

Pupil premium strategy statement for our school

“As I have loved you, so you must love one another.” John, 13, 34

Review of the Year 2018 - 19

1. Summary information					
School	Shinfield St Mary's CE Junior School				
Academic Year	2018 - 19	Total PP budget from April 18 – March 2019	£80,000	Date of most recent PP Review	Nov19
Total number of pupils	360	Number of pupils eligible for PP	56 (16%)	Date for next internal review of this strategy	March 2020

2. Attainment Last Year (2018 – 19) for Focus Children this Year												
<p>We look at our data termly. This data shows the children's attainment at the end of the autumn term 2018. The green-filled table, below, shows those at the end of the year. Differences are in brackets. We use this data because it shows our impact over the two terms in which all children are settled in school, in their new classes. We are aware of the fact that the data would show greater impact if we showed the whole year, but many of our initiatives only begin during the autumn term.</p>					All Pupils				<p>Pupils eligible for FSM or Ever6* (Difference with all others in brackets) 2nd brackets = difference in own performance at end of autumn and end of summer</p> <p>*Please note that service children have not been included in this data – they are all performing well.</p>			
Dec 2018					Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6
% of pupils achieving the expected standard in Reading					71	75	79	85	33 (38)	52 (23)	75 (4)	66 (19)
Writing					69	66	59	74	33 (36)	43 (23)	25 (34)	44 (30)
and Maths					70	69	62	80	67 (3)	43 (26)	50 (8)	61 (19)
Average					70	70	67	80	44 (26)	46 (24)	50 (17)	57 (23)

Review of impact across the spring and summer terms 2018 – 19 – Summer term results, Reading (difference between autumn end and summer end in brackets), second brackets indicating the difference between their own performance as a group at the end of autumn compared to their performance at the end of summer.	82 (+11)	80 (+5)	88 (+9)	83 (-2)	40 (-42) (7)	66 (-14) (14)	93 (+5) (+18)	67 (-16) (1)
Writing	78 (+8)	76 (+10)	76 (+17)	81 (+7)	20 (-58) (-13)	62 (-14) (19)	64 (-12) (21)	56 (-25) (12)
Mathematics	79 (+9)	75 (+6)	73 (+11)	87 (+7)	40 (-39) (-27)	57 (-18) (14)	71 (-2) (21)	67 (-20) (6)
Average	80 (+10)	77 (+7)	79 (+13)	84 (+4)	33 (-47) (-11)	62 (-18) (16)	76 (-3) (26)	63 (-21) (6)
Numbers of children	89	89	90	84	6	21	14	18
Notes: Numbers of PP children increased during this year, and Looked After children joined each year group. Therefore the data at the end of the year has had these children added into it. In all cases there were safeguarding concerns. One or two children left, and therefore percentages became larger for example in Y3 as a result.	All Pupils				Pupils Eligible for Pupil Premium at the level of the tests (all pupils eligible for PP in brackets)			
Reading and Maths progress score end KS2 summer 2019	2.6				2.3			

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Language and cultural barriers – we had an influx of EAL children this year, several of whom have joined us since September. Many of our British-born parents, too, have very poor oracy and numeracy skills and some are illiterate and cannot help their children without guidance.
B.	Lack of confidence and emotional barriers such as low self-esteem and fear of failure – a number of our pupil premium children are in the midst of family splits, or have very ill parents; others are on Child Protection register for a variety of reasons; poor parenting is also an issue.
C.	We were joined by a number of children who have had extremely disrupted lives – we have four looked-after children, all of whom have had safeguarding issues in their recent lives, and three of whom still do. Safeguarding matters are at an all-time high, and predominated amongst our Pupil Premium children this year. 43% of our children who were eligible for Pupil Premium funding had had serious safeguarding issues that had involved outside agencies.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parenting skills to produce confident children who are able to regulate themselves. In some cases, parental mental health has been an issue – depression and anxiety.
E.	Attendance rates of our PP eligible children are lower than for other children.
F.	Children feel themselves to be impoverished in a variety of ways – shoes, bicycles, holiday fun, transport, ability to arrive on time (in a case of parental depression for example)

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	EAL children were given additional support and the impact of this was measured: it became less and less necessary until they were fully integrated into the whole class learning. Improved oracy and use of language for all children leads to improved inferential skills and greater progress in Reading.	EAL children are socially integrated and able to access the curriculum at an appropriate level.
B.	Nurture Groups and small groups within the classroom will support the children becoming confident communicators and build self-confidence. The gap between PP children and all children will be halved at the end of the spring term, and brought in line by the end of the summer. <i>As can be seen by the above figures, the attainment gaps started to narrow – i.e the difference in the percentage of PP children who achieved ARE or above and that of children who were not eligible visibly decreased across two terms, in all Year Groups except Year Three. This year's Year Four children will need therefore to be a focus.</i>	All pupil premium children in Years 3 to 5 will make accelerated progress – 2 SSM points per term. <i>Partially achieved. In Year Six in particular, there was a large number of PP boys who also had SEN.</i>
C.	There are no behaviour issues in Upper School from our PP children.	<i>Outcome achieved.</i>
D.	Parent Support Adviser report demonstrates a number of successful outcomes re housing, stability and successful regular attendance of Triple P parenting course (where applicable).	All PP children make accelerated progress in Ys 3 – 5: 2 SSM points per term over spring and summer.
E.	Attendance rates rise to 95%+ for all PP children.	<i>Desired outcome was achieved in most classes, with an overall attendance figure from children eligible for FSM of 94.5 across the whole year.</i>
F.	Pupil impoverishment in peer context is removed.	<i>All such gaps are known about and plugged: shoes, bikes, After School and Breakfast clubs, trips and visits paid for as well as therapy and access to Parent Support.</i>

Year Group Concerns Based on Last Year's Gaps in Attainment		Strategies for accelerated Progress
3	All subjects Lowest number of PP eligible children in school – 9. 3 with safeguarding issues, most with impoverished language.	Phonics and number bonds need to be
4	Writing was seen as the biggest issue for PP children in Year 4, the difference in percentage achieving ARE between them and all children being 37%. Significant steps forward were made by PP children – at the end of the summer 19% more of them were achieving ARE in writing than at the end of the autumn term (62% rather than 43% - 13 of the 21 instead of 9 of them)	Focused group work and TA deployment to be concentrated on these children. Focused modelling.
5	Reading will be the biggest barrier to progress in Year Five (30% difference at end of Y4 from all children) The difference had already been reduced to 4% by the end of the autumn term, and by the end of the summer 93% of PP children in Y5 were achieving ARE or above – 18% more than the percentage of all children in Y5.	Planners must be checked daily and reading with TAs to be a priority.
6	In Year Six, Writing and Maths were seen as the issues this year (-34 and -29 respectively compared to other children). In almost every case, the PP children in Year Six have other issues besides PP – emotional and behavioural, child protection, medical and SEN. The needs of this cohort were so complex that although the difference was decreased between these children and all children, it could not be closed. However, there were only 18 children, and the average across all subjects was 63% - 11 of the 18.	High quality mastery teaching in Maths, with appropriate focused interventions and focused small group work.

5. Review of expenditure 2018 - 19					
Academic year		2018 - 19			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How was it Implemented?	Staff lead	Review of Implementation / Impact / Further work
<p>A.</p> <p>Improved oral skills across the school and speedy integration of EAL children.</p> <p>Spelling and Mathematics skills to be developed.</p> <p>Accelerated progress in reading and spelling.</p> <p>Development of inferential skills that enable the children to make good progress in reading.</p> <p>In particular, building vocabulary in children from homes with impoverished language.</p>	<p>Training for all TAs in EAL strategies.</p> <p>Talk for Writing Strategies</p> <p>Explicit vocabulary development and improvements to spelling and maths through precision teaching.</p> <p>Nessy spelling licenses bought as necessary to motivate children.</p> <p>A focus in QFT on the development of inferential skills across the school, including an inferential group after school for specific Year Six children. 1:1 for 148 hours (3 children x 30; 1 child x 28)</p> <p>Before entry to school, parents of EAL pupils meet with the school to establish the child's prior educational experience, strengths and challenges and language proficiency in mother tongue. On arrival, they are assessed to determine precise English language needs. Support is identified and offered by specific TA with language expertise.</p> <p>Talking Partners is taught by two TAs three times a week to small groups in the development of verbalisation and oracy skills.</p>	<p>EAL strategies adopted by all staff including the teacher will mean that EAL children can become fully integrated. These strategies are proven to work well with all children, not simply EAL, as they focus on visual recognition, prior knowledge and aspects of life that are common to all children.</p> <p>Last year this had a real impact on children engaging with their learning of spellings and progress in spelling results increased.</p> <p>Improved inferential skills lead to greater enjoyment of reading, therefore great levels of engagement in and out of the classroom and greater progress as a result.</p>	<p>Setting time aside for training the TAs that is planned in advance so that teachers are able to release TAs.</p> <p>Lesson observations.</p> <p>HT will lead an Inferential Skills group after school one day per week to which targeted children will be invited, and measure impact through assessing children's responses and work.</p>	<p>DHT, SENCo and English Leader</p> <p>Headteacher</p>	<p><i>Training of TAs has now become fortnightly and is specific to the needs of our children and has included Nurture and emotional wellbeing training, safeguarding training in dealing with autistic children, use of precision training and Matsh interventions. Some training has been undertaken alongside more experienced TAs.</i></p> <p><i>HT and DHTR ran inferential group as well as skills transference into writing after school on Weds for borderline children, many of whom were PP eligible.</i></p> <p><i>Vocabulary building will need to continue to be a focus this year for these children.</i></p>

<p>E. Attendance is 95% or above for all children including PP.</p>	<p>Rewards to be introduced for all children with improved attendance, half-termly (MUFTI day on the Friday of the first week back). Friday checks and phone calls, followed by targeted support as necessary. In individual cases, facilitating attendance by paying for Breakfast Club if necessary.</p>	<p>Parents sometimes take holiday that overlaps with the term dates in order to save money. Children love to come into school in non-uniform and are likely to want to come to school on these days. Children, when this idea has been suggested, have said that it would make them want to be here 100% of the time even if they were feeling under the weather. It is therefore worth trying.</p>	<p>By giving fair notice of its intentions, the way it will be implemented and the reasons it is fair. On average, a child is off school with illness a maximum of twice a year. If these illnesses occur in different half terms, that still leaves four half terms in which they have the opportunity to be in non-uniform.</p>	<p>HT</p>	<p>Half-termly. <i>Attendance was at 94.5 for PP eligible children at the end of the year, some year groups being better than others. Many of the PPE children were those wh had the noro virus in December 2018.</i></p>
<p>Total approximate budgeted cost</p>					<p>£48,500(LSAs) £10,000 (TAs) £2880 – Talking Partners</p> <p><i>We spent more than this – two TAs were trained, and their hours were increased significantly to allow for planning and assessment of the children’s progress as well as of the impact of the scheme.</i></p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How was it Implemented?	Staff lead	Review of Implementation / Impact / Further work
<p>B. PP children develop raised levels of self-esteem and demonstrate greater confidence levels in the classroom, answering questions and 'risk-taking'.</p> <p>Improved confidence in Maths understanding.</p>	<p>Deployment of PSA in supporting families in crisis; in encouraging parents to attend parenting course and in running them herself;</p> <p>Champion pupils strategy to be deployed in all classrooms and parents of PP children to be targeted.</p> <p>Afternoon maths intervention in response to morning misconceptions and lack of understanding.</p> <p>Employment and training of a TA to work on nurture groups and emotional wellbeing every afternoon.</p>	<p>Our PSA has a proven record of working well with families to 'get them on board' with their children's engagement with their learning and in building them into confident and resilient learners.</p> <p>All teachers to engage with at least one and preferably two PP parents per term, reviewing regularly and moving on to the next parent as soon as goals have been achieved.</p> <p>This worked well last year when it was trialled: a good male role model works with mainly boys in small groupwork to aid</p>	<p>Regular reviews with our PSA;</p> <p>Regular reviews with teachers and half-termly assessment reviews.</p>	<p>PSA</p> <p>HT</p> <p>Inclusion Leader</p>	<p><i>Our PSA is presently working with 19 families, all of whom are ongoing cases from last year and several of whom have felt they need to continue with the high quality of support that has been given to them by Lisa Ward. We consider this work essential in raising the confidence in parents to parent their children, and in raising the self-esteem of the children as a result. In turn, they are enabled to be confident learners in the classroom. The other strategies have all been effective in raising children's self-esteem and decreasing cognitive load.</i></p>
<p>C. Behaviour in Year Six boys is not an issue.</p> <p>Preparation for secondary school ensures behaviour does not impact on learning.</p>	<p>Robust deployment of the Behaviour for Learning Policy. Champion Children strategy. PSA support and encouragement to attend Triple P course. Payment by school for After School Club twice a week in some cases.</p> <p>Summer holiday school – two weeks prep for Y6.</p>	<p>The B4L policy has proven effective and successful in its positive affirmation of good behaviour.</p> <p>Parental involvement raises the children's sense of self-worth, confidence and motivation.</p> <p>Positive parenting makes for happy and stable children who are sure of themselves.</p> <p>Fun time for a child with challenging behaviour at home treats the whole child – gives mum a break and makes them feel</p>	<p>Watch the red points register, have regular contact with the parents concerned and the PSA.</p> <p>Liaise with the Year Leader and Class Teachers in Year Five.</p> <p>Weekly reviews with PSA and end of term reports.</p>	<p>Y5 team, HT, DHT and PSA</p>	<p>Red points, daily PSA weekly Teachers, daily</p> <p><i>This was a challenging cohort. Lack of parental support scuppered us so that we were able only to minimise the impact on other children in most cases. However, there was definitely some positive impact.</i></p>
Total budgeted cost					<p>£7,400 (PSA)</p> <p>£3,200 (Nurture TA pms)</p>
<p><i>Further spending on PSA – additional hours to meet need, and an honorarium.</i></p> <p><i>Encouraging parents to engage with the champion pupils scheme proved challenging in some cases. Where the parents did engage, benefits were clearly reaped.</i></p>					

iii. Other approaches					
Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How was it Implemented?	Staff lead	Review of Implementation / Impact / Further work
<p>D and F. Children in our school do not go without the basic essentials that other children have and feel themselves to be different, hide their need and become disengaged. Shoes, coats, bikes, breakfast club, payment for trips and visits.</p> <p>All children have a love of reading and are enabled to read regularly and make wide reading choices unaffected by their financial circumstances.</p>	<p>Offer to pay for a percentage or the whole of a necessary item or learning opportunity.</p> <p>To purchase and subscribe to Accelerated Reader to ensure children make steady progress in reading skills.</p>	<p>Equality of experience and opportunity for all children is a fundamental value held dear by the school – inclusion.</p> <p>Research has shown that accelerated progress is made by FSM pupils who have access to Accelerated Reader. This research was done by EEF; and The National Literacy Trust compared children who had access to AR and those who did not and found that the enjoyment of reading increased from Y3 in children who had had access to it to a greater measure than in those who did not – as well as the frequency with which they read.</p>	<p>By judging each case on its own merits and by liaising with the leader of inclusion.</p> <p>IT Coordinator and English Leader monitor this through the system itself, which shows the levels to which children have engaged with it.</p>	<p>HT, PSA, Inclusion Leader</p> <p>ITCo and EnglishCo</p>	<p>This will not be regular and will need individual review as appropriate.</p> <p><i>On the contrary to this expectation, the need has increased. At Parents Evenings, more parents are coming to the HT to share financial concerns and to explore ways of staggering payments for trips and visits etc. Children without shoes and coats are being supported by a recycling programme we have put in place. Having said that, the allocation below was sufficient for this aspect of our work.</i></p> <p><i>Breakfast Club, Holiday Clubs, Pop-up reflection / calming space in Y4 area; music tuition, phonic books, sun hats</i></p>
Total budgeted allocation for personal enhancement fund					£2 000
Cost of Accelerated Reader					£10,925
Total					More than £85,000

D. Planned expenditure 2019 - 20

6. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A	Spoken Language – external inequalities cause inequalities in the learning place. Our children’s issues are of both EAL and impoverishment of language.
B	Lack of Literacy – again, an inability to read in parents, or a lack of confidence in themselves to listen to their child reading, has an impact in school. Reading is recognised as the key to all effective learning
C	Mental Health issues such as anxiety and depression – these are on the increase in both parents and children, and have an impact on children’s ability to learn.
D	Ability to deal with cognitive load – children with challenged language registers are less able to handle intrinsic, extrinsic and germane cognitive load, as are children who are suffering from anxiety or emotional ill health.

7.External barriers *(issues which also require action outside school, such as low attendance rates)*

E	Lack of safety – safeguarding issues are on the increase and their impact on the children is immense.
F	Attendance – PP children, prone to missing education more than other groups, are playing catch-up a good deal of the time.
G	Lack of self-esteem – this comes from outside and affects children’s ability to contribute to or take part in lessons

Intended use of PP Funding 2019 - 20

Present Academic Year		2019 - 20	Allocation £82,700	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Evidence / Rationale for the Chosen Approach	How will we ensure this is implemented? How will it be reviewed?	Cost
All children are given high quality teaching, and swift action is taken in every case to avert decelerated progress, and to close gaps in learning between PP children and their peers.	TA in every classroom, well trained in aspects specific to the needs of our children.	Adult assistance with targeted support is most effective. TAs will be placed where their skills most match the needs of the children in the specific classroom. In addition to this a part of the Interventions Manager's role will be specifically concerned with the monitoring of interventions and feedback to teachers	Lesson observations that include obs of the deployment of the TAs. This will be by the HT, SLT and peers. Rationales for the targeted use of TAs in the classroom setting will be requested, as well as re the interventions.	Training Costs – extra day of Interventions Manager = £5,000 approx
Supportive Year Teams – mutual support over the quality of teaching.	High quality teaching in an atmosphere of mutual support. New members of staff to be of extremely high standard – the school is now in a position to pick and choose with increased numbers of applicants. Teachers will be rewarded for good practice.	Teachers modelling support of each other will ensure that this culture is established for the teachers and will be enabling for them, as well as good modelling for the children.		Increase to pay not relevant to PP – but to all.
	Peer trios to be included in the programme of mutual support again this year. School is adopting more and more of a coaching style.	Teachers have grown used to this and it has produced a culture of mutual support that is witnessed, understood and adopted by the children. It has greater impact on the quality of teaching than observations which are 'done to' the teachers can ever have.	Staff meetings for praise; leadership meetings for critical review.	5 peer trios = 10 days of supply teacher = £1800

	Hours to be increased for specific interventions in the afternoons. Interventions Manager to monitor and advise SENCo / Inclusion Manager re necessary support.	Some interventions will have more impact if they are timetabled away from Basic Skills lessons; TAs will be able to focus on Basic Skills in the mornings, when they will not be taken away from the classroom. Children who are given interventions will be included also in lessons. Interventions Manager will make sure they are timely and time-limited.	Interventions Manager with SENCo to measure impact – in terms of progress of PP children, and to feed back to teachers. The IM's records will give further detail of interventions and impact.	Interventions Manager Estimate that 30% of her time will be spent re PP children. £5700
All children engaged-continued focus	Three-week immersion project at start of every year. Continuation of role of Curriculum Enhancement Leader.	Huge levels of engagement and immersion in the curriculum gave a huge boost to the start of the year. Levels of engagement rise – yes, parents report that their children love coming to school, an increase of numbers saying this from last year.	Take one Picture worked well with the enquiry approach to learning; when the training was not focused on this approach, it became less engaging, which is why we changed to Passport to the World, which was immersive and engaging for all children in a way that meant that they were fully engaged in their learning from the very start of the year. In 2018 – 19 this became 'Our World of Belief' – a study across the school of the Major Religions of the World.	Resources and TLR £3,000
			Total	£15,500

ii. Targeted support				
Desired outcome	Chosen action / approach	Evidence / Rationale for the Chosen Approach	How will we ensure this is implemented? How will it be reviewed?	Cost
<p>Development of the basic skills in order to be able to progress to application and then to problem-solving. Across the school.</p> <p>All children able to access the curriculum</p>	<p>Precision Teaching in spelling and Maths, during assemblies.</p>	<p>All children became more engaged and made better progress last year. Those who did not were recognised as needing specific further support and outside agents were invited in. Therefore we will continue with it this year.</p> <p>Children more able to access the 'application of maths' curriculum.</p> <p>Accessing the curriculum for all children – impact on other children made positive, negative impact diminished.</p> <p>Full classes, all children have access to guidance and support.</p>	<p>Some children had memory issues that were identified quickly as a result of the deployment of these strategies last year.</p> <p>TAs start their days with this, and Year Leaders oversee it.</p>	<p>£2,000 (extra half hour for TAs X4 daily – precision spellings)</p> <p>£2,000 (as above – Maths)</p>
<p>Accelerated progress in reading and spelling</p>	<p>Nessy spelling licenses for all children who need them;</p> <p>Accelerated reader purchased for the whole school to use.</p>	<p>Children enjoy this and it has had a huge impact on progress in spelling.</p> <p>Using AR, children are able to access reading in the right order and at a level to suit their reading age with a realistic degree of challenge.</p>	<p>I</p>	<p>£8 000</p> <p>£2361.20 (based on a spend of £11,806 over 5 years, this being the 4th)</p>

<p>Y6 lower ability and borderline children to make accelerated progress.</p>	<p>Holiday booster schools for children in Year Six at Easter and in the summer for Y5s into Y6. (3 weeks altogether)</p>	<p>Accelerated progress in the development of inferential skills in reading, and an understanding of the expectations of Y6 – behaviour and the curriculum.</p> <p>Children are more likely to attend if they think it is worth their while in ways other than in learning – hence the end of week treat needs to be good, and the children have to attend a certain number of sessions in order to qualify for it.</p>	<p>Impact is measured throughout the weeks of boosting in order to make each day effective. The impact is on the children 's introduction to Year Six, and sustained as support throughout.</p>	<p>£4000 (staffing)</p> <p>£228 (treat)</p> <p>£240 (testbase subscription for holiday club)</p>
<p>Children's emotional health and social awareness, confidence and self-esteem improves.</p>	<p>Nurture assistants support the work of the PSA in working with children who need it. Their hours are extended to afternoons. Interventions are carried out in support of core areas in the afternoons. Actions to reduce levels of cognitive load as appropriate (and to increase them as appropriate) to be investigated.</p>	<p>Children's self-esteem is raised when they feel themselves to be the same as their peers. Interventions that happen in small groups rather than individually, and that do not take place at the same time as the core area they are supporting, help to build a child's confidence.</p> <p>Mental health issues need to be addressed early on so that children can focus on their learning. MH issues also interfere with children's ability to manage all types of cognitive load that are linked to learning in both positive and negative ways.</p>	<p>Inclusion Manager liaises with Nurture Assistants re progress of mental health of children. Following increased confidence levels, children learn more effectively and are able to make a contribution to class learning to a degree that also benefits themselves.</p>	<p>90 extra hours of TA support per week = 900 x 40 =</p> <p>£36,000</p>
			<p>Total</p>	<p>£54829.20</p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Evidence / Rationale for the Chosen Approach	How will we ensure this is implemented? How will it be reviewed?	Desired outcome
Attendance improves	<p>Payment for clubs including ASC and Breakfast Club.</p> <p>Payment for school dinners for 2 borderline PP eligible children with safeguarding issues.</p>	Improved attendance	Office admin – 2 siblings not necessarily PP eligible, but close to borderline with poor parenting. Office continue to chase, but we budget for this so that the children eat.	<p>£1190</p> <p>£800</p>
Children feel themselves to have equality of status with their peers and every child has the basic things necessary for school.	Shoes, coats, clubs, trips, visits, resources, uniform – supplied to children whose families are in need.	Low self-esteem is not caused by visible differences caused by poverty. Children are comfortable and confident in the context of their peer group. Sense of identity and belonging, minimising the difference. Children in our area feel their poverty keenly as the area is relatively well-to-do. We want no child to feel embarrassed or ashamed because their parents are unable to provide for them.	Teachers report at the beginning of all staff meetings re safeguarding and wellbeing. This falls into this category.	£3500
Outside of school, all children eat properly.	Subscribe to the local food bank and facilitate families' access to it in a discreet way.	Children don't go hungry and can concentrate on their learning because they have full tummies.	None	Free
All children have a serviceable bike to use for cycle training; all children who are expecting to need a bike for secondary school to have one.	Buy 18 bikes as 'spares' for children who do not have bikes of their own to learn on. At the end of Y6, bikes are discreetly given to the children whose parents cannot afford one.	Children can all cycle safely and all who are cycling to secondary school have serviceable bikes to use.	Teachers in Y5 make new Y6 teachers aware of issues. Vigilance of teachers and of cycle trainer ensure that all have the use of a bike. Knowledge of families and their needs determine the bikes.	Initial spend last year of £9,000. With 3 replacements over 5 years this will be £16,500 = £3,300 per year.

Single parents / carers with mental health issues – or with circumstances in which mental health issues might develop – get some respite and therefore are better able to manage their demanding children.	Supported with payments for children in holiday clubs..	Relief of cares in the family – children return to school refreshed having enjoyed time with peers under supervision. More likely to settle to their learning.	Paying a percentage up to 50% of this is better than paying it all, for different reasons in different cases – but mainly so that the parent/carer feels that they have provided this for their child, having both sought our support and paid towards it. Raises their self-esteem.	£1000
			Total	£9,790
			Total expenditure	£80,119.20
			Unexpected extras fund	£5,500
			Total	£82,500
			Contingency Fund	£2580.80
			Total	£82,700

E. Additional detail

Many of our strategies have benefited many children as well as those eligible for this funding. Some of the above costings are very broad, some are necessary allocations for unpredictable aspects of our provision – things that cannot be predicted, and some are accurate costings that we know for certain. The total figure of all the above will be significantly larger than the PP budget, but it represents what we have done for all children that has included our PP children, as well as more specific things. The final figure then is significantly greater than the PP funding, but this is just as it should be, in our view. The children have benefited from aspects of our work that we offer to all who need it, whether or not they attract additional funding.

In view of some of our results this year it is clear that for all children, Writing will remain a main focus for us, and mathematics will for the first time in Year Four our PP children will need to be a focus in all core subject areas as they appear to have made negative progress in Y3, where in writing in particular, the gap between their attainment and that of their peers widened most significantly. Both these aspects of our work, it is thought, are due to barriers of language and the ability to infer – for example in problem-solving problems in Maths; and in reading between the lines in Reading. The transference of inferential skills into those of being able to imply in their writing were therefore beyond the reach of many of these children.

The list of provision above is not exhaustive, but as much of our work with Pupil Premium children also benefits other children, we will always make sure we are able to support individuals in as many and varied ways as we can – we cannot predict all of it, as many of the examples demonstrate – e.g. a child whose parents can no longer afford to pay for him to attend a club that has an impact on his behaviour; respite for a grandparent carer in the form of a holiday club; shoes; Breakfast Club; in some cases, breakfast and in one case a packed lunch, bought regularly for a child at specific times, just in case her mother is suffering from depression and cannot organise herself.

We have also bought eighteen bikes which are kept at school but which are used by children whose parents cannot afford them, so that they can learn to ride a bike. It is our intention to make sure that PP children who need bikes for secondary school travel are able to buy these bikes at significantly reduced cost at the end of their time with us, once they have been serviced, and in some cases simply to be given them.