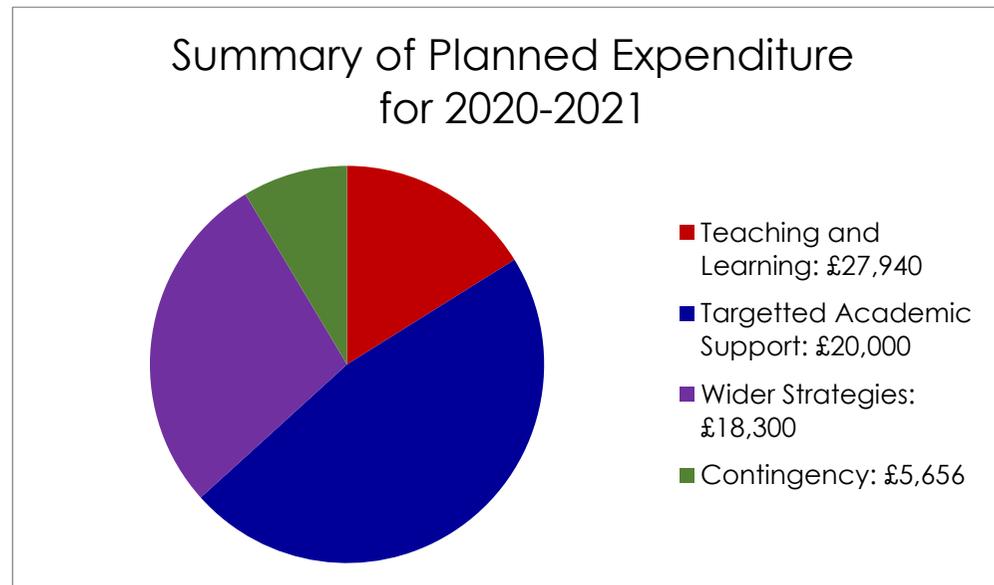


Planned Pupil Premium Expenditure for 2020-2021

	September 2020 – March 2021	April 2020 – August 2020
Total number of pupils eligible for PPG and total number of LAC pupils	107	£126,740
Estimate amount of PPG to be received per period	68	
Estimate total amount of PPG to be received	£133,00	

Nexus Education Schools Trust (NEST) Principles:

- Educational, social and emotional outcomes for disadvantaged children are the responsibility of everyone.
- We agree to make a difference and be passionate about making a difference to the outcomes and life chances for our disadvantaged children.
- Our PPG strategy comes from the ground up - winning the hearts and minds of teachers and support staff.
- Disadvantaged children are entitled to a full curriculum which means we will think creatively about when and how we run interventions.
- We are committed to enhancing the cultural capital of disadvantaged pupils - filling up their 'cultural bank account' through experiences, engaging learning etc.
- Identification of barriers to learning must be very specific e.g. not just "improve reading" but "improve fluency or reading speed".
- We are committed to honest evaluative judgements about how effective our strategies and interventions have been.
- We are committed to being intentional about building positive relationships with disadvantaged children and their families.



Planned Expenditure for Pupil Premium Funding: 2020-2021

Barrier to learning	Overall aims	Actions	Rationale	Staff / lead	Estimated Costs
1. Quality of Teaching and Learning					
Potential lack in specific, targeted focus on Pupil Premium children can contribute to poor achievement for these children.	That teachers identify achievement gaps between disadvantage pupils (DA) and other pupils in their class across the school and implement intervention/catch up strategy	<ul style="list-style-type: none"> All staff to be clear about who the DA/PPG pupils are, what their prior attainment is and what the end of year targets are (PPG Leads) Through PiXL tests staff to identify gaps in learning due to the COVID-19 lockdown experience. Ensure that teachers accurately assess the learning strengths and gaps of DA pupils at the start of each block of learning and through daily lessons (PPG Lead) Staff to create PP provision maps half termly. Share any identified patterns across the school Use information to devise strategic expenditure plan for DA/PPG pupils (including adopted) Use PiXL Primary intervention programme across the school. Ensure that DA achievement is tracked individually (PPG Lead) 	The DCSF booklet 'Pockets of Poverty' indicates that in effective schools all staff know which children are in receipt of PPG.	PPG Leads	Staff meetings - Nil
Inconsistent use of or understanding of spelling rules. Poor or inconsistent spelling of high frequency words.	That all staff are confident in the teaching of spelling is a systematic way. That children's spelling is improved across the school as seen in independent writing.	<ul style="list-style-type: none"> To focus on embedding the use of PiXL's Clued Spelling strategy in KS2. To ensure specific teaching of spelling patterns and common mistakes in homophones such as 'there', 'their' and 'they're' (teachers) For all teachers to use national curriculum word lists with children, and work banks appropriate for lesson for those children who need it (teachers) For all staff to have and explain to children a zero-tolerance approach to all common spelling mistakes that children should know or have a resource to correct that. SM (KS1 lead) To ensure a consistent approach to the teaching of phonics and spelling in EYFS and KS1. By the end of Year 1, children to be ready to learn the phase 6/ spelling rules in Year 2. Teachers in Y1 and Y2 to use PiXL common exception word therapies. 	Although children's achievement has improved and above the national average in Reading, Writing and Maths, our Grammar, Punctuation and Spelling results at Year 6 were broadly average. Analysis showed that poor spelling is a factor in our lower writing scores. Spelling is a significant factor. Introduction of this systematic approach that has been tried and tested across schools, and has already improved spelling. This needs further embedding.	PIXL Lead Teachers	PIXL Subscription fee: £2,700 Supply cover for conferences: £1,840 Clued Spelling resources: Nil

<p>Poor handwriting for some children.</p>	<p>That all staff are using the Morrell's handwriting scheme.</p> <p>That children's handwriting continues to improve across the school.</p>	<ul style="list-style-type: none"> To continue to embed the Morrell's handwriting scheme. AW (Literacy lead) to present presentation awards and handwriting pens for neat writers. Teachers to be consistent about the expectations for presentation. 	<p>Although the school has made good progress with handwriting this still needs to be developed so it is consistent for all pupils. Legible, fluent handwriting will improve the ease with which pupils write.</p>	<p>Teachers AW (English lead)</p>	<p>Morrell's scheme books</p>
<p>Limited vocabulary (high level) and simple sentence structure in writing</p> <p>Challenges in maintaining the writing structure and cohesion all the way through to the end of the piece</p>	<p>That children's writing continues to show improvement in sentence structure and vocabulary</p> <p>That children are able to sustain the quality and cohesion of the piece to the end of the writing</p>	<ul style="list-style-type: none"> Continue to use Power of Reading and Shareen Myers' check lists and lesson progression: AW (English lead) to continue to develop the features, grammar for those features, plan, write and edit model. To continue to use the writing checklists at the back of the children's writing books. 	<p>Although writing has improved recently and the gap is beginning to narrow. s narrowed across the school, more work needs to be done, especially after the COVID-19 lockdown.</p>	<p>English Lead</p>	<p>Staff meeting time: nil</p> <p>Power of reading subscription:</p> <p>Supply for English lead:</p>
<p>Some children have challenges with working memory, and committing learning to long term memory</p>	<p>That staff's understanding of working memory, short term memory and long term memory in relation to teaching and learning is improved.</p> <p>That children learn strategies at help them to commit learning to long term memory.</p>	<ul style="list-style-type: none"> EB and FS to feedback on working memories strategies. To continue to implement Paul Cabb's training on working memory. Children to learn about how memory works in assemblies and in class (teachers) Trial strategies; evaluate impact (WLT) 	<p>We know that learning happens when knowledge is committed to long term memory. Some children struggle to remember well enough to apply their learning to different contexts.</p> <p>SEND assessments show that some children have difficulties with working memory.</p>	<p>Inclusion Managers Teachers</p>	<p>Working memory course: free</p> <p>Staff meeting: free</p>
<p>Low confidence as learners, or under-developed behaviours for learning contribute to lower rates of progress.</p>	<p>That children are supported to think about their own learning more explicitly (meta-cognition ad self-regulation).</p>	<ul style="list-style-type: none"> Review EEF research findings and toolkit Discussion of "Self-regulated learning" with PW (NEST) broken down into three essential components: <ul style="list-style-type: none"> cognition - the mental process involved in knowing, understanding, and learning metacognition - often defined as 'learning to learn' and motivation - willingness to engage our meta-cognitive and cognitive skills." 	<p>The EEF Toolkit indicates that a collaborative (or cooperative) learning approach can offer +5 months of progress for very low cost, based on extensive research evidence. Approaches which promote talk and interaction between learners tend to result in the best gains.</p>	<p>PP Leads Teachers</p>	<p>Conferences part of the PiXL subscription: see above</p>

		<ul style="list-style-type: none"> • INSET and staff meetings to focus on what self-regulated learning looks like in the classroom and how we can give children a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task • Monitor development in the teaching and practice of skills, and impact on motivation and progress through learning walks, children's books and achievement data • Encouragement to talk about the thinking process. • Continue focus on quality feedback given to children so that it is specific and focused – teacher professional development and monitoring of feedback. • PiXL Conferences 	<p>The EEF Toolkit indicates that metacognition and self-regulation approaches have consistently high levels of impact, with children making an average of seven months' additional progress. Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p>(Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition - the mental process involved in knowing, understanding, and learning; • metacognition - often defined as 'learning to learn'; and <p>motivation - willingness to engage our metacognitive and cognitive skills.)</p>	SLT	<p>Supply cover costs: £1,200.</p> <p>Staff meeting time: Nil</p>
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2. Targeted Academic Support

Slow reading speed impacts on reading confidence and comprehension.	That children's reading speed no longer hinders their access to the curriculum, their enjoyment of reading, and their ability to comprehend what they are reading.	<ul style="list-style-type: none"> • Continue Lexia IT intervention (reading and writing) programme for LAC targeted child. • Teachers to use PiXL reading speed assessment to identify key children. • Implement interventions to support improvement in small groups, using the gap analysis data from the PiXL tests. • Regular one to one reading with adult, small group guided reading, pre-exposure to whole class texts. • Teachers to use high quality Power of Reading text, including children's classics with whole class – high levels of vocabulary as well as interest. • Lots of opportunities for children to talk about their reading material at a deeper level through guided whole class and small group sessions. • Children to use Bugclub to improve comprehension skills. 	<p>Although 2019 KS2 data shows above average progress in reading, teachers identify slow reading speed as one of the factors which affect progress for DA children.</p> <p>Another factor identified is the need for children to be exposed to a higher quality of text and vocabulary, including children's classics.</p> <p>Some children may be less skilled in using more formal language conventions and gauging when these are necessary ('Pockets of Poverty pg. 13). Higher quality texts and specific teaching can support and consolidate the use of more formal language conventions.</p>	<p>English Subject Lead</p> <p>SENCO / PiXL Lead</p>	<p>Lexia IT Subscription: paid for by Croydon Virtual School</p> <p>PiXL membership costs (see above)</p> <p>Bugclub, Purple Mash, MyMaths, Racing to English: £1,000</p> <p>TAs £50,000</p>
Some children may not be given enough time to	That children have the time they need to	<ul style="list-style-type: none"> • Assess what pupils know and don't know – low key regular mini diagnostics • Designated P.P.G. leads to oversee provision and impact. 	We know that some children need more opportunities to practice so that learning can be committed to long term	<p>Teachers</p> <p>Inclusion Leads</p>	<p>PiXL membership costs (see above)</p> <p>PPG. Leads £2,000</p>

embed or extend their learning within the lesson	practice, embed and extend their learning. That more disadvantaged children achieve the expected standard in Reading, Writing and Maths	<ul style="list-style-type: none"> Develop a gaps analysis tool (or use one from Pixl) so that staff can identify gaps and use them to inform planning. Larger scale gaps analysis e.g. the maths curriculum taught so far, and small-scale gaps analysis e.g. for a block or lesson Identify pupils needing catch-up interventions and/or tutoring e.g. use of assembly times for intervention groups Ensure that teachers invest time in helping learners to develop their self-regulation skills (ongoing throughout steps). Ensure that these are not be overlooked in favour of getting through the curriculum <p>Ensure high challenge for those who need extending</p>	memory. Sometimes time within the lesson is not enough, or the children need opportunities to come back to the learning after a break. We know that "spaced learning" works because forgetting is a key element of the learning process - it helps the brain sort important from trivial information.	PPG Leads	
Slower processing for some children means that learning tasks can sometimes move on too quickly.	Experiment with opportunities for what EEF calls 'mastery learning'. This is where learning expectation remains constant, but the time needed for children to become competent varies. High levels of success needed before moving on to the next learning step.	<ul style="list-style-type: none"> Specialist support services e.g. Speech and Language, and Educational Psychologist. Allow more time to embed learning through: <ul style="list-style-type: none"> PiXL group 'therapies'. 'double teaching' – opportunities to repeat the learning input. Split teaching, where children start the learning activities at different starting points. 1 to 1 and small group tuition Teachers to work on <u>embedding</u> the strategies of split teaching, focused differentiation, guided teaching groups, and allowing children to enter the learning at different starting points. Ensure high levels of success in learning (about 80%) before moving on to the next concept. Pre-teaching sessions and 'double teaching' to allow better access to more challenging learning (Teachers, TAs, inclusion team) Monitor DA children's books and progress data (PP leads) Staff training spread through-out the year. 	The EEF Toolkit suggests that there is a moderate research evidence base which indicates that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	SENCO / PiXL Leads	Specialist services Speech and Language £12,000 Ed psych. £1500 PiXL membership costs (see above)

3. Wider Strategies to Support Readiness to Learn

Emotional well-being, behaviour or mental health that impact on learning focus.	Try to ensure that children are not disengaged because of anxiety, family challenges, lack of sleep, lack of breakfast.	<ul style="list-style-type: none"> Identifying the children identified as PP+ (LAC, adopted) as an identified sub group often with specific needs. Learning Mentor (LM) support, social groups and rainbow room access. Counselling service, 2 days per week – intensive 1:1 therapy. EWO and SM to monitor attendance. Listening ears 	Children's emotional, physical and mental well-being can negatively affect their ability to engage fully with the learning process. Some children's learning may be limited by social and emotional issues which they have difficulty in resolving.	SLT Teachers Counsellor	Providing uniform £1,500 Learning Mentor; £4,500 EWO £1,500
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			Our children who are identified as LAC or adopted are often joining the school from KS1 in the lowest attaining groups, or very 'borderline expected standard'. Often, they have attachment difficulties, and need to be supported in self-esteem as people and as learners.		Listening ears: £1,000 Attendance punctuality awards £1,500
Limited life experiences or opportunities and encouragement to access the wider curriculum	PP children have ease of access to wider experiences within the curriculum and in addition to the curriculum.	<ul style="list-style-type: none"> Embed the creative curriculum, ensuring breadth and depth. Ensuring that children have access to high quality activities, visits and visitors throughout the year. OPAL project to encourage self-esteem, problem solving and social skills. Supporting families by subsidising the cost of school trips and residential visits when they recommence. Paying for music tuition for those learning instruments with BYMT. Supporting access to and subsidising the cost of after school clubs. 	<p>Children with wider social and cultural experience potentially have more life experiences to bring to learning situations; more real-life experiences to support abstract concepts.</p> <p>In addition, some children may be less skilled in using more formal language conventions and gauging when these are necessary. Wider experiences can support this.</p>	PPG Lead	Music lessons - £300. Filming £9,000
Sub total					
Contingency for unexpected costs					£10,000
TOTAL PLANNED EXPENDITURE:					

Measuring the impact of PPG spending

The progress of all pupils is tracked systematically and interventions evaluated and adapted accordingly. Pupil progress meetings include analysis of PP (Pupil Premium) children specifically. Progress of children receiving PPG is formally monitored termly. This analysis is used to adjust the provision for children as appropriate.

The take-up of PP children in extra-curricular activities is monitored and the impact on all areas of child's development assessed through lesson observations and evidence in books.

The Local Committee scrutinise the progress of children receiving PPG termly.

PPG expenditure, and, in particular, its impact is monitored termly by the Senior Leaders, and Local Committee.

Pupils' views will be sought in terms of attitude and enthusiasm to learning, strategies that support learning, and issues that hinder learning.