

Summary Information (Current PP – October 2020)					
School	Probus Primary School				
Academic Year	2020/21	Total PP budget	£43, 695 (PP and PP+)	Date of most recent PP Review	Sept 2020
Total number of pupils	196	Number of pupils eligible for PP	31 PP and PP+ eligible pupils.	Date for next internal review of this strategy	Ongoing/July 2021
1. Current attainment					
2020 Year 6 Spring Teacher Assessment due to COVID 19			Y6 pupils eligible for PP (7 pupils)	Pupils not eligible for PP	
% meeting standard or above in reading, writing and maths			NK	NK	
% meeting standard or above in reading			71%	82%	
% meeting standard or above in writing			71%	82%	
% meeting standard or above in maths			71%	76%	
% attaining greater depth in reading, writing and maths			NK	NK	
% attaining greater depth in reading			42%	44%	
% attaining greater depth in writing			32%	32%	
% attaining greater depth in maths			42%	42%	
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Stalled progress rates of PP pupils at EXP & GDS during school closure.				
B.	Emotional, behavioural and attachment issues for some PP children has potential to impact detrimentally on rates of learning and progress across phases on return to school.				

<b>C.</b>	PP pupils with inconsistent home-learning support and SEND will need intense, individualised 'catch-up' intervention plans.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some pupils may not benefit from home support coupled with lack of access to blended learning activities.	
<b>E.</b>	Rural location with limited cultural, enrichment experiences – culture capital.	
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>i. Quality of teacher input, organisation and delivery ensures work matched to pupil needs and high engagement and enthusiasm for learning is evident. PP pupils to be explicitly planned for in all lessons.</p> <p>ii. Establish 1:1 Booster sessions, utilising teachers (EEF Research) to ensure greatest impact – incremental learning and accelerate progress.</p>	<p>PP children make the same progress as non - PP children. A higher % of PP children achieve the expected standard and GDS in RWM by the end of KS2.</p> <p>Monitoring systems demonstrate T &amp; L which is at least good across all classes and phases (including part-time roles).</p>
<b>B.</b>	<p>i. Introduce early assessment of need (Nursery) – release time for newly appointed EY Lead.</p> <p>ii. Effectively support pupils with social and emotional difficulties further so that it does not impact on their progress. Use whole school TIS approach to improve children's emotional resilience.</p>	<p>PP pupils with behaviour and emotional needs will demonstrate an increasing ability to self-regulate and increase their in-class learning time in order to improve progress rates. PP are able to properly adapt to stress and adversity, managing their emotional reactions.</p>
<b>C.</b>	<p>i. Provide additional TIS support for identified pupils.</p> <p>ii. Establish personalised learning timetables 1:1 delivery and part-time timetabling interspaced with alternative provision sessions.</p>	<p>Additional TIS support staff employed. Staff with specific skills employed to support SEN, EY non-verbal pupil.</p>
<b>D</b>	<p>i. Provide opportunities to access IT remotely/on site to complete homework/revision tasks. .</p> <p>ii. Provide and fund enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on and off site.</p>	<p>Equality of access for all children (when comparing PP to non PP children).</p> <p>Development of cultural capital and access to a rich, vibrant curriculum – Cornerstones Curriculum Maestro used and teacher CPD undertaken.</p>

4. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff to lead	When will you review implementation?
(A) i. All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles. Progress rates for PP children are improved.	<ul style="list-style-type: none"> <li>➤ Ensure all teachers have shared and understood the 2020 data analysis and are informed of aspiration 'catch-up' targets. (Staff Meeting with HOS).</li> <li>➤ Use assessments, alongside moderation to track progress of children, with all teachers being aware of data of PP children.</li> <li>➤ Establish regular, consistent monitoring of lesson planning, delivery and outcome (Summer Term).</li> <li>➤ HOS to re-establish and model effective pupil progress meetings.</li> <li>➤ Comprehensive programme of revision and 'catch-up' support devised through data and gap analysis. (see 'catch-up' plan for detail)</li> </ul>	Close analysis of PP progress compared to non-PP progress (2019). Attainment for disadvantaged pupils' evidences that PP pupils in Y6 were not on target to meet National PP outcomes in Reading or Writing.	Pupil progress data. Monitoring Activities. Termly Hub Council Monitoring.	AP & all teachers  Additional Leadership costs for monitoring (0.2 FTE at UPS 3) £2,500 15 hours each week X 7 (teachers) X 40 = £12,000	Termly
i. Improved progress for high attaining PP pupils. Increase GD attainment at greater depth across RWM. (2019 - last SATs) R = 0%, W = 0%, M = 13% - 1 pupil)	<ul style="list-style-type: none"> <li>➤ Clear, early identification of pupils with potential to achieve GDS.</li> <li>➤ targeted and focused planning for all PP children.</li> <li>➤ Teacher-led booster sessions for additional revision support.</li> </ul>	2019 KS2 PP SAT Outcomes; 75% achieve EXP in R, 63% in W and 74% in M	As above	AP & teachers	Half-termly pupil progress meetings

<p><b>(B) i.</b> Establish effective, consistent support systems for those pupils with social and emotional challenge.</p> <p><b>ii.</b> Increased in-lesson personalised learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> <li>➤ Support from specialist 1:1 TAs for identified pupils with an SEMH identified need.</li> <li>➤ Whole school TIS approach embedded to improve children’s emotional resilience and metacognition.</li> <li>➤ Rotas and support timetables established for identified pupils.</li> <li>➤ Part-time and personalised timetables established for identified pupils.</li> </ul>	<p>Increased number of My Concern dysregulations reported.</p> <p>Increase in number of Nursery pupils lacking emotional school readiness indicators.</p>	<p>My concern – decrease in number of dysregulations reported.</p> <p>Progress of pupils.</p> <p>Increased in-class learning time.</p> <p>HOS feedback from teachers/TAs</p> <p>Trauma Informed Schools, metacognition and evidence-based research CPD delivered.</p> <p>Increased numbers of KS2 pupils with identified SEMH needs and staff without CPD/understanding to effectively respond and/or support.</p> <p>Pupils will receive a developmentally appropriate PSHE programme that provides coverage and learning opportunities as mapped in accordance with current Ofsted SMSC guidelines.</p> <p>Assessment resources will be used to identify pupils who require additional support in any of the above topics.</p>	<p>AP/SENDCo/all teachers</p>	<p>Ongoing</p>
<p><b>(C) i.</b> Provide additional TIS support for identified pupils.</p> <p><b>ii.</b> Establish personalised learning timetables 1:1 delivery and part-time timetabling interspaced</p>	<ul style="list-style-type: none"> <li>➤ Whole school TIS approach adopted to improve children’s emotional resilience.</li> <li>➤ Increased support from Wellbeing TA for all pupils with SEMH identified need.</li> <li>➤ Rotas and support timetables established for identified pupils.</li> <li>➤ Stabilise SENDCo provision and embed systems, record-keeping and parental communication.</li> </ul>	<p>Increased numbers of pupils with identified SEMH needs and staff without CPD/understanding to effectively respond and/or support identified on transition back to school.</p>	<p>My concern – few dysregulations reported for identified pupils.</p> <p>Increased in-class learning time for identified pupils.</p> <p>Successfully acquired EHCP for additional funding to</p>	<p>AP/SENDCo/SEN TAs &amp; all teachers</p> <p>Additional SENDCo time = £3,992</p> <p>NPQML release for SENDCo = £2000</p>	<p>Ongoing</p>

with alternative provision sessions.	<ul style="list-style-type: none"> <li>➤ Revisit use of Jigsaw materials to increase PSHE content of the 'return to curriculum provision</li> </ul>		support identified pupil need in all phases.		
<b>(D)</b> i. PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.	<ul style="list-style-type: none"> <li>➤ Establish systems to track PP pupil engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</li> <li>➤ Ensure that TA support is available and offered to PP pupils with SEMH or SEND needs in order to attend enrichment opportunities.</li> </ul>	Research evidences that PP pupils cultural capital is limited. This approach will ensure that all PP pupils have equality of access to a variety of extracurricular opportunities. This will diminish the difference and provide opportunities to excel in and experience social situations / clubs that they would not normally attend.	PP pupils will access all school trips and/or participate in School visitor experiences (Covid dependent) at a subsidised/none cost rate.	AP and teachers £6000	Termly
<b>Total budgeted cost</b>					£26,492
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>(A) ii.</b> Targeted 1:1 Booster sessions, for Y6 revision will be offered to all PP pupils at risk of not achieving EXP or GDS based on prior attainment.	<ul style="list-style-type: none"> <li>➤ Y6 teacher and HOS will assess and identify pupils to receive support.</li> <li>➤ 1:1 programme of revision support devised through data and gap analysis.</li> <li>➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver.</li> </ul>	Based on the incremental coaching model of improving performance through small step improvement.  Referencing EEF research which identified 1:1 coaching with a qualified teacher as making significant impact.	HOS monitoring. Y6 on-going assessments.	Y6 TA & Teacher £1,500 GCP resource costs £1,500	Half-termly

<p><b>(B) iii.</b> Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions. Increased in-lesson learning opportunities and fewer dysregulated incidents.</p>	<ul style="list-style-type: none"> <li>➤ PP Pupils with SEMH needs targeted to receive TIS assessment and intervention.</li> <li>➤ TIS approach used by all staff – HOS to redeliver TIS CPD. Social skills intervention and general behaviour support.</li> <li>➤ TIS assessments undertaken - motional profile training and assessments explored.</li> <li>➤ Additional 1:1 support provided for emotionally vulnerable pupils in a number of phases.</li> </ul>	<p>For an increasing number of disadvantaged pupils across phases there are concerns around behaviour and emotional well-being. Staff require support in consistently managing the behaviours demonstrated in an age appropriate manner (eg. Identified Nursery-aged children). 1:1 support increasingly required to de-escalate and meet need.</p>	<p>My Concern logs with regard to behaviour will lessen.</p> <p>TIS records of involvement will evidence.</p>	<p>AP, 1:1 TAs, TAs and teachers</p> <p>£8,700</p>	<p>Half-termly</p>
<b>Total budgeted cost</b>					£11,700
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>(C)i.</b> Increased parental involvement and improved communication.</p> <p><b>ii.</b> Increased parental confidence with remote learning platforms.</p> <p><b>iii.</b> Sustain PSA relationships established during school closure for the most vulnerable in order to ease transition.</p>	<ul style="list-style-type: none"> <li>➤ Continue with transition 'Meet the Teacher' evenings.</li> <li>➤ Invest in Seesaw and ensure that teachers CPD and confidence in use is at appropriate competence levels.</li> <li>➤ Increase expenditure on Parent Support Worker from Roseland to ensure all vulnerable families are supported.</li> </ul>	<p>Parental feedback. No 'open door' approaches in place – sense of separation.</p>	<p>HOS to monitor. Parent questionnaires to be distributed. Review meetings for the most vulnerable.</p>	<p>AP/PSW &amp; Teachers</p> <p>Seesaw costs £500</p> <p>PSW costs £5000</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£5,500
<b>Total</b>					43,692

5. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	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)	Cost
<p><b>(A) i.</b> Quality of teacher input, organisation and delivery ensures work matched to pupil needs and high engagement and enthusiasm for learning is evident.</p> <p>ii. Ongoing commitment to a quality curriculum to ensure a rich, vibrant curriculum is delivered and continual improvement for all groups is a consistent focus in every phase.</p> <p>iii. Widespread adoption of mastery mathematics approaches across every phase will improve pupil confidence and ability to reason and problem-solve this will raise pupil engagement and impact positively on progress rates and attainment.</p>	<ul style="list-style-type: none"> <li>➤ Commitment to Maths/Lit and Network Lead CPD.</li> <li>➤ PP pupils will be explicitly planned for in all lessons. Lessons will be linked to IEPs and matched appropriately to pupil needs.</li> <li>➤ Pupil Premium Lead will refine record systems, process and targeted intervention support programmes for PP pupils (based on progress measures and teacher liaison).</li> </ul>	<p>Our Year 6 PP TA attainment for EXS in Spring 2020 evidences an improvement on the 2019 outcomes.</p> <p>Additional costs incurred to back-fill leadership void due to Covid 19 school closure.</p>	<p>We will continue with this approach.</p> <p>Next steps:  <b>Early identification of GD PP pupils and personalised 1:1 intervention.</b></p> <p><b>Targeted and focused planning for all PP children.</b></p>	<p><b>Allocated cost =</b></p> <p><b>£10,000</b></p> <p><b>Total spent =</b></p> <p><b>£13,000</b></p>
<p>ii. Ongoing commitment to a quality curriculum resource. Investment to ensure a rich, vibrant curriculum is delivered and continual improvement for all groups is a consistent focus in every phase.</p>	<ul style="list-style-type: none"> <li>➤ Appropriate CPD for all staff in the use of the new Maestro Curriculum.</li> <li>➤ ILPs will be carefully considered to engender interest, will be used consistently across all phases (including Pre-school) in order to diminish gaps.</li> </ul>		<p><b>School Spring term closure limited progression against the curriculum development target.</b></p> <p><b>Extensive teacher CPD undertaken.</b></p>	
<p>iii. Widespread adoption of mastery mathematics approaches across every phase will improve pupil confidence and ability to reason and problem-solve this will raise pupil engagement and impact positively on progress rates and attainment.</p>	<ul style="list-style-type: none"> <li>➤ Subject leads and class teachers will receive ongoing CPD and support to continue to develop skills and acquire subject knowledge to ensure mastery in mathematics is evident across phases.</li> </ul>	<p>Consistent HQ mathematics approaches evident in all classrooms.</p> <p>Extensive use of White Rose resources to evidence Mastery.</p>	<p><b>Mathematics teaching remained of a consistently high standard, matched to pupil need throughout school closure and Spring Assessments provided gap analysis information.</b></p>	

<p><b>(B)</b> iii. Ensure that all pupils understand how their self-confidence and learning behaviours can be influenced by their PSHE needs. Ensure that pupils with SEMH needs are supported.</p>	<p>➤ All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups. ➤ Pupils will receive subject specific teaching including topics of cyber and homophobic bullying, internet safety, body image, self-esteem, financial capability, health education, and relationships and sex education. Assessment resources will be used to identify pupils who require additional support in any of the above topics.</p>	<p>Consistent PSHE curriculum in place and builds progression of knowledge, skill and understanding with regard to a range of SMSC subjects across all phases.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> <li>➤ <b>Continue to embed JIGSAW.</b></li> <li>➤ <b>Deliver teacher CPD in and explore the development of pupil's metacognitive understanding.</b></li> </ul>	
<p><b>(C)</b>i. Increase enthusiasm and engagement in reading for PP and PP+ pupils.</p> <p>ii. Improve specific support for reading through the appointment of additional staff.</p> <p>iii. Purchase a range of phonic texts matched precisely to pupil's phonic phase.</p>	<p>➤ All teachers will engender a love of reading and story through the selection of classic texts that supports learning across the curriculum.</p> <p>➤ Increase the number of volunteer readers across KS2 to ensure that PP pupils who do not read at home have increased opportunities to read to an adult.</p>	<p>Monitoring evidenced improvement in welcoming spaces to read in every classroom. Reading TA in Spring 2020 indicated that, despite school closure, outcomes at EXP &amp; GDS in Reading at KS2 were on track to exceed 2019 outcomes.</p> <p>Extensive investment in new library stock and library re-location and renovation makes the library space a more pupil friendly learning environment.</p> <p>Additional staff/volunteers was not possible due to the Covid 19 school closure and requirements.</p>	<p><b>School focus on phonic and reading outcomes will be sustained and 'catch-up' funding utilised to replenish phonetically decoded, high interest, KS2 txts.</b></p>	<p><b>Allocated costs = £25,300</b></p> <p><b>Total spent = £26,000</b></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p>➤ <b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>



<p><b>(A) v.</b> Establish 1:1 targeted intervention sessions for KS2, utilising teachers (EEF Research) to ensure greatest impact – incremental learning and accelerate progress.</p>	<ul style="list-style-type: none"> <li>➤ Y6 teacher and HOS will assess and identify pupils to receive support.</li> <li>➤ 1:1 programme of revision support devised through data and gap analysis.</li> <li>➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver.</li> </ul>	<p>Targeted 1:1 booster in place for EXP and GDS. Due to COVID 19 we are unable to assess the impact of these sessions as a quantity value. All pupils were on track to reach their target following our mock SATs in March.</p> <p>Intervention, in-class, booster groups also implemented during Spring term.</p>	<p><b>This personalised approach to intervention and revision will continue to be planned for and costed as most effective way of meeting the needs of the pupils based on prior attainment and gap analysis.</b></p>	<p><b>Allocated costs = £10,000</b></p> <p><b>Total spent = £9,000</b></p>
<p><b>(B) i.</b> Introduce earlier assessment of need through the EY SEN support route.</p>	<ul style="list-style-type: none"> <li>➤ PP pupils who are not reaching their potential are identified early and targeted for intervention to teach key skills. Challenge for the most-able also included as intervention.</li> <li>➤ Pupil Premium Lead and HLTA hours allocated across all phases in order to identify and target intervention specifically for PP pupils. Additional teacher hours allocated for PP intervention in the 1 st half of Autumn term.</li> <li>➤ PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing. Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).</li> <li>➤ Resources / materials purchased in-line with this.</li> <li>➤ Motional screening to target intervention, implemented by the TIS practitioners 2 x afternoons 1:1 and in small groups with identified pupils.</li> <li>➤ Any additional resources or equipment to facilitate these sessions will be purchased.</li> <li>➤ Purchase specific resources to meet the precise needs of PP + pupils as and when required.</li> </ul>	<p>Early identification took place and TIS assessments initiated.</p> <p>Interventions and specific TIS sessions allocated throughout the Autumn and first of Spring term – school closure due to Covid made assessment of impact challenging and not all pupils returned for summer term.</p>	<p><b>The personalised approach and identified vulnerable pupils and families has been very successful.</b></p> <p><b>Trusting relationships have developed through school closure and the intention is to increase the work undertaken by the PSA.</b></p> <p><b>Motional screening unable to take place due to Covid guidance and Pod restrictions.</b></p>	<p><b>Allocated costs £5000</b></p> <p><b>Total spent - £5000</b></p>

<p>(D)i. Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this eg. cost.</p> <p>ii. Teachers will continue to plan ILP related visits and experiences to raise pupil engagement.</p> <p>iii. Whole school arts experiences will enrich learning, narrow the culture capital deficit and be accessible to all. (Covid dependent)</p>	<ul style="list-style-type: none"> <li>➤ PP pupils will access school trips (subsidised).</li> <li>➤ A PP booklet to families will be circulated advising on what Probus school offers to support PP children accessing additional opportunities.</li> <li>➤ A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</li> <li>➤ Ensure that pupils (specifically those in care) are able to access extracurricular activities and are supported in doing so.</li> </ul>	<p>No residentials in place during 2019 2020 due to COVID 19. All cancelled.</p> <p>Probus part funded PP pupils to enable them to attend educational visits and residentials at a reduced cost to the parent. This was advertised and embedded last year.</p> <p>PP pupils prioritised when allocating class TA support to individuals or groups.</p> <p>Y6 Leavers week of celebration was funded at no cost to pupils to ensure a sense of completion and celebration was part of this challenging period.</p>	<p><b>Due to Covid restrictions exploration of experiencing that can be brought into school are easier to manage with regard to Covid regulations – these need to be scheduled and planned in advance.</b></p>	<p><b>Allocated cost = £4000</b></p> <p><b>Total spent = £5000</b></p>
<p><b>iii. Other approaches</b></p>				
Desired outcome	➤ 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)	Cost
<p>(B)ii. Effectively deploy the PSA (Roseland) to focus on support for PP families and PP+ families on entry to school (including those transferring from other settings)</p>	<ul style="list-style-type: none"> <li>➤ Sustain and extend employed hours of the cluster (Roseland Partnership) Parent Support Advisor.</li> <li>➤ Continued engagement of families and increased confidence I the school to support their child.</li> <li>➤ Established support sessions for school work, education and parenting sessions.</li> <li>➤ Sharper focus on attendance; traffic light letters distributed and attendance clinics held by EWO.</li> </ul>	<p>PSA heavily involved identifying and maintaining phone call contact throughout school closure with the most vulnerable families.</p> <p>Improved parental relationships and trust developed between school/PSA and parents of vulnerable/PP pupils.</p> <p>Access to IT for PP families a priority and school funded purchase of Amazon Fires and Dongals.</p>	<p><b>Ensure that all families have remote learning capability and emotional support during school closures.</b></p> <p><b>Increase funding to increase PSA hours.</b></p>	<p><b>Allocated cost = £4,500</b></p> <p><b>Total spent = £3,800</b></p>
<p style="text-align: right;"><b>Overall Allocation</b></p>				<p><b>£48,800</b></p>

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

It is appropriate to note that COVID19 has had an impact on our ability to reliably evaluate the impact of our pupil premium strategy for the previous year.

### Mid-year review of impact of PP funding: