



1. Summary information					
School	Wath Central Primary School				
Academic Year	2020-21	Total PP budget	£131705	Date of most recent PP Review	8/10/2019
Total number of pupils	435 (inc. nursery) 403 (no nursery)	Number of pupils eligible for PP Number of pupils eligible for EYPP.	96 13 (Nov 2020)	Date for next internal review of this strategy	1/9/2021
Rationale					
<p>Our aim is to utilise the PP funding to counteract the effects of more disadvantaged upbringing and ensure great equity through:</p> <ol style="list-style-type: none"> 1. Quality first teaching, assessment and responding to gap analysis. 2. Providing targeted academic interventions 3. Using a wider range of strategies to overcome barriers to learning. <p>We believe in helping shape the children and citizens of the future. Through our concept driven curriculum we aim to encourage children to question, reflect and grow as learners from F1 to Y6. We believe in every child and encourage them to aspire to be the best, it's not about your background and where you have come from but more importantly where you are going and how we as a school can help to support each and every child- Together we can!</p> <p>Covid 19</p> <p>The 2019/20 year was a year of unprecedented change. We saw schools close and shift towards remote learning due to the Global Pandemic. Covid 19 has had an enormous impact on the education which our children have had. The closure of the schools has a significant impact on all children however we anticipate the biggest deficit in learning to be that of more disadvantaged families.</p> <p>Each child had a different experience in the UK lockdown, however we have seen some children impacted more significantly than others. We have seen difficulties which continue to be a barrier when bubbles close and self isolation periods such as; lack of space to work, over crowding at home, parents lack of time and lack of access to online facilities. We are also seeing a significant impact of poor nutrition, mental health and loss of structure and routines, as well as children of have experienced loss and bereavement.</p>					



2. Current attainment (Data recorded prior to school closure due to the impact of COVID-19)

	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving end of KS1 expectation in reading, writing and maths	40%	33%	47%	79%	79%	83%
% achieving end of KS2 expectation in reading, writing and maths	62%	71%	67%	81%	88%	88%

3. Barriers to future attainment (for pupils eligible for PP) including EYPP

First Quality Teaching

A.	Basic skill gaps (following school closure due to COVID-19)
B.	Limited aspiration resulting from home budgets and limited life experience.

Targeted Academic Support

C.	Poor rates of attainment and progress due to minimal retention of key skills. Further gaps in learning due to school closure.
D.	Early language acquisition, vocabulary and the effect of phonics and early reading.

Wider Strategies

E.	Social and Emotional needs.
F.	Inconsistent attendance and punctuality in school.

4. Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

First Quality Teaching

A.	Children to access a 'recovery style curriculum' format.	<ul style="list-style-type: none"> PP children have a carefully delivered curriculum in which they are given opportunity and provision to 'catch up' from missed learning. Staff to have a consistent, clear approach to supporting children to develop further basic skills. Continue a focus of vocabulary and key skills to support PP children
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B.	To enhance the aspirations for all children and to encourage resilience and reflection.	<ul style="list-style-type: none"> • PP children educated through a range of methods and strategies. • Reflection developed throughout the year to raise aspirations. • Implemented through the concept curriculum and link to current affairs and possible careers though examining global issues.
Targeted Academic Support		
C.	To provide 'catch up', early intervention and accelerated pathways in order to boost attainment and progress and bridge gaps.	<ul style="list-style-type: none"> • Pupil Premium Children will access 'catch up' sessions and participate in recovery style intervention and support. • PP children will make progress across all curriculum areas. • High attaining PP children will achieve Greater Depth. • Where PP children have slowed in progress due to school closure, the gap will diminish as the year progresses. • Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress
D	To enhance PP children's language acquisition and vocabulary.	<ul style="list-style-type: none"> • Quality first phonics and reading discrete teaching • Class based and TA based interventions • Teachers to read a breadth of stories in a daily reading session. • High quality texts used in teaching of English. • PP children will access intervention support with a qualified teacher to address gaps and provide catch up support or challenge where applicable. • SALT intervention starting in F1 and carried through.
Wider Strategies		
E	Provide practical and holistic support for vulnerable families	<ul style="list-style-type: none"> • PP Children's families are supported so that children's basic needs are met and children are in school. • This is also applicable for children who are isolating due to bubble closures. • Welfare checks and packed lunches are available for the more vulnerable PP children and their families. • The relationship between home and school is trusted and positive.



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	Support Children's Mental Health and SEMH needs.	<ul style="list-style-type: none">• Increased parental engagement for hard to reach families.• PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them.• To ensure that any child, including PP children, who has mental health needs feels supported, happy in school and ready to learn. They will be provided with a range of strategies and techniques to help the deal with different challenges they may face. (Assessment Data, PIVATS analysis & monitoring of intervention records)
F	To provide a high quality of SEMH support through a holistic and nurturing environment.	<ul style="list-style-type: none">• Children will feel ready to start their day• Academic support and holistic support• Welfare check-ins and opportunities to talk and reflect• Targets based around PIVATS to ensure that children are making progress alongside a variety of strategies to help them to deal with insecurities and anxieties. (Assessment Data, PIVATS analysis & monitoring of intervention records)
G	To close the attendance and persistent absence gap between pp and non PP children.	<ul style="list-style-type: none">• PP Children's attendance will meet the school's attendance target of 96% and be above national comparisons for PP children.• There will be no Pupil Premium Children with persistent absence.• All our Pupil Premium Children will have 100% punctuality.



Quality first teaching

- Basic skill gaps (following school closure due to COVID-19)
- Limited aspiration resulting from home budgets and limited life experience.

Children to access a ‘recovery style curriculum’ format.

- PP children have a carefully delivered curriculum in which they are given opportunity and provision to ‘catch up’ from missed learning.
- Staff to have a consistent, clear approach to supporting children to develop further basic skills.
- Continue a focus of vocabulary and key skills to support PP children.
- To enhance the aspirations for all children and to encourage resilience and reflection.

PP children educated through a range of methods and strategies.

- Reflection developed throughout the year to raise aspirations.
- Implemented through the concept curriculum and link to current affairs and possible careers though examining global issues.

Desired outcome	Chosen approach	Evidence and rationale	Success Criteria	Staff lead	Budgeted cost
<p>Children to access a ‘recovery style curriculum’ format.</p>	<ul style="list-style-type: none"> • Recovery curriculum adopted following the reopening of the school. • Gaps identified for areas or curriculum and skills which have been lost. • Clear guidelines and CPD delivered for staff to plan and deliver an effective curriculum. • Teaching will be directed to gaps which will be closed with additional support. • Implementation of reading strategies for support staff. 	<ul style="list-style-type: none"> • Lost learning time due to school closure, • PP children have missed full time schooling. • A parent survey revealed anxiety around lost learning time. • Finish model of education- all children are entitled to same opportunities. - meaning we need to bridge the gaps for the PP children who are missing out from equal opportunities. • Barry Carpenter model of the recovery curriculum 	<ul style="list-style-type: none"> • Regular CPD • Monitoring of coverage • Input from subject leads 	<p>JG JBa HC JBr</p>	



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	<ul style="list-style-type: none"> Programmes adopted which can be accessed at school and at home (Numbots- basic maths skills, Timestables rockstars, Bug club-reading) 	<p><i>EEF - Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</i></p>			
<p>Children will access a knowledge rich curriculum which encourages reflection, questioning and aspirations.</p>	<ul style="list-style-type: none"> Further develop the curriculum introduced last academic year Driven by philosophical concepts and retention of skills and knowledge. Specifically developed to increase children's cultural capital and understand wider perspectives. A further focus on topical discussions and relevance in today's world, following reopening of school. Current real life and topical issues such as environmental concerns. Teachers to engage children through current events and through appropriate enrichment. Vocabulary to be a key aspect of learning across the curriculum. 	<ul style="list-style-type: none"> Barry Carpenter recovery curriculum model. EEF teaching and learning toolkit (vocabulary and reading fluency) Teacher efficacy- Hattie 	<ul style="list-style-type: none"> Monitoring of coverage Regular CPD Effective development strategies by subject leads Gap planning Pupil progress meetings Feedback 	JG MC KH	
<p>To enhance PP children's language</p>	<ul style="list-style-type: none"> 'Recovery' delivery of phonics and the discrete teaching of vocabulary. 	<p>As reading is a current area of development for PP children, a variety of research has taken place into the development of spelling and vocabulary</p>	<ul style="list-style-type: none"> Monitoring of progress 	JG HC JB	



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<p>acquisition and vocabulary.</p>	<ul style="list-style-type: none"> Quality first teaching of phonics and vocabulary. Children assessed in F1 from SALT Teachers share breadth of stories daily across school. Phonics CPD through observations and coaching models to upskill KS2 staff including TAs. Intervention teacher for phonics, reading including assessment using benchmarking and PIRA <p><i>Key focus year groups include EYFS, Y2, Y5 and Y6.</i></p>	<p>teaching. The most effective programmes have been selected that are most appropriate for the school and cohort.</p> <ul style="list-style-type: none"> EEF reading fluency project <i>EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</i> EEF- TA and intervention groups 	<p>during data collections</p> <ul style="list-style-type: none"> Moderation of progress in cohorts Half termly progress meetings in cohorts Tight monitoring and evaluation Pupil voice Coaching models with teaching staff and TAs. 	<p>EB</p>	
<p>To provide 'catch up', early intervention and accelerated path ways in order to boost attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"> All PP children who are working at a greater depth of understanding will continue to make at least expected progress and remain above the national expectation by the end of KS2. 	<ul style="list-style-type: none"> GD children are a key priority in teaching. Bank of resources built to challenge the most able pupils in Mathematics/English. <i>EEF – By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, school will be in the best position to deploy resources effectively.</i> 	<ul style="list-style-type: none"> PP lead monitoring Regular meetings held with PP lead and class teachers to discuss attainment Pupil Progress meetings held regularly to identify solutions to barriers for GD PP Children. 	<p>JBa JBr HC</p>	
<p>To ensure that PP</p>	<ul style="list-style-type: none"> All teachers to have PP children in mind at all times. 	<ul style="list-style-type: none"> Finish model- opportunities EEF toolkit PP 	<ul style="list-style-type: none"> Class overview discussions 	<p>HC HT</p>	



<p>children are identified from the earliest point to begin school support.</p>	<ul style="list-style-type: none"> • PP and vulnerable children identified quickly to ensure on register at earliest point. • EYPP drive this year to ensure children identified, gaps assessed and analysed. • Teachers to work on an intervention schedule to ensure children are catching up, keeping on track and extension for more-able. 	<ul style="list-style-type: none"> • EEF tiered response document 	<ul style="list-style-type: none"> • Termly PP meetings • CT responsibility to monitor impact of provision. • Effective delivery of CPD 		
					<p>£56,404</p>

Targeted academic support

- Poor rates of attainment and progress due to minimal retention of key skills. Further gaps in learning due to school closure.
- Early language acquisition, vocabulary and the effect of phonics and early reading.

To provide ‘catch up’, early intervention and accelerated path ways in order to boost attainment and progress and bridge gaps.

- Pupil Premium Children will access ‘catch up’ sessions and participate in recovery style intervention and support.
- PP children will make progress across all curriculum areas.
- High attaining PP children will achieve Greater Depth.
- Where PP children have slowed in progress due to school closure, the gap will diminish as the year progresses.
- Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress

To enhance PP children’s language acquisition and vocabulary.

- Quality first phonics and reading discrete teaching
- Class based and TA based interventions



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- Teachers to read a breadth of stories in a daily reading session.
- High quality texts used in teaching of English.
- PP children will access intervention support with a qualified teacher to address gaps and provide catch up support or challenge where applicable.
- SALT intervention starting in F1 and carried through.

Desired outcome	Chosen approach	Evidence and rationale	Success Criteria	Staff lead	Budgeted cost
<p>To enhance PP children’s language acquisition and vocabulary.</p> <p>To provide ‘catch up’, early intervention and accelerated path ways in order to boost attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"> • Fs – Y6 At least 25% Pure PP children will fulfil their potential in reading achieving GD. • Targeted support at Y2 and Y4 pure PP children so that at least 70% can achieve ARE. • High quality texts used to increase vocabulary acquisition. • Specific and discrete teaching of vocabulary • Daily phonics KS1 and catch up phonics KS2. • Writing intervention support in class, TA support group and intervention teacher. • Emotional literacy specialist sessions 	<ul style="list-style-type: none"> • Reading group rationale and boosting love of reading through group talk- Jane Consodine research • As PP children are underperforming in comparison to non PP children in reading, focussed interventions can drive progress. • RWI style intervention time with LH 	<ul style="list-style-type: none"> • English co-ordinator to monitor reading groups across school. • Close monitor of progress 	<p>AS HC JB JG EB</p>	



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	<p>for vulnerable children.</p> <ul style="list-style-type: none"> • Reading support from volunteers when able. • Additional provision areas and focus on reading areas in classrooms. • Investment and encouraging staff to use texts from the library • Bug club • Additional books to ensure children are matched with both a phonics book and a reading book. 				
<p>To enhance PP children’s language acquisition and vocabulary.</p> <p>To provide ‘catch up’, early intervention and accelerated path ways in order to boost attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"> • PP children within the Y1 cohort will close the gap between the group and non-PP group. • Consolidate basic key skills through additional support to allow for a development of progress. • Further SEMH provision to accommodate those with behavioural difficulties resulting 	<p>The current Y1 cohort PP group are underperforming.</p> <p>Use of additional adult to support the PP children can consolidate basic key skills.</p> <p><i>EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average</i></p>	<ul style="list-style-type: none"> • Meetings with Y1 team • Pupil progress meetings • Analysis of data 	<p>JBa EBe HC</p>	



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	<p>from closure and COVID restrictions.</p> <ul style="list-style-type: none"> • Deploy an additional TA to the Y1 PP group to ensure that children can receive appropriate support within teaching group and specific intervention. 				
<p>To enhance PP children’s language acquisition and vocabulary.</p> <p>To provide ‘catch up’, early intervention and accelerated path ways in order to boost attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"> • Focus on vocabulary in the previous academic year, developed further this year. • Pupil Premium Children will have continue to gain a wider bank of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning. • Early assessment of children for SALT interventions. • TA interventions for SALT targets and development plans. • Teachers lead daily reading sessions from breadth of 	<ul style="list-style-type: none"> • This strategy has proved successful in previous years and the gap for pupils with SAL difficulties has closed resulting in fewer children entering KS1 with SAL difficulties. • EEF toolkit • Isabel Beck research-bringing words to life. • Significant impact has been proven with targeted pupils improving pronunciation and acquisition of language skills which in turn has positively impacted on progress and attainment. • Staff fed back a positive impact 	<ul style="list-style-type: none"> • Half termly pupil progress meetings • Tight monitoring and evaluation (drop ins, work scrutiny, lesson/intervention observations) • Data collection and analysis (data provided by SALT) • End of SALT Programme outcomes/data 	<p>EBe VM</p> <p>JG JB HC</p>	



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	<p>stories including all genres.</p> <ul style="list-style-type: none"> • FS children will be supported in their language development and issues will be quickly identified and acted upon. • Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support. • PP children have 1:1 reading time with additional adult. • Vocabulary taught explicitly with retrieval practice. • Bedrock vocabulary programme • Comprehension books for Y1 up. 	<p>when focusing on vocabulary. <i>Due to closure, the full impact needs to continue to be a focus.</i></p>			
					£34,209

Wider strategies:

- Social and Emotional needs.
- Inconsistent attendance and punctuality in school.



Provide practical and holistic support for vulnerable families

- Support Children’s Mental Health and SEMH needs.
- PP Children’s families are supported so that children’s basic needs are met and children are in school.
- This is also applicable for children who are isolating due to bubble closures.
- Welfare checks and packed lunches are available for the more vulnerable PP children and their families.
- The relationship between home and school is trusted and positive.
- Increased parental engagement for hard to reach families.
- PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them.
- To ensure that any child, including PP children, who has mental health needs feels supported, happy in school and ready to learn. They will be provided with a range of strategies and techniques to help the deal with different challenges they may face. (Assessment Data, PIVATS analysis & monitoring of intervention records)

To provide a high quality of SEMH support through a holistic and nurturing environment.

- Children will feel ready to start their day
- Academic support and holistic support
- Welfare check-ins and opportunities to talk and reflect
- Targets based around PIVATS to ensure that children are making progress alongside a variety of strategies to help them to deal with insecurities and anxieties. (Assessment Data, PIVATS analysis & monitoring of intervention records)

To close the attendance and persistent absence gap between pp and non PP children.

- PP Children’s attendance will meet the school’s attendance target of 96% and be above national comparisons for PP children.
- There will be no Pupil Premium Children with persistent absence.
- All our Pupil Premium Children will have 100% punctuality.

Desired outcome	Chosen approach	Evidence and rationale	Success Criteria	Staff lead	Budgeted cost
To provide high quality	<ul style="list-style-type: none"> • All children have a positive, welcome start to the day through 	Some PP children are coming to school without breakfast, this is leading to unsettled	<ul style="list-style-type: none"> • Learning walks 	JC JBa	



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<p>SEMH support through a holistic and nurturing environment.</p>	<p>clear routines, friendly manners and are ready to start the learning day.</p> <ul style="list-style-type: none"> • Staff welcome children at the classroom door to start the day on a positive note and children feel welcomed into the learning environment. Staff greet parents alongside children and welcome them into school where possible. • Further into the academic year, when school routines can become more similar to how they were prior to COVID-19, the use of a Nurture Breakfast Club to ensure PP children have consistent routines and settling in strategies to start the school day. 2x TAs employed to cover the breakfast club with the inclusion of food and drink costs. Prior to this, staff within bubbles will assist with accommodating this with the more vulnerable children. • Classrooms and the general school environment to provide an inclusive, calming environment that allows PP pupils to access new learning and a culture of comfort and safety. • Identified pupil's access to good quality mental health support. With the impact of COVID-19, have a clear nurture referral, monitoring and evaluating 	<p>beginnings to the school day and leading to potentially more time off. Having a routine to a start of the day encourages children to be at school each day.</p> <p>Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils' anxieties and enabling readiness to learn.</p> <p>Due to the impact of COVID-19, there is an expectation that some PP children will have had little structure and struggle with the reintegration into school.</p> <p>Both services(positive regard and MIND) have been instrumental in supporting pupils with SEMH needs. The SEMH team have offered invaluable support for pupils and school with regards to dealing with SEMH needs. The MIND worker has offered targeted support to individuals which has resulted in a reduction in their worries and anxieties.</p> <p>Following collection of a pupil voice questionnaire, children have identified that they would like further support in the dining hall.</p> <p><i>EEF - Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions</i></p>	<ul style="list-style-type: none"> • Case studies of breakfast club • Pupil feedback • Regular update meetings with Learning Mentors • Pupil voice • Half termly pupils progress meetings • Monitoring of PIVATS and SEMH Graduated Response documents • Data collection and analysis • Regular updates from both MIND and SEMH worker. • Half termly pupil progress meetings • Pupil voice • Monitoring of PIVATS and SEMH Graduated Response documents • Observations during unstructured times • Feedback from CTs regarding the readiness for 	<p>HC DS JC</p>	
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	<p>system. Led by 2x learning mentors, staff to have CPD where necessary.</p> <ul style="list-style-type: none">• Bespoke coping strategies for individual PP children including anger and anxiety gremlin work.• Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning.• Employment of MIND worker (1 day per week) to support identified pupils. Provide quality planned support From LM and team from Positive Regard for identified pupils including PPG pupils to overcome SEMH barriers.• To offer additional breakfast and lunch provision to ensure that children’s needs are met at less structured time and to lower anxiety levels for identified vulnerable children. This will be particularly more evident as larger bubbles are formed – this is intended for later in the academic year.• Support for children directly relating to Covid 19: Meals will be delivered and welfare checks and paper versions of resources delivered where necessary.		<p>learning in the afternoon.</p> <ul style="list-style-type: none">• Monitoring of nurture provision through PIVAT assessments and records		
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	<ul style="list-style-type: none"> Employment of 14 TAs to support identified PP and other groups of pupils during lunchtime. Provide children with positive dining experiences, reinforcing day to day expectations and manners when in the dining hall. Additional lunchtime provision areas provided to PP children to access quieter zones, minimising children becoming overstimulated. 				
					£40,894
Total expenditure Quality first teaching: £56,404 Targeted Academic Support: £34,209 Wider strategies: £40,894					£131,507



5. Review of expenditure			
Previous Academic Year		2019-20	
Intended Outcomes			
First Quality Teaching			
A.	Provide opportunities for children to access/experience an engaging curriculum with language enrichment central to the delivery.		
B.	For children to have aspirations and aim to the best they can be through being resilient, reflective learners.		
Targeted Academic Support			
C.	To provide 'catch up', early intervention and accelerated path ways in order to increase rates of attainment and progress and bridge any learning gaps. Provide early intervention as required.		
Wider Strategies			
D.	Ensure high rates of attendance and good punctuality.		
E1.	Provide practical and holistic support for vulnerable families		
E2.	Support Children's Mental Health and SEMH needs.		
Intended Outcomes			
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)
A B	A curriculum driven by philosophical concepts	The newly formed curriculum had the intended on PP children. Based	There has been a 'deeper' understanding of key concepts developed and delivered in school. This includes preparing children for life after Wath Central.



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<p>C</p>	<p>and retention of skills and knowledge specifically developed to increase children's cultural capital and understand wider perspectives.</p> <p>Teachers to engage children through current events and through appropriate enrichment. Vocabulary to be a key aspect of learning across the curriculum.</p>	<p>on pupil feedback and staff feedback, children were able to participate in lessons that had a deeper context with more meaningful outcomes.</p> <p>Staff felt their lessons had become more interesting and purposeful.</p> <p>Vocabulary was more prominent and more effectively delivered in school. As staff and children confidence grew, it became apparent that this can be further implemented in September.</p>	<p><i>This will continue to be a focus next year with the reopening of school being kept at the core.</i></p> <p><i>Vocabulary will also be further implemented due to the school closure in March.</i></p>
<p>A C</p>	<p>PP children will practice their basic skills in reading and Maths so that their fluency is in line with their peers. (PP and non PP). Teaching will be directed to gaps which will be closed with additional support, if required. CPD delivered to ensure effective basic skills practice. This includes the implementation of reading strategies for support staff. Particular focus on reading, including use of additional readers.</p>	<p>Teachers and support staff were developing the fluency skills within Maths for PP children and it was having a positive impact on PP children. However, some gaps were wider and needed further impact throughout the whole academic year.</p> <p>As the year progressed, many skills could have been further developed and consolidated within reading, writing and Maths.</p> <p>Headline data does not reflect the progress of smaller steps. Data shows that in both Y6 and Y2, there are still large gaps in core areas. However, the Maths but the gap in reading and writing has decreased</p>	<p>Due to the positive impact seen on a smaller scale, it is necessary to continue this focus in order for it to have an impact on as the progress in data does not reflect the progress made by each individual. Due to the closure of school, the gaps are expected to have widened.</p> <p><i>Due to closure, this will continue to be a focus next year.</i></p>



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		slightly. A further focus will be needed next year.	
A	Direct vocabulary teaching one of priorities from the Developing Excellence Plan and key element of CPD through the year.	Vocabulary was more prominent and more effectively delivered in school. As staff and children confidence grew, it became apparent that this can be further implemented in September.	With the additional focus, the intended impact was positive. <i>Consider how to further develop vocabulary in school in September and maintain as a priority to lose momentum.</i>
B	All PP children who are working at a greater depth of understanding will continue to make at least expected progress and remain above the national expectation by the end of KS2.	The GD children have maintained a high academic achievement prior to school closure. The GD Y6 cohort reflect an high % in Maths, Reading and English, this includes the PP children %s. However, it is noted that due to SATs not going ahead, this is purely based off teacher judgement and not published test scores.	It is vital that this remains a focus for PP children to maintain a GD standard of working. <i>Due to closure, this may need a necessary push in September.</i>
A C	Pupils supported through key focus groups, experienced additional adults , including specialist TAs to support within teaching of vocabulary and the retention of key skills. <i>Key focus year groups include EYFS, Y2, Y3 and Y6.</i>	Vocabulary is more prominent in school and children are using vocabulary in line with the sessions taught, additional learning and through project work. A further consolidation will be needed as next year progresses. Data shows an increase in pupil premium % at A+ in reading. This is not reflected in writing.	It is vital that this remains a focus for PP children to consolidate the learning and continue to be exposed to different vocabulary in the next academic year. <i>Due to closure, this may need a necessary push in September.</i>
A B	All staff in school to maintain the same approach to the teaching	Staff awareness of PP children and support raised significantly.	This will continue to be part of the effective teaching model through school. <i>Pupil Premium Progress meetings to continue.</i>



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	<p>and development of PP children. All staff are able to identify groups of PP children and share the provision that they are provided at Wath Central.</p> <p>Class teachers are aware of the wider range of opportunities for other children and support the encouragement of participation in these activities through a relevant, interesting curriculum.</p>	<p>Pupil Premium meetings, held half termly, were productive and successful in identifying, monitoring and evaluating progress of the PP children.</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)
A C E1	<p>PP children will fulfil their potential in reading, catch up skills where necessary or excel with higher order skills. PP children to effectively transfer these skills to writing. PP children will be exposure to quality texts and rich variety of these.</p> <p>Reading support will include focus children for</p>	<p>Data at point of closure: Reading: Y6 – 65% Y5 – 55% Y4 – 40% Y3 – 36% Y1 – 20%</p> <p>Limited impact. A review of the monitoring and expectations set will be required.</p>	<p>A further, more intense focus needs to be completed in the next academic year.</p> <p><i>Limited impact. A review of the monitoring and expectations set will be required.</i></p>



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	additional reading, lunchtime club, bedtime story sessions, volunteers and investment in the school library.		
C	<p>The PP children within the Y3 cohort will close the gap between the group and non-PP group. Through additional support, this will consolidate basic key skills to allow for a development of progress. Deploy an additional TA to the Y3 PP group to ensure that children can receive appropriate support within teaching group and specific intervention.</p>	<p>As a whole, the cohort of children has 6 Pupil Premium children. Of these, 2 children have additional needs and are working significantly below the national expectation.</p> <p>When using pure PP children (who do not have additional needs), Reading: A+ = 50% Writing: A+ = 50% Maths: A+ = 75%</p>	<p>Data suggests a positive outcome with those who have additional needs requiring further focus.</p> <p><i>Consider the impact of this and monitor for promoting GD standards.</i></p>
C E1	<p>Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning.</p> <p>FS children will be supported in their language development and issues will be quickly identified and acted upon.</p>	<p>Vocabulary was more prominent and more effectively delivered in school. As staff and children confidence grew, it became apparent that this can be further implemented in September.</p>	<p>With the additional focus, the intended impact was positive.</p> <p><i>Consider how to further develop vocabulary in school in September and maintain as a priority to lose momentum.</i></p>



	Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support.		
iii. Other approaches			
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)
D	<p>Create a curriculum offer so that children want to be part in learning.</p> <p>Investment in enrichment for each project. 20% discount offered to PPG families.</p> <p>Develop a curriculum offer and a school offering with increased involvement of pupil voice. Employ a TA to lead the development of PP pupil voice.</p> <p>Employment of a Safeguarding Manager/ family support worker, supported by 2x Learning Mentors during the afternoons to work particularly with our families of PPG pupils as well as other families that request support or have an additional need. Focus</p>	<p>As the year progressed, children received a wider range of experiences out of their home that they would not have received without school.</p> <p>The experiences, as seen from pupil conversations, are the highlights of the children’s years.</p> <p>Attendance strategies, monitoring and positive impact stories have become more consistent and PP children are attending school more. However, further focus needs to continue with this next year.</p>	<p>Due to COVID-19 closure, some PP children are expected to struggle to return to school. It is necessary to continue this into the next review</p> <p><i>Continue the welcoming and exciting approach to school life in next year’s statement.</i></p>



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	<p>on improving attendance and engagement in learning.</p> <p>Use of one learning mentor, 1x morning weekly to work alongside key PPG families. This involves checking weekly attendance figures, and following JMAT fixed penalty procedures.</p> <p>Monthly meeting will also take place to discuss progress, trends and methods to raise attendance.</p> <p>Promote attendance through raising aspirations and awareness about future career opportunities.</p>		
D, E1	<p>All PP children have a positive, welcome start to the day through clear routines, friendly manners and are ready to start the learning day.</p> <p>Use of a Nurture Breakfast Club to ensure PP children have consistent routines and settling in strategies to start the school day. 2x TAs employed to cover the breakfast club with the</p>	<p>This had a noted effect on the atmosphere in school. Leading to PP children feeling more settled.</p> <p>The breakfast club has notable impact on attendance of PP children.</p>	<p>The routines in place for welcoming children at the start of the day will be necessary but dependent on the impact of COVID-19.</p> <p>The breakfast club should take a similar position due to the positive impact in the next academic year. However, this is only achievable following government guidance permitting it.</p>



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	<p>inclusion of food and drink costs.</p> <p>Staff welcome children at the classroom door to start the day on a positive note and children feel welcomed into the learning environment.</p> <p>Staff greet parents alongside children and welcome them into school where possible.</p>		
D, E1	<p>Employment of 2 adults to run an Early Start Breakfast Club (8am-9am daily). This club will be aimed at PPG children to raise punctuality.</p> <p>Employment of a Safeguarding Manager/ family support worker to develop positive relationships with families to develop routines to establish raise in punctuality.</p> <p>PPG children monthly meetings to discuss trends and methods to tackle concerns over PPG.</p> <p>Attendance lead to consult with attendance officer based in JMAT to look at reviewing strategies and</p>	<p>The breakfast club has notable impact on attendance of PP children.</p>	<p>The breakfast club should take a similar position due to the positive impact in the next academic year. However, this is only achievable following government guidance permitting it.</p>



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	developing encouragement strategies.		
E1	<p>Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund.</p> <p>20% subsidy of visits/visitors to create a 'hook for learning' and engage learners.</p> <p>20% music lesson subsidy offered.</p> <p>20% off after school clubs (school staff led)</p> <p>Pupil Premium children to have equal access to basic, daily resources.</p> <p>Offer of funding of additional school uniform where appropriate and PE kits. All KS1 Pupil Premium children to have free school milk during the school day.</p>	<p>As the year progressed, children received a wider range of experiences out of their home that they would not have received without school.</p> <p>The experiences, as seen from pupil conversations, are the highlights of the children's years.</p> <p>The use of after school clubs have widened experiences further and the clubs have seen a large uptake of PP children.</p>	<p>Due to COVID-19 closure, some PP children are expected to struggle to return to school. It is necessary to continue this into the next review</p> <p><i>Continue the welcoming and exciting approach to school life in next year's statement.</i></p>
E2	Classrooms and the general school environment to provide an inclusive, calming environment that allows PP pupils to access new	This had a noted effect on the atmosphere in school. Leading to PP children feeling more settled.	<p>The policies in place for classroom environments but dependent on the impact of COVID-19 as certain natural elements will need to be stored away currently.</p> <p>The environment not on display should take a return to classrooms only following government guidance permitting it.</p>



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	<p>learning and a culture of comfort and safety.</p> <p>Develop use of natural elements and neutral colours to develop a calm working environment.</p> <p>Use of school vision to develop an inclusive, nurturing environment for all.</p> <p>Staff to have a consistent approach to meeting the school's aims to provide a comfortable place to learn.</p>		
E2	<p>Identified pupil's access to good quality mental health support.</p> <p>Bespoke coping strategies for individual PP children including anger and anxiety gremlin work.</p> <p>Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning.</p> <p>Employment of MIND worker (1 day per week)</p>	<p>The SEMH provision that the school provides is something that we pride ourselves on.</p> <p>The nurture team have established a clear routine for referring, supporting and setting targets to support those who are struggling.</p> <p>PIVAT documentation shows an increase in skill.</p> <p>Lunch time provision has allowed for a calmer feel around school.</p>	<p><i>Continue a similar approach to SEMH with a view to refine documentation and prepare for the return to school following COVID-19 closure.</i></p>



	<p>to support identified pupils. Provide quality planned support From LM and team from Positive Regard for identified pupils including PPG pupils to overcome SEMH barriers.</p> <p>To offer additional breakfast and lunch provision to ensure that children’s needs are met at less structured time and to lower anxiety levels for identified vulnerable children.</p> <p>Provide children with positive dining experiences, reinforcing day to day expectations and manners when in the dining hall.</p> <p>Resource bank created and replenished regularly to support the delivery of effective, targeted nurture provision for PP children groups based on SEMH needs.</p>		
E2	<p>Pupils to feel happy, safe and ready to learn after lunch time. Employment of 14 TAs to support</p>	<p>Lunch time provision has allowed for a calmer feel around school.</p>	<p><i>Continue a similar approach where possible on reopening of school.</i></p> <p><i>Consider how provision following COVID-19 can support unstructured times.</i></p>



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	<p>identified PP and other groups of pupils during lunchtime. Additional lunchtime provision areas provided to PP children to access quieter zones, minimising children becoming overstimulated.</p>		
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