

## Additional Funding Strategy Statement 2020-2021

1. Summary Information					
School	Hampreston CE (VA) First School				
Academic Year	2020-2021	Total PP budget	£12,300	Date of most recent PP Review	2019-2020
Total Number of Pupils	151	Number of pupils eligible for PP	10	Date for next internal review of this strategy	September 2021

2. Current Attainment – 2020/21 baseline assessment
<p>Internal assessments show PP children making good progress. Due to low numbers of PP children in each year group, data on the attainment and progress of PP children by year group or in statutory assessments is not published, as individuals may be identifiable. Where specific interventions are carried outside of the classroom they are baseline and impact assessed as required.</p> <p>Due to the COVID-19 school shutdown in March, many children have not attended school in almost 6 months. It is our focus this term to assess children in light of this and to highlight any areas of learning that need support.</p> <p><a href="#">Current baseline data is unavailable</a> until baselines will be completed at the end of Autumn half term.</p>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Some children have gaps in reading, writing and/or maths
B.	Some children have additional emotional literacy needs
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
C.	Due to the small number of PP children these area addressed on an individual basis

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	All children eligible for PP will make at least expected progress from their baseline in reading, writing and maths	Assessment evidence shows that all children eligible for PP make at least expected progress from their individual starting points. Where appropriate challenge enables children to reach greater depth.
B.	Children's emotional literacy needs are met enabling them to engage positively with all aspects of school life	Children have a successful transition from nursery schools. Children have a successful transition to Middle school. Children are supported in returning to school after the COVID-19 shutdown. Children's attendance is in line with whole school target of 96% Children feeling more confident to participate fully in school life and take risks with their learning.
C.	Any additional needs are supported effectively and enable the children to thrive	Children's individual plans are bespoke and successfully address individual barriers.

## 5. Planned expenditure

### Academic year 2020/21

The three headings below enable the school 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?	Staff lead	When will you review implementation?
A. All children eligible for PP will make at least expected progress from their baseline in writing and maths	<p>Develop the teaching of mathematical reasoning following staff training that was unable to be delivered last year</p> <p>Develop effective use of writing journals following staff meetings and regular 'book looks'</p> <p>Develop new staff to enable them to become quality practitioners</p>	EEF toolkit shows that QFT has the largest impact on pupil engagement and progress: 'Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities'	<p>Learning walks and book scrutinies focused on PP children</p> <p>NQT training and mentoring sessions</p>	<p>TW</p> <p>RM</p> <p>TW/HT</p>	<p>Half termly</p> <p>Weekly meetings</p> <p>Termly training events</p>
Total Budget Cost					<p>£350 resources</p> <p>£1170 Qft/mentoring sessions</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. All children eligible for PP will make at least expected progress from their baseline in reading, writing and maths	Weekly phonics intervention	The school's outcomes show a lower % of PP children at expected levels than non-PP. The EEF toolkit shows that the use of well researched targeted interventions has a moderate impact on progress for low cost.	Termly data reviews	Class teachers	Termly  Half termly
	Weekly reading intervention		Half termly individual plan reviews	RM	
	Weekly maths intervention		HT and JW deployed to give support when needed	HT/JW	
	Weekly writing intervention		DC Pro data	All Staff	
B. Children's emotional literacy needs are met enabling them to engage positively with all aspects of school life	Enhanced transition programme	The EEF toolkit research shows that greater engagement with parents has a moderate impact on pupil progress for a moderate cost.	Reviewing opportunities to build a rapport with middle schools and nursery schools	NH RM	Termly
	Enhances school/home communication		Additional staff in EYFS in the first 3 weeks of term to ensure a smooth transition for children, parents and staff	BP/SP	3 extra days for first 3 weeks
	Emotional literacy support		Monitor Marvellous Me and Seesaw	All Staff RM	Twice per half term
	Compass for life training		Monitored through entry and exit criteria	JW/HH/NJ	Half termly
			QfT through staff Compass for Life training	TW/All Staff	Autumn INSET

C. Any additional needs are supported effectively and enable the children to thrive	Individual PP plans	Individual action plans will identify individual barriers and be bespoke to the child's individual needs. The plans will also allow all staff to track progress of PP children.	Monitor impact of plans	RM	Half termly
Total Budget Cost:					£2100 ELSA cover (£9 x 6 x 39) £700 Supervision £850 resources £4500 QfT/TA £1250 Compass for Life training and resources

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	When will you review implementation?
C. Any additional needs are supported effectively and enable the children to thrive	Uniform subsidy Lunchtime sports clubs to boost self-confidence and social skills Financial support of access to trips	IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary pupils in England a free, before-school breakfast club can improve pupils' academic attainment. In accordance with our school charging and remissions policy we offer subsidies for families that need them throughout the school year as they occur.	Students who need access to these elements of support will be provided them resulting in engagement in the full life of the school	RM	Termly
Total Budget Cost:					£1900 JSC £500 uniform £495 trips/clubs etc

Funding Income	£12,300
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Budget Total	£14,945
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