

## Pupil premium grant expenditure: Planned expenditure 2020/21



### Overview of the school

Number of pupils and pupil premium grant (PPG) 2020/21 received	
Total number of pupils on roll	420
Total number of pupils eligible for PPG	32 (PPG), 2 (Service )
Amount of PPG received per pupil	£1345 (PPG), £620 (per service)
<b>Total amount of PPG</b>	<b>£43,660</b>

Barriers to learning (identified from the school's self - evaluation)
<ol style="list-style-type: none"> <li>1. Lock down means that many of the children have missed out on adequate schooling and social interaction for approx. 6 months.</li> <li>2. Some children appear to lack confidence in social situations and this can affect their relationships between peers and adults.</li> <li>3. Some children do not receive the same level of support in terms of home schooling as others.</li> <li>4. Some children do not have access to sporting activities.</li> <li>5. Some children do not have good role models at home who model and understand the importance of lifelong learning.</li> <li>6. COVID adversely affected the mental health of staff, pupils and their wider family.</li> </ol>

Objectives to address the barriers to achievement of disadvantaged pupils (pupils eligible for free school meals within the last six years or in local authority care for at least six months)	Review Aut 21 (RAG)
1. Pupils will follow a recovery curriculum designed to fill any gaps as a result of lockdown.	
2. Children to be more aware of how they are feeling and how they can deal with their emotions appropriately.	
3. Children will have access to greater levels of support to help with home schooling.	
4. Children will participate in a range of extra-curricular activities.	
5. Adults to build relationships with children and act as good role models.	
6. Staff will have a better understanding the signs of poor mental health and feel better equipped to support pupils and their	

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families. Staff will have attended mental health training. Children will feel safe and secure in their schooling environment.	
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Spending actions to be taken this year to address the barriers to achievement of disadvantaged pupils:		Expected Impact
1.0  Reading/writing/maths/EAL, bespoke interventions for PPG to narrow the gaps and accelerate progress. This can be either as 1:1, small groups or classroom based. Specific targets are set for each child in conjunction with class teacher and reviewed on a regular basis.		Children will have met their appropriate age related targets as identified on Insight.
1.1  Speech and Language trained TA support with devising and monitoring sessions in school weekly. 1:1/small group support to develop language skills so that children can communicate effectively and access learning.		Children will be more able to communicate effectively with peers and adults.
2.0  All children to be introduced to, and taught the zones of regulation. Each classroom to have a display that the children can interact with daily to aid discussion. Developing the Zones of Regulation creates a learning environment in which pupils can learn more effectively.		Feelings will be identified using zones and appropriate tools identified and implemented.
3.0  Children are being taught at school how to access Google Classroom. Access to Google Classrooms will be given via additional laptops if necessary. Children will be given resource packs to use at home. Those children who		Home schooling tasks to be completed on time to the

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<p>struggle with internet access will be provided with appropriate alternatives.</p>		<p>best of the child's ability.</p>
<p>3.1</p> <p>Sharing strategies of how to support learning at home (to include resources). Such as:</p> <p>English (including phonics) and numeracy information power points for parents</p> <p>E-safety workshop for parents</p>		<p>Parents receive useful information and support to enable them to effectively help their children with their learning at home.</p>
<p>4.0</p> <p>Enrichment opportunities such as trips (when we are able) to enable full access to school life and a range of experiences which will develop their thinking and oral skills. Children will be encouraged to take part in additional sport where available.</p>		<p>All children will have opportunities to widen their experience at school.</p>
<p>5.0</p> <p>The continued teaching of the Jigsaw PSHE RSE scheme will support children with their social skills, mental health and importance of life long learning. All children to be familiar with the Zones of Regulation to help with emotional regulation.</p>		<p>Through Insight tracking, Jigsaw will demonstrate progress made with social skills and resilience.</p> <p>Zones of Regulation will be used to identify and support methods of</p>

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		emotional regulation.
6.0	Children's mental health continues to be high on the Government's agenda and with the increasing need for mental health support in school, we feel this needs to be a priority. This will be addressed by embedding learning from Jigsaw and the Zones of Regulation, applying the 5 R's, mindfulness, whole staff mental health training and peer teaching (where possible due to COVID).	Staff will have attended mental health training and feel confident in implementing it with a consistent whole school approach. Children will feel safe and secure in their school environment.
6.1	Pastoral interventions including nurture group, protective behaviours, drawing and talking, sensory circuits and mindfulness. Achieved through small group/ 1:1 sessions to support children's emotional wellbeing and mental health so that they are more ready to learn.	Majority of children will be increasingly ready to learn and have visibly more confidence in school as well as being more able to self-regulate.
6.2	1:1 Nurture sessions on a term by term basis to provide targeted behaviour support and learning support to accelerate progress.	Children who had not previously made progress will make made expected progress to 'narrow the gap'

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6.3		
1:1 Therapy as needed		An increased number of children with barriers are more ready to learn.

**How will we know if we have been successful**

By:

- Analysing our in school data
- Regular professional discussions about learning and barrier with appropriate members of staff.
- Monitoring the learning in children's books
- Asking the children about what has been successful, what have they learnt and what their next steps are.

This plan will be reviewed yearly.

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