



**Pupil Premium Strategy: April 2020 – April 2021**

**Pupil Premium Grant Allocation 2020/21: £52640**

**Pupil Premium Reviews:** Termly in Senior Leadership Meetings    **Report to Governors:** Annually Spring Term

**Date of next Pupil Premium Review:** Termly - Pupil Premium Champion invited to SLT July 2020, Dec 2020, March 2021

<p><b>School Motto:</b></p> <ul style="list-style-type: none"> <li>- Imagine</li> <li>- Make a Difference</li> <li>- Persevere</li> <li>- Succeed</li> </ul>	<p><b>Ambition for disadvantaged pupils in our school – success criteria</b></p> <ul style="list-style-type: none"> <li>- Early intervention and academic support prioritises disadvantaged pupils</li> <li>- The vast majority of socially disadvantaged pupils will meet challenging individual targets</li> <li>- Parent/school partnership is effective</li> <li>- There is a whole-school ambitious approach to meet the needs of all children</li> <li>- A positive school atmosphere is created in which pupils’ differences are recognised and valued</li> <li>- Confident, successful and independent learners develop</li> </ul>			
Main Barriers	Action to address barriers	Planned impact	Monitoring effectiveness	Amount allocated
<p>Mental health issues: Anxiety, lack of resilience, managing emotions</p>	<ul style="list-style-type: none"> <li>- Access to Counselling/Play Therapy through partnership agreement with ABC Counselling (1 x morning per week)</li> <li>- BU 6-week programme led by DHT + L3TA – early intervention support</li> </ul> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- current high profile national focus on the importance of good mental health in young people</li> <li>- successful implementation of BU during 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>- Improved mental health of identified pupils</li> <li>- increased ability to engage in learning</li> </ul>	<ul style="list-style-type: none"> <li>- feedback reports from ABC</li> <li>- pupil voice</li> <li>- parent feedback</li> </ul>	<p>£5200</p> <p>- £2000</p>
<p>Inequality of access to learning at home</p>	<p>Purchase of home access and SATS revision guides: Reading+, Active Primary, Marvellous Me, Lexia (to be reviewed this year), Timestables Rock Stars, Spelling Shed</p> <p>Revision guides – CGP (extend across KS2)</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- historical PP pupil take-up</li> </ul>	<ul style="list-style-type: none"> <li>- Increased access to learning at home</li> <li>- reinforcement of work done at school</li> <li>- better communication about learning, and engagement with parents</li> <li>- Improved outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- SBM to monitor class usage</li> <li>- Class teachers to promote and monitor individual usage</li> </ul>	<p>£13,000</p> <p>£500</p>
<p>Individual gaps ie in learning, challenge, support, mentoring etc</p>	<p>Maintain investment in support staff to deliver same day intervention support</p>	<ul style="list-style-type: none"> <li>- support and intervention time will be allocated effectively for maximum impact on learning</li> <li>- Mastery learning, deep understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback to teachers</li> <li>- Target Tracker</li> <li>- Termly Pupil Progress Meetings</li> <li>- Year 6 team test score record keeping</li> </ul>	<p>£20,000 (based on L3 TA time @ £14.98/hr)</p>

	<p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- Teaching Assistant Skills Audit 2017 in which almost all TAs identified same-day interventions as the area where they feel they make the most impact on pupil progress</li> <li>- EEF 'Making best use of Teaching Assistants'</li> </ul> <p>4. Allocate some money to needs/actions that arise as a result of PEP/LAC Reviews</p>	<p>of basic principles and pupil catch-up</p> <ul style="list-style-type: none"> <li>- better readiness for learning the next day</li> <li>- improved outcomes for PP pupils (esp KS2)</li> <li>- targeted support for Y6 PP pupils</li> </ul>	<p>- progress towards targets within PEPs</p>	<p>£3000</p>
<p>Narrowing writing attainment gaps for PP pupils</p> <p>le between PP pupils and all pupils</p> <p>Between PP reading and PP writing</p>	<p>Introduce writer in residence programme in school in order that children are inspired to write and they learn more about the craft of writing from a working author</p>	<p>Motivated writers across school</p> <p>Writing gaps closed</p>	<p>T&amp;L link governors involvement in Team Days</p> <p>HT and PP Champion report to governors</p> <p>Staff and pupil feedback</p>	<p>£2000 PP funding</p> <p>(£6000 budget allocation)</p>
<p>Attendance and persistent absenteeism for a small group of disadvantaged pupils</p>	<p>1. Continue to work with the LA attendance officer for guidance and support in rigorously applying the attendance policy</p> <p>2. Continue to reward 100% attendance in termly rewards from HT</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- adherence to Policy</li> <li>- on-going success of strategies</li> </ul>	<p>1, 2 &amp; 3:</p> <ul style="list-style-type: none"> <li>- attendance of PP &amp; FSM pupils at least matching national average</li> <li>- reduced PP &amp; FSM persistent absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>- LA termly register check</li> <li>- SBM termly attendance checks and letters home to parents</li> </ul>	<p>1,2 &amp; 3:</p> <p>£3,000</p>
<p>Staff knowledge of most up to date good practice</p>	<p>1. Attendance at training and networks to support work in school (ie PP Cluster, Transforming Tees etc)</p>	<ul style="list-style-type: none"> <li>- increased staff awareness of good practice and expectations</li> <li>- support for Pupil Premium Champion and HT in leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>- feedback from staff</li> <li>- PP Champion input in staff meetings, SLT meetings and reports to governors</li> </ul>	<p>£1,000</p>

<p>Lack of equality of experience and opportunity for some children compared to their more affluent peers (Poverty Proofing)</p>	<p>1. Covering 100% transport costs for PP pupils for all educational visits and 50% of visit costs  3. Subsidising costs for PP pupils for any residential visit (50% PP 100% LAC)</p> <p>4. Subsidising after-school club costs for PP pupils (50% PP 100% LAC)</p> <p>5. Subsidising/covering uniform costs when required for PP pupils transferring mid year</p> <p><i>Supporting rationale for chosen actions:</i>  - survey outcomes  Pupils: 3<sup>rd</sup> most quoted thing children like about IMPS – School trips  5<sup>th</sup> most quoted improvement wish – More clubs  Parents: 3<sup>rd</sup> most quoted thing parents want to improve – More after school clubs  - Information re poverty proofing from speaker at Local Pupil premium Cluster Meeting (North East Child Poverty Commission)</p>	<p>- PP pupils to be able to access the experiences and opportunities on offer that they want to  - increased PP participation</p>	<p>- After school club lead to monitor participation</p>	<p>£5000</p>
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**Total planned spend = £52900**