



Pupil Premium Strategy and plan for expenditure 2020-2021

Summary information					
School	Frederick Bird Primary School				
Academic Year	2020-2021	Total PP budget	£413,845	Date of most recent PP Review	November 2020
Total number of pupils	772	Number of pupils eligible for PP	262	Date for next internal review of this strategy	November 2021

Attainment (2018-19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	39%	71%
Progress in reading	-1.71	0.32
Progress in writing	-2.03	0.27
Progress in maths	-1.06	0.37

2020-21 Cohort information			
	<i>Cohort size</i>	<i>DA cohort</i>	<i>Proportion of year group</i>
Nursery	46	13	28%
Reception	98	36	37%
1	89	23	25%
2	111	25	23%
3	98	29	30%
4	104	35	33%
5	106	46	43%
6	120	55	46%

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social, Emotional and Mental Health needs including managing feelings and behaviour	
B.	Vocabulary – access to language (including books) at home and poor development of receptive language	
C.	Limited oracy skills – e.g. poor articulation of needs and emotions and expressive language	
D.	Number of children in receipt of PPG who are also SEND	
E.	Metacognition – i.e. behaviours for learning, low self-confidence, low self-esteem	
F.	Lower academic starting points on entry to FS when compared with peers nationally	
G.	Higher attaining pupils eligible for PPG funding are making less progress than other high attaining pupils nationally	
H.	Low attainment in reading, especially by the end of KS2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
I.	Vulnerability i.e. parental separation, alcohol and drug misuse, unsupported learning habits at home, homelessness	
J.	Low attendance rates	
K.	Access to role models who provide aspirational goals and wider life experiences	
L.	Language – EAL, conversing with family, staff, and peers	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children can self-regulate and solve conflict without adult support. They can speak about their feelings.	Children's wellbeing is measured through better outcomes on the Leuven scales.
B.	Children develop a greater range of vocabulary.	Improvements are measured through C&L in FS, WellComm, Language Link baseline and exit data.
C.	Children can express themselves effectively, showing an awareness of the listener and the audience. There is a greater level of engagement of all children in oracy.	Improvements are measured through C&L in FS, WellComm, Language Link baseline and exit data.
D.	Children in receipt of PPG who are also SEND make good progress or better from their individual starting points.	Children with PPG and SEND make as much progress as 'other' pupils with SEND across the school in Reading, Writing and Maths as measured from their individual starting points. Termly assessment data is quality assured through internal and external moderation.
E.	Behaviours are addressed to allow children to focus on academic attainment and make good or better progress.	Fewer behaviour issues allow pupils to progress well as evidenced through termly assessment data and pupil voice.

F.	PPG children make accelerated progress from their individual starting points. Pupils read regularly and enjoy a wide range of texts.	The attainment gap between PPG children and non-PPG at the end of FS diminishes over time when compared with national trends. Phonics outcomes and reading fluency improves as a result of adults in school hearing the most vulnerable children more often
G.	Higher attaining PPG children make good progress from their individual starting points.	The progress gap between higher attaining PPG children and higher attaining non-PPG at the end of KS1 and KS2 diminishes over time when compared with national trends.
H.	Higher rates of reading progress for children in receipt of PPG throughout the school in ensure they diminish the attainment gap.	Disadvantaged pupils make as much if not better progress than their peers in reading as evidenced through termly teacher assessment and n FS, standardised assessment in KS1 and KS2 end of KS statutory assessment.
I	Increase attainment and progress of PPG children in writing to diminish the gap.	Improved disadvantaged pupil achievement in writing arrests the widening school to school gap in all key stages.
J.	Access to enrichment activities in and out of school.	Children develop a love of learning, aspiration and develop knowledge of the wider world around them.
K.	The highest standard of care, support, and experiences through the intervention of the pastoral team.	Improved parental engagement and a measurable impact of work with external agencies. Case study evidence.
L.	Attendance of disadvantaged children to improve.	Attendance of disadvantaged pupils is closer to the national average.

Planned expenditure					
Academic year	2020-2021				
Key area and cost	Action required	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A - Children can self-regulate and solve conflict without adult support. They can speak about their feelings. (£TBC)</p>	<p>All classes in Y1-6 follow the Jigsaw curriculum.</p> <p>Birdboxes in Y1-6 are used for children to share worries with their teachers. These can then be addressed through 1-1 and circle time.</p> <p>Leuven scale termly data collected.</p> <p>The Pastoral Team ensure that Wishes & Feelings work is completed with our vulnerable children.</p>	<p>There is some evidence that the Jigsaw curriculum provides children with strategies to improve relationships, self-awareness and manage behaviour.</p> <p>Children are given a safe way of communicating any problems or issues in confidence.</p> <p>It is vital that our children have the opportunity to share their views as knowing that they will be listened to and acted upon empowers them. Often, we are their only ear.</p>	<p>PSHE lead and phase leaders to QA provision and delivery.</p> <p>Analysis of Leuven scale data shows that children have made significant progress from their starting point.</p> <p>Regular meetings and training CPD sessions with the Pastoral Team to share ideas and resources and look at consistency of Wishes & Feelings work.</p>	PSHE lead	Reviewed termly.

<p>B - Children develop a greater range of vocabulary. (£TBC)</p>	<p>Wider curriculum vocabulary is taught within discrete subjects in Y1-6</p> <p>WellComm screening to identify any underlying intervention needs in EYFS and Y1 and small group/ 1-1 interventions will be put in place to address these.</p> <p>Language Link is used throughout the school to identify children for further intervention.</p> <p>Whole school T&L target.</p> <p>Language Link/WellComm and Speech and Language targeted plans are used for identified children across the school.</p>	<p>Children with limited vocabulary are exposed to Tier 2 and 3 words in order to access the demands of an academic curriculum. (EEF Toolkit)</p> <p>There is evidence that children with the most extensive vocabulary have better mental health in adulthood, better academic success and employment and better reasoning, inference, and pragmatic skills. (Isabel Beck)</p> <p><i>Vocabulary size at the age of 5 years is the strongest predictor of academic success.</i> (Beimiller 2003)</p> <p>Children are known to the Speech and Language service who request that we carry on work within school. Other children are identified by staff who are concerned, or language and vocabulary has been identified as below average by outside agencies.</p>	<p>CPD to develop staff understanding of different tiers of vocabulary and strategies for teaching and learning.</p> <p>Pupil voice and monitoring to evidence of subject-specific vocabulary acquisition.</p> <p>Entry and exit data used to assess learning over time.</p> <p>Inclusion staff log the provision on the provision map and have professional dialogue with staff from the services and with teaching staff. AHT then reviews this with the team to set next steps.</p>	<p>SLT and Subject Leaders</p>	<p>Reviewed termly.</p>
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<p>C - Children can express themselves effectively, showing an awareness of the listener and the audience. There is a greater level of engagement of all children in oracy. (£TBC)</p>	<p>Whole school T&L target.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children. • explicitly extending pupils' spoken vocabulary. • the use of structured questioning to develop reading comprehension • and the use of purposeful, curriculum-focused, dialogue and interaction 	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. (EEF toolkit)</p>	<p>The school has high expectations of all members of staff working with children to model accurate grammatical structures in speech.</p> <p>Training for all members of the school community.</p> <p>Feedback to children should address any grammatical inaccuracies, model, and extend correct language structures</p>	<p>SLT and Subject Leaders</p>	<p>Reviewed termly.</p>
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<p>D - Children in receipt of PPG who are also SEND make good progress or better from their individual starting points. (£TBC)</p>	<p>CPD to ensure teaching staff have a wide range of strategies that can be used to support learners needs within the classroom.</p> <p>Targeted same day intervention for core subjects.</p> <p>Access to nurture provision for personalised time-limited intervention.</p> <p>Offer regular intervention from a Speech and Language Therapist and Assistant for children as requiring specific support.</p> <p>Create a supply budget for covering teacher absence to ensure HLTAs are not taken off interventions.</p>	<p>TAs, when used effectively, can provide same day targeted support; 1-1 or in small groups which is linked to whole class teaching.</p> <p>HLTAs deliver time-limited structured interventions which are proven to accelerate progress by 3 to 4 months (EEF)</p>	<p>Quality assurance – data, monitoring.</p>	<p>SLT Class Teachers</p>	
<p>E - Behaviours are addressed to allow children to focus on academic attainment and make good or better progress. (£TBC)</p>	<p>Members of the Pastoral team work 1-1 with identified students to look at behavioural strategies which will support them to behave positively in the classroom.</p> <p>Inclusion staff work with identified children to help them re-engage with learning, sometimes within the class or in nurture setting.</p>	<p>Children need time to de-escalate their behaviours and need to develop strategies to re-engage, sometime just needing an adult presence to see them through the process</p>	<p>Log incidents on CPOMS where we have had to support pupils so that we keep an on-going track.</p> <p>Professional dialogue between the team and staff to develop strategies which will enable to pupils to sustain more time in the classroom.</p>		

<p>F - PPG children make accelerated progress from their individual starting points.</p> <p>Pupils read regularly and enjoy a wide range of texts. (£TBC)</p>	<p>CPD to develop teaching and learning strategies that can be used to support learners needs within the classroom.</p> <p>Targeted same day intervention for core subjects.</p> <p>Staff have a clear understanding of the individual barriers for children and have plans in place to mitigate their impact – e.g. loan of a tablet/device, extra 1-1 reading in school.</p> <p>Improved phonics provision through CPD.</p> <p>Access to digital technology within school and at home to support learning of basic skills through whole school subscriptions to: Times Tables Rockstars, Ed Shed, Century Learning, Learning by Questions, Mathletics.</p> <p>Greater awareness of multiple barriers to educational achievement are shared whole school. Where children have layers of additional vulnerability, case studies are recorded to support provision.</p>	<p>TAs, when used effectively, can provide same day targeted support; 1-1 or in small groups which is linked to whole class teaching.</p> <p>HLTAs deliver time-limited structured interventions which are proven to accelerate progress by 3 to 4 months (EEF)</p> <p>Teaching phonics is more effective than other approaches to early reading. Moderate impact for very low cost when based on extensive evidence. (EEF)</p>	<p>Half-termly PPMs focus on the impact of actions on the attainment and progress of PPG children.</p> <p>Phonics leader monitors provision and impact regularly.</p>	<p>Phonics and English Lead.</p>	<p>Reviewed half-termly.</p>
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<p>G - Higher attaining PPG children make good progress from their individual starting points. (£TBC)</p>	<p>CPD around teaching and learning policy focusing stretch and challenge to ensure staff focus on core areas of subject knowledge.</p> <p>Targeted same day intervention for core subjects.</p> <p>Network priority focus on assessment of GDS children and access to training.</p> <p>Access to extra-curricular opportunities – e.g. Reading Club, Maths Magic.</p> <p>Access to Rising Stars resources English and Maths for the More Able in small group interventions and appropriate homework tasks.</p>	<p>Staff access current research around the pitching of learning to the higher attainers and develop their practice of 'teaching to the top' in order to provide challenge and stretch which evidences more effective provision for the most able.</p>	<p>In collaboration with subject leaders</p> <p>Quality assurance – data and monitoring</p>	<p>English and Maths Subject Lead</p> <p>Class Teachers</p>	
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<p>H - Higher rates of reading progress for children in receipt of PPG throughout the school in ensure they diminish the attainment gap. (£TBC)</p>	<p>Subject knowledge development through training to support staff with teaching the skill and developing the will for reading.</p> <p>Follow the national book awards to encourage reading for pleasure: KS1 and Year 4 – Lollies; Year 5 - Kate Greenaway</p> <p>The Reading Champion recommends books for children in KS2 based on interests.</p> <p>An extensive library collection is available to all children and allows access to a wide range of reading material.</p> <p>Teachers create additional opportunities for reading during the day and as part of the school's remote learning arrangements – e.g., Class Dojo</p>	<p>Children who read for enjoyment make more progress in maths, vocabulary and spellings between the ages of 10 and 16, than those who rarely read. (IOE study 2013)</p>	<p>Quality assurance – data, monitoring.</p>	<p>English Lead. Reading Champion Class Teachers</p>	<p>Review termly</p>
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<p>I - Increase attainment and progress of PPG children in writing to diminish the gap. (£TBC)</p>	<p>Whole school T&L target – assessment</p> <p>Improve methods of reliably assessing extended writing using comparative judgement.</p> <p>Address the balance between the teaching of grammar terminology and grammar for writing.</p>	<p>Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning,’ tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. (EEF)</p> <p>Comparative judgement is a process where judges compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modelled, and responses placed on a scale of relative quality. (Daisy Christodoulou – No More Marking)</p> <p>Research has shown the process to be as reliable as double marking, but much quicker.</p>	<p>Rigorous QA cycle for subject leaders and SLT.</p> <p>Whole school and year group opportunities for comparative judgement and moderation.</p>	<p>Subject Leader and SLT</p>	<p>Reviewed termly.</p>
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<p>J - Access to enrichment activities in and out of school. (£TBC)</p>	<p>Subsidise educational visits including residential visits both in part and whole according to need.</p> <p>Virtual visits, lunchtime clubs, visits and visitors are all provided to support curriculum delivery and cultural enrichment.</p> <p>Increase access to the creative curriculum – Music, Art, Technology, Sport.</p> <p>UKS2 children participate the 'Into Universities' programme designed to raise aspirations for future careers.</p> <p>Where enrichment opportunities are few, disadvantaged children are prioritised.</p> <p>A greater variety of clubs available in EYFS and KS1.</p>	<p>Children are provided with subsidised resources required to access their curriculum entitlement within school.</p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and in some cases, for disadvantaged pupils. (EEF toolkit)</p> <p>Through the arts, student develop skills like resilience, grit and growth mindset to help them master their craft and do well academically and succeed in life after school. (Neil Swapp, 2016), (TES,2020)</p>	<p>Children are identified within year groups for additional provision.</p> <p>Monitoring of curriculum documentation evidence opportunities.</p>	<p>SLT Class Teachers</p>	<p>Reviewed termly.</p>
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<p>K - The highest standard of care, support, and experiences through the intervention of the pastoral team. (£TBC)</p>	<p>Strategies relating to behaviour and emotional wellbeing are shared with pupils and parents. The nurturing ethos of the team promotes a meaningful & positive relationship with both pupils and their parents.</p> <p>Dialogue with parents to update them on behaviours and strategies used.</p> <p>More focused work with parents to support closing of the gaps for disadvantaged pupils.</p>	<p>Parents feel supported and can work on similar strategies at home – develop a working relationship that helps support both at home and in school.</p>	<p>Incident logged on CPOMS so that we can track engagement; number of incidents should reduce over time.</p>		
<p>L - Attendance of disadvantaged children to improve. (£TBC)</p>	<p>Attendance officer and Pastoral Team work closely with the EWO to ensure families are engaging with school.</p> <p>First day intervention in place.</p> <p>Home visits used when appropriate.</p> <p>Counselling provided when needed. Access to other healthcare/social care provision signposted.</p>	<p>Ensuring all PPG children have access to the curriculum is vital in ensuring they make rapid progress. Removing attendance barriers are essential.</p>	<p>Attendance officer to update SLT on attendance of PPG children, focussing particularly on those who are PA.</p>	<p>Attendance Officer, Family Support Worker, SLT</p>	
Total budgeted cost					TBC

Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Key area and cost	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All curriculum support staff to access regular coaching sessions to support subject specific CPD and improve the quality of pedagogical content knowledge. (£71,502)	Implement a personalised approach to CPD which involves regular coaching, peer working and self-directed study in order to improve the quality of teaching and assessment for teachers and curriculum support staff.	<p>Whilst outcomes for all pupils need to improve, leaders focus more tightly on the quality of teaching and learning of PPG children within their monitoring – including lesson observations, book sampling and data tracking.</p> <p>Teachers and TAs are supported to set high expectation for PP learners in every lesson they teach, including in terms of pupil engagement, challenge and making links in learning.</p> <p>Best practice learning meets the needs of PPG children and they embrace the level of challenge.</p>	<p>While outcomes for disadvantaged lag behind those of others, children in EYFS make good progress. This is because teachers plan specific support that meets their individual needs. For example, staff provide more regular opportunities for children to read to an adult in school. This is making a positive difference to achievement.</p> <p>Approach to be continued in 2020-21 and a focus on stretch and challenge for all learners.</p>
	Improve the effectiveness of phonics provision by providing teachers with professional development in effective assessment as well as in the use of phonic techniques and materials.	<p>Children's learning behaviours are positive. Resources with confidence e.g. pens and whiteboards.</p> <p>Book samples of PPG children evidence strong, letter formation, overall presentation and Productivity.</p>	<p>In the teaching of Phonics, higher expectations are needed for PPG children. More opportunities needed for children to apply their phonic knowledge in writing, where appropriate.</p> <p>To review phonics provision so that PPG children can quickly secure decoding as a reading strategy. Continue to develop the teaching of reading comprehension skills and reading for pleasure.</p>

	Ensure all staff access professional training to deliver reading comprehension strategies which are tailored to a pupil's current reading capabilities.	An increase in the progress of disadvantaged in reading at the end of KS2 with a significant number of children prepared for the demands of secondary school.	Early Years, Autumn data shows PPG children making accelerated progress; and this group is outperforming Non-PPG children in Reading and Writing whilst almost matching them in Mathematical Development. Years 6 library set up to promote the reading agenda with some impact in Reading progress has been seen in the most recent data
	Use digital technology within school and at home to support learning of basic skills through whole school subscriptions to Times Tables Rockstars, Mathematics Shed and Spelling Shed.	Technology can be used to improve the quality of explanations and modelling. The EEF's Teaching and Learning Toolkit shows digital technology is associated with moderate learning gains of plus four months additional progress on average.	During school closure, obstacles included the availability of digital devices in homes and the functionality of working on a phone or tablet versus a computer. As a result, our focus will be on identifying need and, where possible, ensuring that our most disadvantaged pupils have access to technology.
	Use WellComm and Speech Link in EYFS to improve outcomes in CLL and to support swifter referrals to targeted support.	Delayed language skills set the scene for under-performance later in life, yet many primary school children have unidentified speech and language difficulties. WellComm Early Years and the new WellComm Primary toolkits allow quick and easy identification of children needing speech and language support, which can make a crucial difference to their confidence and attainment.	EYFS WellComm intervention impact data for the Autumn term evidences an amazing improvement in scores.
	Deploy a teacher to be a reading champion with responsibility for managing the library and promoting a love of reading across the school.	The school's libraries are an excellent resource for the children. In particular, the KS2 library is creatively developed to inspire children to be readers.	Look at expanding the impact of the Reading Champion by taking the ideas and good practice he has developed into classrooms. Ensure the positive working relationships he has with some year groups is consistent across the school so that the work done with groups is built upon in quality first teaching and the intervention programme.

ii. Targeted support

Key area and cost	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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<p>Focused and structured interventions with families and children are used to improve engagement and address gaps in pupil achievement. (£455,063)</p>	<p>Deliver time limited structured group and 1-1 interventions across school to address specific gaps in knowledge and basic skills in Speech and Language, Reading, Writing and maths by a team of HLTAs.</p>	<p>A wide range of interventions are in place, some to support children's readiness to learn and some to support progress in subjects.</p>	<p>HLTAs to be year group based to allow for a tighter focus on intervention which enhances QFT as well as opportunities to work more closely with teachers and give feedback and discuss next steps.</p> <p>Ensure interventions for PPG children are targeted and robustly evaluated. Improved links between QFT and interventions should be made in order to maximise the impact of extra support.</p>
	<p>Support newly arrived children and families at the point of admission, induction and in and out of the classroom in order to prepare them for access to class teaching.</p>	<p>A revised admissions and induction policy to foster a closer relationship with families from the outset, gather accurate assessment data and closer working between class teachers, the EAL team and families to inform the best provision for these children.</p>	<p>To continue for 2020-2021.</p>
	<p>Provide professional development for TAs in using the strategies of pre-teaching, overlearning and post teaching as strategies to enable children to participate, practice skills and /or address misconceptions after a teaching sequence.</p>	<p>TAs support QFT within classrooms, rather than group work with small groups outside classrooms, across all year groups in KS1 and KS2.</p>	<p>Continued collaboration between staff and TAs in planning the most effective use.</p> <p>Continue to review the most effective use of TAs to ensure the maximum impact is made for all students and particularly those eligible for PP funding.</p>
	<p>Create a supply budget for covering teacher absence to ensure HLTAs are not used.</p>	<p>By ensuring HLTA time is protected, time-limited interventions can take place and a full review of impact can be measured.</p>	<p>Continue to use this model going forward.</p>

	<p>Offer specialist provision provided by the Inclusion Team to support the academic needs of children with SEND who are also PPG which involves working on an appropriate curriculum in Phonics, English and Maths as well as individual targets set out in support plans, EHCP's or IEPs.</p>	<p>Provision for the pupils with high level needs is based in the Inclusion Classroom, led by the Inclusion teacher.</p> <p>Feedback to class teachers about the learning of these pupils is done via professional conversations and access to data and teachers have also seen the unit in practice.</p>	<p>A robust system for sharing learning and next steps is not yet in place.</p> <p>Where PPG children also have SEND needs, class teachers are to understand their responsibilities in building on and applying learning that is completed out of class in the Inclusion Classroom and other intervention. Where needed, teachers should be supported by leaders, to ensure this is achieved.</p>
	<p>Offer regular intervention from a Speech and Language Therapist and Assistant for children identified as requiring specific support.</p>	<p>All children will be assessed by the Speech and Language Communication Team to determine if any targets should be set to provide the best possible opportunity for children to communicate. These targets are regularly reviewed.</p>	<p>To continue next year.</p>
	<p>Implement Learning by Questions (LBQ) in Year 5 to support intervention at the point of learning and assessment necessary to close the gaps using accurate question sets in reading, GPS and maths.</p>	<p>A positive effect on maths attainment and progress for PPG children of all abilities.</p>	<p>School closure delayed the full implementation of the approach in Year 5.</p> <p>To continue next year.</p>
	<p>Deploy a full time HLTA in Year 6 to deliver small groups interventions and address gaps in basic skills.</p>	<p>A positive effect on reading, writing and maths attainment and progress for PPG children by focusing on reading fluency, spelling and recall of key maths facts to support calculation.</p>	<p>February SATs mock data evidenced good progress with the PPG children targeted. Children were more able to access the test material and engage with the content more so than the previous test in December.</p>

	Purchase Mathletics subscriptions for all PPG children in Year 6 to address the gap in maths achievement. The Intervention Lead/Maths Lead will co-ordinate and deploy staff to deliver carefully targeted 1-1 interventions to address gaps and provide support with maths homework assignments.	“Schools with a large proportion of pupils eligible for FSM that use Mathletics regularly have a significantly higher proportion of pupils making at least 2 levels of progress compared to schools with a similar proportion of pupils claiming FSM that do not use Mathletics.” University of Oxford, August 2015.	Mathletics was used before and during school closure to support the delivery of the maths curriculum. The team need to explore ways into using the programme to support QFT in the classroom.
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iii. Other approaches

Key area and cost	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Provide the highest standard of care, support and experiences through the intervention of the pastoral team and the provision of enrichment activities. (£89,749)	Provide focused family support via the Pastoral Team by facilitating parental development, offering support to access services, delivering parent coffee	Undertake work with parents of eligible pupils,	More of this needs to be targeted – a good example of this is in the EYFS
	Provide focused pupil support via the Pastoral Team through learning mentor support for individuals and small groups.	Children feel confident about who to ask for help and are happy at school Emotional and social support is provided for pupil premium pupils if needed, to ensure that they feel safe and ready to learn.	To continue next year.

	<p>Improve attendance and punctuality through the support of the full time Attendance Officer with first day calling, regular meetings, liaison with the Local Authority Attendance Officer and weekly sessions with the Pastoral Team Lead to identify patterns (analyse data), develop strategies and identify other needs.</p>	<p>Pastoral support makes a clear difference to the PP group. Families are supported to see the value of education and the school employs a range of creative strategies to ensure the attendance and punctuality of PPG children.</p>	<p>Analyse data relating to their work so that they are able to evidence impact and also identify gaps in provision which can then be addressed.</p>
	<p>Develop a love of learning, engage children and prepare them for life in the future by providing extra-curricular enrichment – i.e., KS1 Monday Madness, UKS2 Code Club.</p>	<p>A range of clubs on offer that reflect pupil interest. Some of this provision, e.g., Monday Madness, is specifically targeted at the PP group.</p> <p>During the Review, pupil voice evidenced children like extra-curricular activities such as gymnastics club and choir.</p>	<p>Take children's views into account to explore what might be available to them.</p> <p>Wider provision for younger pupils would benefit from further expansion.</p> <p>More investment in wider opportunities for the EYFS and KS1</p>
	<p>Subsidise educational visits including residential both in part and whole according to need.</p>	<p>Families received additional funding to enable them to access the wider curriculum through trips. The number of trips and visits that took place I 220 reduced significantly due to the effects of COVID-19.</p> <p>The Year 6 Dol-y-Moch trip was partially subsidised for PPG children.</p>	<p>To continue in 2020-2021 as and when required although this is likely to be reduced due to COVID-19.</p>

	Raise aspirations of KS2 children by participating in the 'Into Universities' programme, where pupils spend time visiting a university, thinking about their future.	Year 5 and 6 children to access the Focus Programme offering experiences which aim to immerse them in a single topic or subject area through a primary school workshop model.	Frederick Bird nominated for Primary School of the Year by staff at IntoUniversity Coventry as part of the 2019-20 Partnership Awards. . To continue in 2020-2021.
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3. Additional detail

Due to COVID-19 and the school closure from March 2020, data was not collected to inform the Spring and Summer term data capture. This has meant it has been difficult to measure the impact of certain strategies in this report.