	<p>22% reading gap between PP and Non-PP. % children achieving EXS in Y6 SATs is lower in 2019. 82% (2018) to 60% (2019).</p>	<p>CTs LT/TB/KD</p>	<p>First review Sept 2020 Reviewed after each assessment point Autumn 2019 Spring 2020 and Summer 2020.</p>	<p>Attainment gap between PP and Non-PP will close. AR reading ages will improve at or above the expected rate. Reading ages for children completing reading interventions will improve at an accelerated rate.</p> <p>Progress data for PP will improve.</p>	<p><u>19/20</u> 50% children on reading intervention made accelerated progress between Sept 2019 and March 2020. 50% who did not make accelerated progress have had their interventions changed and are being closely monitored. One of these children now has 1-1 support in place.</p> <p>Reading End of year Teacher assessment: Year 3: 50% EXS+ Year 4: 40% EXS+ Year 5: 73% EXS+ Year 6: 70% EXS+</p> <p><u>20/21</u> Reading 55% of children following a reading intervention made accelerated progress between Sept 2020 and July 2021. Where children have not made so much progress, referrals have been made to the EP/ Specialist teacher for further assessment.</p> <p>End of year Teacher assessment: PP Year 3: 12% EXS+ Year 4: 39% EXS+ Year 5: 54% EXS+ Year 6: 82% EXS+</p>
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					<p>NON -PP Year 3: 61% EXS+ Year 4: 74% EXS+ Year 5: 68% EXS+ Year 6: 82% EXS+</p> <p>In years 3-5 there is a significant attainment gap.</p> <p><u>21/22</u> PP Year 3: 50% EXS+ Year 4: 57% EXS+ Year 5: 50% EXS+ Year 6: 64% EXS+</p> <p>Non-PP Year 3: 63% EXS+ Year 4: 70% EXS+ Year 5: 68% EXS+ Year 6: 74% EXS+</p> <p>In all year groups the attainment gap between PP and Non-PP has closed.</p> <p>Introduction of Rapid Reading groups has had a positive impact. Where RR has not had the desired impact other interventions such as WordWasp has been used to ensure positive progress. Average progress in all year groups was accelerated as a result of following a reading intervention. Average reading progress during the summer term: 10.6 months (Y3), 5.8 months (Y4), 11.1 months (Y5) and 8.7 months (Y6).</p> <p>Average 21/22 progress of PP children on a reading intervention: Year 3: +19months, Year 4: +15.8months, Year 5: +7 months, Year 6: +13.6months</p> <p>49% PP children have a reading age above their chronological age. 80% of Non-PP children have a reading age above their chronological age.</p>
19/20 COST: £6270					19/20 spend: £6162.61
20/21 COST: £11850					20/21 spend:£5999.25
21/22 COST: £6650					21/22 spend: £6000

PRIORITY 2 – WRITING

Member of staff responsible: KD

Objectives	Actions to be taken	Evidence / Rationale	By whom	By when	Outcomes/ Success criteria Progress indicators	Impact
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<p>1.To raise attainment in writing</p>	<p>Target children identified after each assessment point. Class teacher focus in lessons to achieve targets set. Detailed tracking/ objective sheets in front of English books to monitor targets/progress. Spelling lessons taught weekly. Subject leader and PP Champion to conduct termly Deep Dives – learning walks/ book scrutinies/ staff and pupil interviews. Pupil Premium champion to carry out lessons drop ins/ learning walks to assess the level of support given to PP pupils. Four assessment points each year, followed by Pupil Progress Meetings. Target children identified after each assessment point. Cluster moderation and staff moderation of writing. One PP child always included.</p> <p><u>21/22</u> Actions above to continue New writing planning for 21/22 to allow more creativity, imagination and demonstration of skills. Focus on development of writing skills of PP children</p>	<p>6% writing gap between PP and Non-PP. % of children achieving EXS in Y6 is lower in 2019. 76% (2018) to 70% (2019).</p>	<p>CTS MB/KD</p>	<p>First full review Sept 2020</p> <p>Reviewed after each assessment point Autumn 2019 Spring 2020 and Summer 2020.</p>	<p>Attainment gap between PP and Non-PP will close.</p> <p>Progress data for PP will improve.</p>	<p><u>19/20</u> Writing End of year teacher assessment:</p> <p>Year 3: 45% EXS+ Year 4: 30% EXS+ Year 5: 55% EXS+ Year 6: 50% EXS+</p> <p><u>20/21</u> Writing End of year teacher assessment: PP Year 3: 18% EXS+ Year 4: 44% EXS+ Year 5: 54% EXS+ Year 6: 73% EXS+</p> <p><u>NON-PP</u> Year 3: 48% EXS+ Year 4: 64% EXS+ Year 5: 78% EXS+ Year 6: 84% EXS+ There is an attainment gap in all years.</p> <p>One Y6 pupil received 1-1 tuition in writing and achieved EXS.</p> <p><u>21/22</u> PP Year 3: 20% EXS+ Year 4: 33% EXS+ Year 5: 69% EXS+ Year 6: 57% EXS+</p> <p><u>NON-PP</u> Year 3: 51% EXS+ Year 4: 59% EXS+ Year 5: 74% EXS+ Year 6: 88% EXS+</p> <p>Attainment gaps (PP / Non-PP) in year 5 and 6 have closed. However current gaps for years 3 and 4 are larger than at the end of KS1.</p> <p>Year 6 data PP Key stage 1 EXS+: 25% Key stage 2 EXS+: 57%</p>
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19/20 COST: £5850						19/20 Spend: £5850
20/21 COST: £8000						20/21 Spend: £5999.25
21/22 COST: £6000						21/22 spend: £6000

PRIORITY 3 - MATHS

Member of staff responsible: KD

Objectives	Actions to be taken	Evidence / Rationale	By whom	By when	Outcomes/ Success criteria Progress indicators	Impact
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<p>1.To raise attainment in maths</p>	<p>High quality teaching of 'Maths No Problem'. Focus on reasoning and problem solving skills. Subject leaders and PP Champion to conduct termly Deep Dives – learning walks/ book scrutinies/ staff and pupil interviews. Times Table Rockstars My Maths Greater Depth maths groups for Y5 and Y6 taught by SP/KJ 1-1/1-2/small group interventions for Y5/6 children with KJ Data analysed in depth after each of the assessment points. Pupil Progress meetings each term to identify target children.</p> <p><u>20/21</u> 1-1 tuition delivered by qualified teachers using bespoke programs to ensure children achieve end of year expectations.</p> <p><u>21/22</u> Small group lessons and small group /1-1 tuition to close gaps and raise attainment. Careful analysis of test data and planned teaching to ensure children are taught all necessary skills.</p> <p>Small Y5 maths group taught by TH daily – some progress made by the children in this group – average +20 test marks during the year</p> <p>Small Y5 maths group taught by AV daily - did not have the desired effect. Ceased at Christmas.</p>	<p>32% maths gap between PP and Non-PP. % children achieving EXS in Y6 is lower in 2019. 82% (2018) to 50% (2019).</p>	<p>CTs HS/AM/KD</p>	<p>First full review Sept 2020</p> <p>Reviewed after each assessment point Autumn 2019 Spring 2020 and Summer 2020.</p>	<p>Attainment gap between PP and Non-PP will close.</p> <p>Progress data for PP will improve.</p>	<p><u>19/20</u> Due to COVID19, absence and maternity, small group interventions did not always happen as planned.</p> <p>Maths End of year teacher assessment: Year 3: 50% EXS+ Year 4: 40% EXS+ Year 5: 55% EXS+ Year 6: 40% EXS+</p> <p><u>20/21</u> End of year teacher assessment: PP Year 3: 41% EXS+ Year 4: 35% EXS+ Year 5: 38% EXS+ Year 6: 64% EXS+</p> <p>NON- PP Year 3: 55% EXS+ Year 4: 50% EXS+ Year 5: 70% EXS+ Year 6: 78% EXS+ There is an attainment gap in all years.</p> <p>Three Y6 Pupils received 1-1 tuition in maths. These pupils made progress. Test scores increased by an average of 30.3 points during the year. Two made expected progress between KS1 and KS2. One did not.</p> <p><u>21/22</u> End of year teacher assessment: PP Year 3: 40% EXS+ Year 4: 48% EXS+ Year 5: 31% EXS+ Year 6: 64% EXS+</p> <p>NON- PP Year 3: 67% EXS+ Year 4: 69% EXS+ Year 5: 58% EXS+ Year 6: 86% EXS+ Gaps from KS1 closed in years 4 and 6.</p>
<p>19/20 COST: £11350</p>						<p>19/20 spend: £9868</p>

20/21 COST: £11300						20/21 spend: £7339.25
21/22 COST: £6000						21/22 spend: £6000

PRIORITY 4 - PROGRESS

Member of staff responsible:KD

Objectives	Actions to be taken	Evidence /Rationale	By whom	By when	Outcomes/Success Criteria/Progress indicators	Impact
1.For all PP children to make at least expected progress.	<p>Pupil progress meetings. PPC to analyse data and identify gaps and ensure children are being targeted to make expected progress or greater. Identify target children after each assessment point. Target children focused on in class and through CT intervention sessions. Class PP action plans ensure all CTs have clear identified actions for all PP children. PPC to carry out learning walks to ensure these actions are taking place.</p> <p>21/22 Identify children at risk of not making expected progress and provide 1-1 small group tuition. – Online tuition was not very successful. Children who took part did not make accelerated progress.</p>	<p>Gaps in progress data</p> <p>Reading and Maths progress 2019 PP: -4.1 Non-PP: -2.4</p>	CTs /KD	<p>First full review Sept 2020</p> <p>Reviewed after each assessment point Autumn 2019 Spring 2020 and Summer 2020.</p>	<p>Attainment gaps will close. Progress in all subject areas will improve.</p>	<p>21/22 Large attainment gaps exist in all year groups.</p> <p>Current PP attainment above KS1 in Y4 reading, Y6 reading, Y5 writing, Y6 writing, Y6 maths</p> <p>Attainment of PP children in year 6 was above end of Key Stage 1 in all subjects Reading EXS+ KS1: 44% KS2: 64%</p> <p>Writing EXS+ KS1: 25% KS2: 57%</p> <p>Maths EXS+ KS1: 33% KS2: 64%</p> <p>Combined EXS+ KS1: 17% KS2: 57%</p> <p>Online tuition Children did not make as much progress as we would have liked. We will not be using this again.</p>
19/20 COST: £5850						19/20 spend £5850

20/21 COST: £6000						20/21 spend: £5999.25
21/22 COST: £15000						21/22 spend: £6000
2. To identify barriers to learning for any individuals who are not making expected progress.	<p>Identify any PP pupils who are not making expected progress and appear to have barriers to learning. Commission investigation/ assessment of the pupil's needs. Act on the recommendations to ensure attainment and progress improve. Close liaison between class teacher/SENCO/PPC to ensure needs are met. SENCO/PPC to attend all Pupil Progress meetings to discuss needs of PP pupils who also have SEND needs. PPC to meet all PP children 1-1 termly. Offer voice of the child and allow personalised actions to be planned to address needs. Extra adults in class to address needs. Parental engagement through involvement in IEP review meetings and meetings with outside agency professionals.</p> <p>21/22 Continue cycle of identifying and addressing barriers to learning through the commissioning of assessments from outside agencies.</p> <p>PPC to meet with children who are both SEND and PP termly.</p> <p>PPC to attend pupil progress meetings to identify barriers to learning and actions in place to ensure maximum progress and attainment of PP pupils.</p>	Closely monitor data at each assessment point. Identify any children making less than expected progress. Investigate underlying barriers to learning where needed.	CTs /KD	<p>Sept 2020</p> <p>Monitor and review throughout the year.</p> <p>Reviewed after each assessment point Autumn 2019 Spring 2020 and Summer 2020.</p>	<p>Children who are not making the desired progress are identified and more specific support can be planned.</p>	<p>Ongoing cycles of identifying barriers to learning and commissioning investigations/ assessments. These allowed more tailored interventions to be planned and delivered.</p> <p>Due to COVID19 only one termly meeting was conducted during 19/20 year.</p> <p>20/21 Five children were assessed this year. Three had full cognitive assessments by the EP. Two were assessed and diagnosed with dyslexia. All written reports were shared with parents and recommendations for support implemented.</p> <p>21/22 Four children have been assessed by the EP. Two children have been assessed for dyslexia. One was diagnosed and one was signposted for further intervention/ investigation.</p> <p>All CTs tracked PP children's progress, identifying and addressing barriers/ challenges throughout the year.</p> <p>PPC met with all SEND/PP children twice during the year. All other PP children met twice during the year with year group staff. Any issues raised were quickly addressed to aid engagement/ attainment /progress. Most PP children were happy and did not have any worries or concerns. Some wanted more activities to do in the playground at break times. New playground markings have been installed. There are plans in place to purchase new playground equipment.</p>
19/20 COST: £1500						19/20 Spend : £1304
20/21 COST: £2000						20/21 Spend: £1370.43

21/22 COST: £5000						21/22 spend: £1657.08
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PRIORITY 5 – ATTENDANCE, ATTITUDES, WELLBEING, HEALTH

Member of staff responsible: KD

Objectives	Actions to be taken	Evidence/ Rationale	By whom	By when	Outcomes/ Success criteria Progress indicators	Impact
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<p>1. To improve attendance and punctuality of PP pupils.</p>	<p>Pupils with persistent absence will be identified and targeted Pupils who fall below the expected attendance of 95% will be contacted to discuss this. Follow up meeting with families where attendance does not improve. Parents will have to produce valid evidence to support reason for absence.</p> <p>Identify pupils with high percentage of lateness Send letters to the identified families, detailing the amount of educational minutes lost over the last academic year due to lateness. Parents will need to bring their child into the office to explain the reason for lateness.</p> <p>Follow up meetings with FSW where late marks do not improve. Children spoken to about the importance of being at school and on time.</p> <p><u>21/22</u> Cycle of monitoring attendance and lateness to continue Where absence/lateness increases the FSW will contact families to discuss issues/difficulties and support will be given where needed. FSW to speak to children and parents where there are lateness and attendance issues.</p> <p>FSW in regular contact with families where the recorded minutes late are above 100. Other support such as EHA offered where appropriate.</p>	<p>Persistent absence for the year 18/19 PP children = 3. Non PP children = 9 Persistent absence for one of the PP children is due to a long-term medical condition.</p> <p>Lateness for PP and Non-PP children is roughly in line. Recorded lateness for academic year 18/19: PP children = 2774 minutes. Non PP children = 3011 minutes.</p> <p>Lateness for PP children has increased from 1.84% to 2.36% (before registers close) 0.10% after registers close. Lateness for Non-PP children has decreased from 0.54% to 0.42% (before registers close) 0.01% after registers.</p>	<p>COL</p>	<p>Attendance and punctuality data is reviewed every half term</p> <p>First full review Sept 2020</p>	<p>Gap between PP and Non-PP will close to less than 0.5%.</p> <p>Lateness gap between PP and Non-PP will close.</p> <p>Children with a significant amount of minutes late will reduce.</p>	<p><u>19/20</u> Ongoing cycle of identifying and addressing absence and lateness.</p> <p><u>1/9/19 to 20/4/20</u> Attendance PP: 95% Non-PP: 94.4%</p> <p>Persistent absence PP = 2 children Non-PP = 8 children</p> <p>Late PP 1.59% before registers, 0.11% after registers. Non-PP 0.50% before registers, 0.03% after registers.</p> <p>Lateness PP = 1667 minutes Non-PP = 2523 minutes</p> <p>19/43 PP children have been late. 5 PP children 100+ minutes late each 14 PP children are responsible for the other 325 minutes recorded = average 23 minutes per child.</p> <p><u>2020/2021</u> Attendance has increased and lateness has reduced</p> <p>PP: 96.61% Non-PP: 97.75%</p> <p>Persistent absence PP = 5 children (8%) Non-PP = 9 children (3%) All 5 PP families have had regular phone calls, meetings with the FSW.</p> <p>Late PP 1.02% before registers, 0.13% after registers. Non-PP 0.24% before registers, 0.02% after registers.</p> <p>Total minutes late: PP = 1931 minutes Non-PP = 1561 minutes 28/61 (46%) PP pupils have been late. 78/294 (27%) Non-PP pupils have been late All families where there are significant late periods have been contacted by the FSW and the necessary arrangements put in place to help/support.</p>
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		<p>PP attendance for the 18/19 year was 95.96%. Attendance of Non PP children for the 18/19 year was 96.99%.</p> <p>For the 18/19 school year 10/42 children had a significant amount of late recorded minutes during the year. 5 children 200+ minutes late. 5 children 100+ minutes late.</p>				<p>6 PP children 100+ minutes late each Average minutes late per PP child – 69 minutes Average minutes late per Non-PP pupil – 20 minutes</p> <p>2021/2022 Attendance of PP and Non-PP is in line. However attendance of PP and Non-PP has decreased this year. PP : 95.31% Non PP: 95.76%</p> <p>Lateness before registers has increased for PP and Non PP.</p> <p>PP 2.18% before registers 0.05% after registers</p> <p>Non-PP 0.6% before registers 0.01% after registers</p> <p>38/61 (63%) PP children have been late Average 87 minutes per child 136 /273 (49%) Non PP children have been late. Average 25minutes per child.</p> <p>13 PP children 100+ minutes late each 8 Non PP children 100+ minutes late each Those PP children who had over 100 minutes late 19/20 have reduced their minutes late by 50%+ in 21/22.</p> <p>7/13 have had involvement of the FSW through multi agency meetings/ phone calls</p> <p>Persistent absence PP: 6/61 children (5 families) 9.8% Non PP: 21/273 children 7.6%</p>
19/20 COST: £7400						19/20 spend: £7386.24
20/21 COST: £7600						20/21 spend: £7598
21/22 COST: £7600						21/22 spend: £10,382.00

<p>2. To improve the attitudes, and emotional health and wellbeing of PP pupils</p>	<p>Mindfulness sessions taught in all year groups. Teach JIGSAW and /or PIXL EDGE PSHE/SMSC approach across the whole school, which promotes excellent conduct and attitudes to learning. Building Learning Powers – Perseverance, Collaboration and Questioning. Regular training for staff. Termly 1-1 mentor meetings with Pupil Premier Champion. Use pupil voice to plan ways to support each individual pupil. Monitor wellbeing of PP pupils and offer intervention as and when needed with the Learning Mentor. Use of counsellor as and when needed to address needs / barriers to learning. Provision of SENCO/FSW in school address specific needs for pupils. FSW to meet termly with all PP pupils.</p> <p>20/21 Investigate possible installation of new playground markings/resources to encourage fitness, teamwork and fun at break and lunchtime.</p> <p>Incentives used/resources sourced to encourage engagement and active involvement in improvement targets.</p> <p>21/22 Year group staff to take over the mentoring role for PP pupils. Staff to build relationships and use pupil voice to plan support for pupils. PPC to mentor a selection of SEND/PP pupils from each year group. FSW and Learning Mentor to continue to offer support to families and pupils as and when needed.</p>	<p>40% of PP pupils accessed social, emotional and mental health interventions during 18/19 school year.</p> <p>EEF toolkit - collaborative learning moderate impact for low cost.</p> <p>Approximately 60% of families accessed support from FSW during 18/19.</p>	<p>ISS CTs</p> <p>KD</p> <p>CTs/VN/KD</p>	<p>First full review Sept 2020</p> <p>Monitor and review throughout the year.</p>	<p>Improvement in mentoring sheets through the RAG ratings.</p> <p>Pupil voice – impact/effectiveness of Learning Mentor interventions. Identified in comments on questionnaires completed at the beginning and end of each intervention period.</p>	<p>23% of PP pupils accessed social, emotional and mental health interventions during 19/20 school year. These children successfully completed interventions and felt that their sessions had helped them to learn new skills, make new friends etc.</p> <p>58% of PP families accessed support from FSW during 19/20. Good relationships are formed and parents are happy to speak to and meet with the FSW.</p> <p>PPC only held one mentoring meeting with PP children due to COVID19. Continue into 20/21.</p> <p><u>20/21</u></p> <p>20% of PP pupils accessed SEMH interventions with the learning mentor. These interventions were successful and RAG rated as Amber or Green by the learning Mentor and pupil at the end of term. (Amber was often given because the intervention was incomplete and to be carried into the next academic year)</p> <p>24% of PP families accessed support from the FSW, compared to 7% of Non-PP families.</p> <p>FSW met with all PP children during the autumn term. FSW followed up any actions discussed.</p> <p>PPC met with all PP pupils during the autumn term, targets were set but not followed up due to COVID lockdown and delayed data points etc in the summer term. No incentives were used as only one meeting was carried out.</p> <p><u>21/22</u></p> <p>28% of PP families accessed support from the FSW.</p> <p>23% of PP children accessed support from the Learning Mentor, compared to 12% of Non-PP children.</p> <p>21% of PP children accessed support from the Sports Mentor, compared to 2% of Non-PP children. Positive progress was made by children who meet with the learning mentor and sports mentor.</p>
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	<p>Employment of a full time Community Education and Sports Mentor through Northampton Town FC.</p> <p>Employment of a member of staff to provide a lunchtime club to develop social skills.</p> <p>Use of counsellor as and when needed to address needs / barriers to learning.</p>					<p>The percentage of PP children attending lunchtime club was double that of Non-PP children. Lunchtime club has been successful, allowing children who struggle with the social aspects of lunchtime to have a calm, successful lunchtime and consequently a positive start to the afternoon. Good relationships between the Lunch club leader and children mean they are keen and enthusiastic to attend. The children happily share their worries with the leader. He carefully monitors their engagement and emotional wellbeing.</p> <p>PPC met with all SEND/PP twice during the year. Year group staff met with all other PP children twice during the year. Positive meetings with similar feedback. Almost all children enjoy school and are engaged in learning. Some issues addressed directly following discussions.</p>
19/20 COST: £8600						19/20 spend: £10,116.60
20/21 COST: £13,700						20/21 spend: £9253
21/22 COST: £48,000						21/22 spend: £48,964.20

<p>3. To provide equal opportunities for all PP pupils.</p>	<p>Subsidised clubs, trips and residentials. Provide milk and lunches for disadvantaged children who request it. Uniform Bikeability</p>	<p>By providing this opportunity, 100% of pupils attend trips and 81% attend residentials. All children who are not eligible for FSM are able to have a school meal daily.</p>	<p>KD</p>	<p>Sept 2020</p>	<p>Pupil voice after trips/residentials.</p>	<p><u>19/20</u> 100% of pupils attended trips. 100% of pupils attended Year 6 residential Children provided with hot lunch to ensure they are well nourished and able to concentrate for the whole school day. Uniform subsidy ensures everyone looks smart and feels united as one school.</p> <p><u>20/21</u> Due to COVID there were no residential visits this school year. Only year 5 went on a trip during summer term - 100% of PP children attended. This trip enhanced their understanding of the curriculum. Internal visitors/WOW days were attended and enjoyed by all children. Pupils talked about their enjoyment and learning from these days during interviews. Children provided with hot lunch to ensure they are well nourished and able to concentrate for the whole school day. Uniform subsidy ensures everyone looks smart and feels united as one school. Clubs before and after school were well attended and enjoyed by PP pupils.</p> <p><u>21/22</u> 100% of pupils attended trips. 74% of PP pupils attended Year 6 residential 93% of PP pupils attended Year 4 residential</p> <p>Children provided with hot lunch to ensure they are well nourished and able to concentrate for the whole school day. Uniform subsidy ensures everyone looks smart and feels united as one school. Between 10% and 13% of places at before and after school clubs are taken by PP children. Clubs are enjoyed and well attended.</p>
<p>19/20 COST: £16,000</p>						<p>19/20 spend £14,066.93</p>
<p>20/21 COST: £18,000</p>						<p>20/21 spend £6529.20</p>
<p>21/22 COST: £18,000</p>						<p>21/22 spend: £17,067.20</p>

19/20 TOTAL COST: £62,820						19/20 total spend £60,604.38
20/21 TOTAL COST: £78,450						20/21 total spend £50,087.63
21/22 TOTAL COST £112,250						21/22 total spend £102,070.48