



# Britannia CP 1-year Pupil Premium Strategy 2020-2021

1. Summary information						
School	Britannia CP School Bacup					
Academic year	2020-2021	Pupil Premium Grant (PPG) received per pupil	£1345 (unless bullet points 2-4) as identified below.		Indicative PPG as advised in School Budget Statement	£70165 (Actual Spend- £73,292.72)
Total number of pupils	235	Number of pupils eligible for PPG	47		Actual PPG budget	£70165 £73,292.72
	Data 2020	Pupils eligible for Pupil Premium (school data) 2018-2019	Pupils eligible for Pupil Premium (school data) 2017-2018	Pupils eligible for Pupil Premium (school data) 2016-2017	All Pupils school data 2019-2020	Pupils not eligible for Pupil Premium National Average 2019-2020 (This is not compared with the national average for all pupils)
% GLD at the end of EYFS	NO DATA – DUE TO Covid-19	100% (3 pupils)	66.7% (3)	33% (3)	NO DATA	NO DATA
% working at standard Year 1 phonics	NO DATA – DUE TO Covid-19	75% (4 pupils)	66.7% (3)	50%	NO DATA	NO DATA
% KS1 age related expectations Reading	NO DATA – DUE TO Covid-19	66.7% (3 pupils)	50% (10)	63% (8)	NO DATA	NO DATA
% KS1 age related expectations Writing	NO DATA – DUE TO Covid-19	66.7% (3 pupils)	50%	32.5%	NO DATA	NO DATA
% KS1 age related expectations Maths	NO DATA – DUE TO Covid-19	33.3% (3 pupils)	50% GD-10%	37.5%	NO DATA	NO DATA
% KS2 age related expectations Reading	NO DATA – DUE TO Covid-19	7 children Expected - 43% High standard- 14%	66.7% (3 CHILDREN) High standard- 33%	82% (11 pupils in cohort but currently only 9 accounted for in ASP. This data shows 11) High standard-27%	NO DATA	NO DATA
% KS2 age related expectations Writing	NO DATA – DUE TO Covid-19	7 children Expected - 43% High standard- 14%	100% GD- 0%	73% Greater depth- 36%	NO DATA	NO DATA

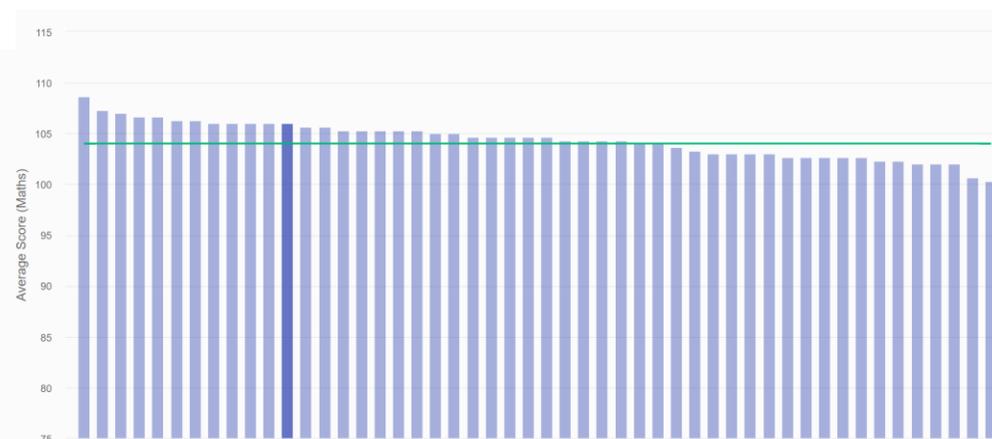
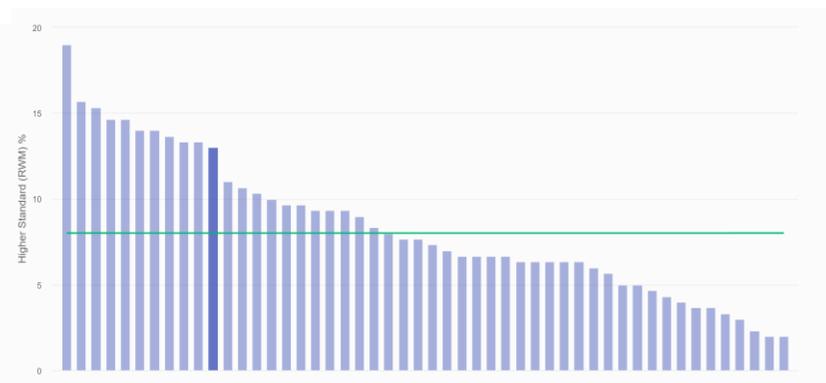
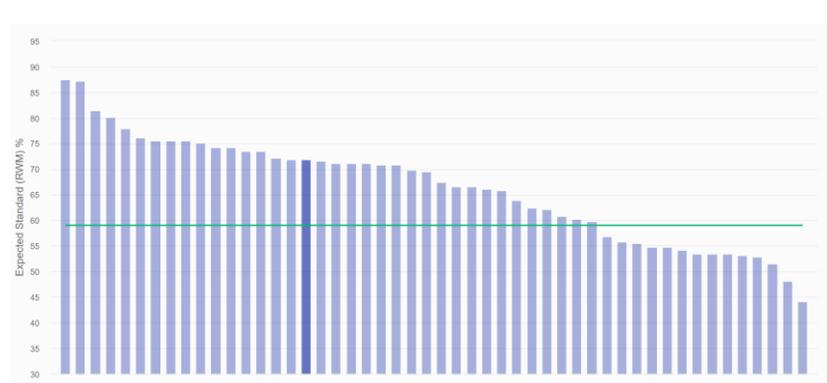
% KS2 age related expectations Maths	NO DATA – DUE TO Covid-19	6 children Expected – 83% 6 children High standard – 0%  Additional child – 7 Expected – 86% High standard- 0	100% High – 33%	75%	NO DATA	NO DATA
% KS2 related expectations GPS	NO DATA – DUE TO Covid-19	Additional child – 7 Expected – 57% High standard- 0	100% GD- 66.7%	75%	NO DATA	NO DATA
Progress in Reading across KS2	NO DATA – DUE TO Covid-19	-1.8 (PP non-SEN 0.3)	1.5	-1.37	NO DATA	NO DATA
Progress in Writing across KS2	NO DATA – DUE TO Covid-19	-5.1 (PP non-SEN was -2.5)	2.3	-0.2	NO DATA	NO DATA
Progress in Maths across KS2	NO DATA – DUE TO Covid-19	Maths 1.2 (PP non-SEN 2.6)	2.7	-0.27	NO DATA	NO DATA
% KS2 age related expectations Reading, Writing and Maths combined	NO DATA – DUE TO Covid-19	RWM at expected  RWM – 43%	66.7%	25%	NO DATA	NO DATA

## 2. Summary of the PPG

Pupil Premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1345 per child)
- who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) (£2345 per child)
- currently being looked after or in care (£2345 per child per school year – held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£310 per child)

Schools are held accountable by the government for the spending of these monies as they are best placed to identify the needs of each child. Performance tables will capture the achievement of disadvantage children covered by the Pupil Premium. Britannia Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes and ensure that this is in line with their peers. This document is aimed to inform parents and others about how Britannia has used the Pupil Premium funding to ensure this happens in 2020-2021.



### 3. Key priorities (For more detail, see detailed outcomes)

#### EEF Families of Schools Database



- Number of PP children meeting the expected, or higher standard, at the end of KS2 needs to increase in reading and writing.
- Diminishing the differences in attainment and progress between pupils eligible for PPG and all pupils.
- Number of PP children at the end of the EYFS and KS1 to increase.
- Following lockdown, the gap between Non-pp and pp has widened in the majority of cases.

#### Quality of Teaching for All

- **Professional development: sessions to support teachers, with a particular emphasis on literacy, vocabulary and challenge (based around a mastery curriculum and Rosenshine's Principles)** Teachers need to develop an understanding of Rosenshine's Principles and a Mastery curriculum, as well as applying these to deliver a high quality teaching and learning experience for all children. This will enhance the quality of teaching and learning and also increase the number of PP children working at and above age-related expectations. PP children will feel more challenged in their learning. Engagement in lessons should also increase due to lessons being based upon Rosenshine's Principles etc. This in turn will also develop the resilience and collaborative learning skills of the PP children as this is another key priority. **Blended learning plan: incorporation of in school learning and remote learning to ensure pupils have access to quality progressive education.** A range of resources used from live Google Classroom lessons, videos and work books and access to a teacher via phone or email.
- **Support for early career teachers (NQT): providing high quality CPD and mentoring support for NQT career development.** Time and support needed to focus on professional development will mean the NQT is more likely to stay in the teaching profession and there will be a high percentage of children in Y2 who meet the expected standard at the end of the year.

#### Targeted Support

- **Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills.** Children's vocabulary/phonics/ language and communication skills improve and in turn, so does their progress in reading and writing.
- **Improve support for early assessment of PP children's learning needs:** EP assessment and specialist teacher assessments to give clear identification of areas of strength and need.
- **Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations.** The gap begins to close and children are working close to, or at, age related expectations.
- **One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs.** Additional teaching and learning opportunities using TAs means that the gap begins to close even quicker and progress is accelerated.

#### Other Approaches

- Attendance for PP children in 2019-2020 (95.7%) is lower than non-PP children (96.8%) and rates of PA are higher for this group of children. This is slowly improving on a 3 year upward trend but needs to continue to do so.
- Continue to increase parental engagement.

- Continue to offer a wide range of extra-curricular opportunities and experiences for PP children due to limited resources and experiences at home.

#### 4. Barriers to future attainment (for pupils eligible for PPG)

##### Academic barriers (such as poor oral language skills)

A	Pupils often enter Reception below typical in Communication and Language, PSED, Literacy and Maths. Baseline indicates children begin school at lower starting points.
B	Increased numbers of pupils start school with SEND or emotional and behavioural problems difficulties which acts as a barrier to learning. PP children are less resilient and collaborative learners.
C	PP children working below ARE.

##### Additional barriers (including issues which also require action outside the school such as low attendance rates)

D	To provide enhanced learning opportunities and support for the PP children due to limited resources within some families and households.
E	Access to support with home learning and engagement of parents in the learning process.
F	Pupils eligible for PP may not have access to a wide range of vocabulary at home and they have less experiences to draw upon. This is can have a significant impact upon the higher ability PP children to achieve at the higher standards.
G	Attendance for pupil premium is lower than non-PP. This reduces the number of school hours and causes them to fall behind although this is improving.
H	Limited life experiences and exposure to culture and literature.
I	With COVID restrictions, isolation and bubble closures, this may reduce the number of teaching hours that PP children may have access to.

5. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<p>What will you implement as a result of this plan that was not in place before? You could discuss your targeted additional support strategies and what will result from them. E.g. 'All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of all pupils nationally'.</p>		
A	<p><b>Support for early career teachers (NQT): providing high quality CPD and mentoring support for NQT career development</b></p> <p>Time and support needed to focus on professional development will mean the NQT is more likely to stay in the teaching profession.</p>	<p>Lesson observations by NQT mentor will show good quality teaching and learning.</p> <p>NQT will be willing to engage in professional development and CPD.</p> <p>Children in Y2 will make good progress and most will be working either at expected or above expected standard.</p>
B	<p><b>Professional development: sessions to support teachers, with a particular emphasis on literacy, vocabulary and challenge (based around a mastery curriculum and Rosenshine's Principles).</b></p> <p>The quality of teaching and learning will continue to improve and more PP children will be achieving at a higher standard.</p>	<p>Staff will be willing to engage in professional development.</p> <p>Staff will share what has worked well/any issues found whilst trialling new approaches in teaching and learning such as the use of Rosenshine's Principles.</p> <p>Lessons observations will show focus on a mastery curriculum/use of Rosenshine's principles to improve Q of T.</p> <p>More able PP children accessing challenging texts and reaching/maintaining a high standard.</p> <p>Q of T improved to ensure that all children are challenged across the curriculum.</p> <p>Observations show that more able are adequately challenged and supported in the teaching sessions.</p> <p>Effective questioning is used throughout the curriculum to encourage depth of learning.</p>
C	<p><b>Blended learning plan: incorporation of in school learning and remote learning to ensure pupils have access to quality, progressive education.</b> A range of resources used from Live Google Classroom lessons, Videos, workbooks and access to a teacher via phone/email.</p>	<p>Staff will have support and training on Teams/Google Classroom.</p> <p>Online resources will be purchased to support online learning. (White Rose, Spag, Oak Academy, Join it, Purple Mash)</p> <p>CGP resources purchased</p> <p>Staff given time to produce quality blended learning plans.</p> <p>Pupils will be able to access blended learning which corresponds to the work in class.</p> <p>If the work is completed, there should be a decrease in the gaps created by isolation / further lockdowns.</p>

C	<p><b>Develop children’s resilience and collaborative skills for learning.</b></p> <p>PP children become more resilient learners and their collaborative skills also improve.</p>	<p>Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning. Observations show that PP children are developing into resilient learners and are making rapid progress.</p> <p>There will be a continued reduction in the number of behaviour problems for this group of children over the year due to Lego Therapy, nurture groups and social and family support sessions. This will also be monitored using CPOMS, Boxhall profiles etc.</p>
D	<p><b>Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills.</b></p> <p>Children’s vocabulary, oral language and communication skills improve and in turn, so does their progress in reading and writing.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils meet age related expectations. Pupils will have made significant progress from their starting points (evidenced in baseline).</p> <p>Training for EYFS staff, NELI and Word Blaze interventions have a positive impact upon pupil progress.</p> <p>Children across school make rapid progress in reading and writing in order to close the gap further. Pupils in Year 2 pass the Phonics Screening check.</p> <p>Lesson observations demonstrate high quality teaching and learning.</p>
E	<p><b>Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations.</b></p> <p>The gap begins to close and children are working close to, or at, age related expectations.</p>	<p>Intervention and provision is successful which results in PP children making good progress throughout the year. More PP children reaching expected levels of attainment in Reading, Writing and Maths.</p> <p>Develop the teaching of spellings in a structured and systematic way, as well as a mastery curriculum, to support all PP pupils. Using Read, Write Inc and additional spelling sessions to close the gaps.</p>
F	<p><b>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs.</b></p> <p>Additional teaching and learning opportunities using TAs means that the gap begins to close even quicker and progress is accelerated.</p>	<p>Use of IDL and additional iPads, as well as Word Blaze intervention supports reading development and fluency.</p> <p>Pupil Premium children can explicitly discuss their learning using a wide vocabulary.</p> <p>High quality vocabulary displays are frequently referenced and used. Use of subject knowledge maps and low stakes testing supports knowledge retention.</p> <p>Immediate intervention within lessons means that PP children keep up with the class.</p>
G	<p><b>Attendance: Additional hours for office staff per week to improve attendance and foster links with parents.</b></p> <p>Increased rates of attendance for PP children in line with other pupils.</p> <p>Reduced PA for this group of children.</p>	<p>Increased rates of attendance for PP children in line with other pupils. Reduced PA for this group of children. Number of children logging onto Google Classroom to complete remote learning will be high.</p>

H	<p><b>Parental engagement: Supporting parents to become more engaged with their child/ren's learning, financial cost of trips etc.</b></p> <p>Parents feel more supported and confident to help their children with their learning, as well as financially supported in terms of trips etc.</p>	<p>Increased numbers of PP children completing their homework and increased frequency of reading.  Number of children logging onto Google Classroom is high.  Questionnaires show that there has been an increase in parental engagement with homework and learning.  Updates to website so that parents are able to access further information about the curriculum.  More PP children are attending trips/extra-curricular activities which have a cost attached.</p>
I	<p><b>Providing/offering a wide range of extra-curricular opportunities and experiences.</b></p> <p>PP children have a wide range of experiences which they may not get to experience otherwise due to their limited life experiences.</p>	<p>Pupils eligible for PP take part in a wide range of sporting or adventurous activities. Children to take part in a variety of enrichment experiences to enhance learning and skill development.  Monitor access to clubs and additional activities.  Opportunities for musical tuition through brass.  All PP children have achieved 25m by the end of Year 5 and additional swimming intervention planned for those who are still falling behind.  This is evident through monitoring of attendance of extra-curricular activities and each child's individual PP tracker.</p>

6. Planned expenditure

Academic year	2020-2021	Demonstrate how you will use PPG to improve classroom pedagogy, provide targeted support and support whole-school strategies.
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Quality of teaching for all

Intended outcome	Chosen action and approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation? How will you know it is implemented well?	Actual outcome:
<p><b>Support for early career teachers (NQT): providing high quality CPD and mentoring support for NQT Career development</b></p> <p>Time and support needed to focus on professional development will mean the NQT is more likely to</p>	<p>Weekly meetings with NQT mentor which look at identified areas and talk NQT through how to do things the 'Britannia' way (e.g. planning, challenge, Maths No Problem).</p> <p>CPD sessions with Sarah Atkinson Lancs English consultant – planning and delivering an English unit of work.</p>	<p>The DfE Teacher Retention and Recruitment Strategy notes that one of the challenges facing the teaching profession is that 'teachers at the start of their careers don't always get the support they need to build a successful career, and at the moment, too many end up leaving... the Early Career Framework will underpin an entitlement to a funded 2-year support package for all new teachers, providing them with the support enjoyed by other top</p>	DT/SC	<p>December 2020  April 2020  July 2020</p> <p>Teacher on track to meet NQT standards.</p> <p>Observations and monitoring show that the teacher is maintaining good standards of teaching and learning.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>stay in the teaching profession. £2000</p>	<p>Attendance at Lancashire 2-day NQT induction conference (via Zoom).</p> <p>Booked onto and attendance on other Lancashire courses e.g. <u>Primary NQT Network meetings</u></p> <p>Tuesday 20<sup>th</sup> October 2020 4:00pm to 6:00pm (Autumn Term)</p> <p>Thursday 4<sup>th</sup> March 2021 4:00pm to 6:00pm (Spring Term)</p> <p>Wednesday 23<sup>rd</sup> June 2021 4:00pm to 6:00pm (Summer Term)</p> <p><u>NQT's – Looking after your well-being and resilience</u></p> <p>Monday 18<sup>th</sup> January 2021 9:30am to 12:15pm <u>NQT Induction Conference</u></p> <p>Thursday 8<sup>th</sup> October 2020 and Friday 9<sup>th</sup> October 2020 9:00am to 4:30pm <u>New to Year 2 – Understanding the Assessment procedures for 2020/2021</u></p> <p>Wednesday 4<sup>th</sup> November 2020 1:30pm to 4:00pm £60</p> <p>NQT time in addition to PPA time.</p> <p>Observations of other Britannia teachers.</p>	<p>professions. These reforms sit at the heart of the strategy and will include a dedicated mentor and a reduced timetable for early career teachers, giving them the time and support needed to focus on their professional development.' If the time and support needed to focus on their professional development is given to NQTs, they will be more likely to stay in the teaching profession.</p>		<p>Year 2 children making good progress and on track to meet ARE.</p> <p>Review meetings with the teacher demonstrate that she has the support and training in order to succeed.</p> <p>Teacher is willing to take on board advice and CPD.</p> <p>Teacher is reflective on training and implements new strategies within the classroom.</p> <p>Mentor quality is high and the impact of actions is evident through the NQT folder.</p>	
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	Additional support from subject leaders and staff for additional help with subjects/areas e.g. SEN, PE, Science, Y2 etc £200				
<p><b>Professional development: sessions to support teachers, with a particular emphasis on literacy, vocabulary and challenge (based around a mastery curriculum and Rosenshine's Principles).</b></p> <p>The quality of teaching and learning will continue to improve and more PP children will be achieving at a higher standard.</p> <p>£8000</p>	<p>Rosenshine's Principles training/CPD for all staff 300 + additional reading material for staff £100</p> <p>Word Blaze intervention training/CPD for all staff £320 (cost of intervention)</p> <p>Mastery curriculum training/CPD- subject leader release time £ 3000 (additional subject associations, release time and website support)</p> <p>NELI intervention training/CPD for relevant staff</p> <p>Phonics CPD support – RWI £3000</p> <p>Phonics virtual learning and 2 day virtual phonics access for teachers and TAs.</p> <p>5-10 minutes staff meeting time to discuss recent CPD/training and anything new/issues found.</p>	<p>EEF report on mastery learning states that 'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.'</p> <p>Evidence for Rosenshine's principles/vocab</p> <p>Focusing on a mastery curriculum will also mean that more, more able PP children will be targeted for achieving above the expected standard.</p> <p>The EEF PP report states that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p>	All teaching staff/SC as PP lead/SLT	<p>December 2020</p> <p>April 2020</p> <p>July 2020</p> <p>Strategies are evident in teaching and learning.</p> <p>Plans are adapted</p> <p>Children making good progress and an increase seen in pupils working at GD.</p> <p>Pupils discussions show that pupils are able to recall key knowledge and previous learning.</p> <p>Observations and teaching shows the development of vocabulary and questioning is embedded into lessons.</p>	•
<p><b>Blended Learning Plan</b></p> <p>£6000</p>	<p>Google training for staff</p> <p>IT technician support</p> <p>CGP resources</p> <p>Online learning- SPAG.com</p> <p>Office staff to provide telephone support for</p>			<p>December 2020</p> <p>Increased numbers of children completing home learning.</p> <p>Teachers registers Children participating in live google classrooms lessons.</p> <p>Parents engaging in home learning.</p>	•

	parents during isolation/bubble closure.			The gaps are closing caused by lockdown or isolation. Office records show that communication has been made.	
<p><b>Develop children's resilience and collaborative skills for learning.</b></p> <p>PP children become more resilient learners and their collaborative skills also improve.</p> <p>£12000</p>	<p>MNP/RWI Spelling/RWI Phonics approach in school to develop collaborative learning- resource costs £2000 Mastery curriculum focus will develop resilience and collaboration.</p> <p>Rosenshine's Principles approach being used within the classroom will mean that all children are seen as on a level playing field and glass ceiling removed.</p> <p>Use of Google Classroom will develop collaborative skills for learning. £720 (costs for training)</p> <p>Nurture and emotional support provided where appropriate so that children have the right mindset for learning. Children are also supported with their wellbeing through this difficult time.</p> <p>Additional intervention within lesson to provide instant catch up.</p> <p>Increase parental engagement through regular topic afternoons, reading mornings and teachers approaching</p>	<p>Based on Carol Dweck's theory of growth mindset and learning, as well as Rosenshine's Principles. School want to develop the mindset culture and develop the ethos across school.</p> <p>School also want to develop cooperative learning in the classroom so that children are supportive of each other's learning and the ceiling is removed for all pupils.</p> <p>EEF report on collaborative learning states 'Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as Mastery learning or Digital technology. Collaborative learning appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum. The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk</p>	<p>SC/CL/all teaching staff</p>	<p>December 2020 April 2020 July 2020</p> <p>Monitoring of whole class teaching shows a clear focus on learning behaviour.</p> <p>Increased independent access to google classroom and completion of home learning.</p> <p>Behaviour incidents reduced and were not appropriate behaviour support plans are in place.</p> <p>Boxhall profiles show development of skills.</p> <p>Pupil progress meetings monitor success of strategies.</p> <p>Lesson observations show that children are working collaboratively and this has an impact on pupil progress.</p> <p>Children are supported emotionally through lockdowns and have access to additional agencies where appropriate.</p>	

	parents. Supporting parents with home learning and Google Classroom will also increase children and parent resilience and collaborative skills for learning.  Total from PP - £12000	and interaction between learners tend to result in the best gains.'			
Anticipated expenditure	£28,000				
Targeted support					
Intended Outcome	Chosen action and approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p><b>Structured interventions: Introducing vocabulary interventions for pupils with poor language and communication skills.</b></p> <p>Children's vocabulary, oral language and communication skills improve and in turn, so does their progress in reading and writing.</p>	<p>Targeted phonics for EYFS and KS1 – (Daily additional TA support for small focused groups) £3800</p> <p>Additional phonics session in Year 2 in preparation for Autumn term Phonics Screening Check- x 3 sessions per week –4 x 20 mins TA support (£475)</p> <p>One to one Read Write Inc sessions – x 1 hour per day Level 3 TA support £1200</p> <p>Additional speech and language one to one sessions. (Daily sessions £1000)</p> <p>Nuffield Early Language Intervention</p>	<p>EEF research states that 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).'</p> <p>Children are starting school with lower than average oracy skills and those children who do not develop language skills attain less well throughout their school career. It also impacts upon progress in reading and writing.</p> <p>Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months</p>	SC/CN (English lead and SENCO)/KI (EYFS lead)/JB (Reading lead with CN)	<p>December 2020</p> <p>April 2020</p> <p>July 2020</p> <p>The % of PP pupils below ARE has decreased at the end of the academic year</p> <p>Increasing numbers of PP children reaching expected standards at the end of key stages.</p> <p>Pupil progress meetings monitoring the success of interventions and provision.</p> <p>Termly data measure reported to governors.</p> <p>Phonics data demonstrates clear progress.</p>	

		of additional progress compared to children in the comparison group.			
<p><b>Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations.</b></p> <p>The gap begins to close and children are working close to, or at, age related expectations.</p> <p>£24622.72</p>	<p>A range of interventions</p> <p>Reading sessions- 6 hours TA intervention time.</p> <p>Maths intervention daily within the lesson teacher and TA time.</p> <p>Children targeted within all curriculum subjects and asked high quality questions. Children will also be targeted more via Rosenshine’s Principles approach once staff are using these to enhance the quality of teaching and learning within the classroom.</p>	<p>EEF research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Evidence around specific interventions such as First Class at Number, Word Blaze, NELI etc)</p> <p>EEF: The evidence mainly relates to low-attaining pupils receiving additional support to catch up with their peers. More research has been undertaken into paired tuition than other kinds of small group tuition, so the evidence for small group teaching across varying sizes of groups and at different levels of intensity is not conclusive and mainly comes from single studies. There are very few studies where group size has been varied systematically to explore the effects beyond one to two and one to three, so more research would be useful in this area. Overall, the evidence is limited. To date, the majority of the evidence comes from the USA. However, in recent years a growing number of rigorous UK studies have been conducted. In a 2014 evaluation Year 6 and 7 pupils made an additional three months’ progress with Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition had an average impact of five additional months’ progress.</p>	<p>SC/CN (English lead and SENCO)/KI (EYFS lead)/JB (Reading lead with CN)</p>	<p>December 2020</p> <p>April 2020</p> <p>July 2020</p> <p>Early identification in reception and KS1 which triggers rapid intervention[s]/strategies to be put in place.</p> <p>SENCO to monitor the impact of interventions.</p> <p>Assessment baselines before and at the end of to show progress of the intervention.</p> <p>Monitoring demonstrates high quality teaching throughout school and swift intervention within lessons.</p> <p>TA s are used effectively.</p>	

<p><b>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs.</b></p> <p>Additional teaching and learning opportunities using TAs means that the gap begins to close even quicker and progress is accelerated.</p> <p>£14000</p>	<p>A range of interventions both small group and one to one sessions (including new intervention Word Blaze, Precision Teaching, IDL, Spelling, Toe by Toe, Times tables and Writing)</p> <p>Additional mop up sessions with TA following the morning sessions.</p> <p>Maths intervention daily within the lesson teacher and TA time.</p> <p>Additional reading time.</p> <p>Children targeted within all curriculum subjects and asked high quality questions. Children will also be targeted more via Rosenshine’s Principles approach once staff are using these to enhance the quality of teaching and learning within the classroom.</p> <p>Total cost £14000</p>	<p>EEF research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	<p>SC/All teaching staff in liaison with TA’s</p>	<p>December 2020 April 2020 July 2020</p> <p>Early identification in reception and KS1 which triggers rapid intervention[s]/strategies to be put in place.</p> <p>SENCO to monitor the impact of interventions.</p> <p>Assessment baselines before and at the end to show progress of the intervention.</p> <p>Monitoring demonstrates high quality teaching throughout school and swift intervention within lessons.</p> <p>TA s are used effectively.</p>	
<p>Anticipated expenditure</p>	<p>£38,622.72</p>				

Other approaches

Intended Outcome	Chosen action and approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p><b>Attendance: Additional hours for office staff per week to improve attendance and foster links with parents.</b></p> <p>Increased rates of attendance for PP children in line with other pupils. Reduced PA for this group of children.</p>	<p>Additional office member of staff to track attendance and follow up on absences. First day response provision.( £3070)</p> <p>Attendance awards in place and celebrated each term. £600</p> <p>Headteacher to continue to work with identified parents and children/home visits. Additional workshops to support these families. Liaise with headteacher and attendance officer.</p> <p>£3670 -total cost</p>	<p>Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy.</p> <p>EEF: Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at both primary and secondary schools.</p>	<p>JR/SC/NL/CL</p>	<p>December 2020 April 2020 July 2020</p> <p>Record first day calling to monitor reasons for absence. Half -termly reports of classes to be generated and analysed. Findings to actioned promptly.</p> <p>Weekly monitoring of pupils with below 90% attendance. Continue with the attendance awards and termly prizes to continue to raise the profile of attendance to the children.</p>	
<p><b>Parental engagement: Supporting parents to become more engaged with their child/ren's learning, financial cost of trips etc.</b></p> <p>Parents feel more supported and confident to help their children with their learning, as well as financially supported in terms of trips etc.</p> <p>Parents attending virtual meetings and phone</p>	<p>Continue to develop training for parents particularly around remote learning and Google Classroom/G Suite for Education.</p> <p>Trips/extra-curricular activities subsidised if parents are struggling financially with cost.</p> <p>Additional Bikeability/swimming sessions to support children if necessary through liaising with parents.</p>	<p>EEF research states that 'The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact'.</p> <p>EEF: Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at both primary and secondary schools.</p>	<p>SC/CL/SLT/All teaching staff</p>	<p>December 2020 April 2020 July 2020</p> <p>High numbers of parents accessing additional .</p> <p>Parents attending virtual meetings and phone consultations.</p> <p>PP children completing home learning and homework tasks.</p>	

<p>conferencing appointments.</p>	<p>Homework club supportive and additional reading sessions timetabled in every class for PP children.</p> <p>Additional support for children to complete home learning within school time.</p> <p>School website and app support to develop parental engagement given where necessary.</p> <p>Topic afternoons and reading mornings to further engage parents – not in Autumn 1 due to Covid 19.</p> <p>Total cost - £1500</p>	<p>Supporting parents, and removing barriers of them not understanding, will assist them in supporting their children, as well as developing their understanding.</p>			
<p><b>Providing/offering a wide range of extra -curricular opportunities and experiences.</b></p> <p>PP children have a wide range of experiences which they may not get to experience otherwise due to their limited life experiences.</p>	<p>Ensure that provision for PP is available and that children are able to access clubs and additional opportunities across the year.</p> <p>This includes access to additional swimming provision where appropriate funded by school and Bikeability sessions where children are able to borrow a bike and appropriate equipment.</p> <p>Monitoring of clubs, extra-curricular activities and visitors into school/trips for PP children half termly - £300 <b>This may look slightly</b></p>	<p>EEF: The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction. The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p>	<p>SC/JR/Subject leaders/All teaching staff</p>	<p>December 2020 April 2020 July 2020</p> <p>Monitored throughout the year and pupil premium children access extra - curricular through subsidised costs.</p> <p>Monitor visitors and opportunities for all year groups to ensure broad and balanced experiences across the year.</p>	

	<b>different in Autumn term due to Covid 19.</b>	The AfA agenda evidence show that developing wider outcomes can influence attainment for pupils.			
	Total cost £1500				

Anticipated expenditure	£6670				
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## 7. Additional detail

Use this section to refer to additional information that you have used to support the sections above.

- <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/britannia-community-primary-school-ol13-9ts/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/>
- <https://educationendowmentfoundation.org.uk/school-themes/>
- <https://educationendowmentfoundation.org.uk/covid-19-resources/>
- <https://educationendowmentfoundation.org.uk/tools/>
- Britannia PP Strategy 2019-2020 (Impact and Review)
- <https://www.amazon.co.uk/Rosenshines-Principles-Action-Tom-Sherrington/dp/1912906201>
- <https://teacherhead.com/2019/10/02/rosenshines-principles-10-faqs/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>
- [https://www.amazon.co.uk/dp/0345472322/ref=as\\_li\\_qf\\_sp\\_asin\\_il\\_tl?ie=UTF8&linkCode=gs2&linkId=ZYKJHPHELN46AOWM&creativeASIN=0345472322&tag=farstrblo-21&creative=9325&camp=1789](https://www.amazon.co.uk/dp/0345472322/ref=as_li_qf_sp_asin_il_tl?ie=UTF8&linkCode=gs2&linkId=ZYKJHPHELN46AOWM&creativeASIN=0345472322&tag=farstrblo-21&creative=9325&camp=1789) Carol Dweck: Mindset: The New Psychology of Success
- <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/achievement-for-all/>