



**CROWLEES CE (C) J&I SCHOOL**

**PUPIL PREMIUM EVALUATION 2020-21  
DRAFT EXPENDITURE & PLAN FOR CURRENT YEAR**

**SUMMARY INFORMATION**

Total number of pupils	416 (08.12.2020)
Total number of pupils eligible for pupil premium	32 (how many included on census?)
Total pupil premium budget 202-21	<b>£34,240</b>

**CURRENT ATTAINMENT ( NB data is from 2018-19 results)**

	Pupils eligible for PP	Pupils not eligible for PP
% Achieving expected standards in RWM	71%	76%
% Achieving expected standards in Reading	86%	91%
% Achieving expected standards in writing	71%	83%
% Achieving expected standards in Maths	86%	89%

**BARRIERS TO FUTURE ATTAINMENT FOR PUPILS ELIGIBLE FOR PUPIL PREMIUM**

<b>A</b>	Social, emotional dysregulation affecting wellbeing and progress and readiness to learn
<b>B</b>	Physical development: lack of opportunity to complete milestones in gross motor and fine motor skills
<b>C</b>	Gaps in learning: catch up in basic knowledge and skills
<b>D</b>	Continuous Professional Development to support Pupil Premium pupils
<b>E</b>	Enrichment opportunities: developing independence and resilience; readiness to learn and develop self esteem

Funded through Pupil Premium

Funded through Sports Premium

Funded from general school budget

Funding previously accounted for in document

Not happened due to COVID

**A: Supporting vulnerability in social and emotional aspects**

<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
7/24 PP children access regularly Other pupils	Deployment of a trained child counsellor- vulnerable pupils are referred through SENCO/HT for bespoke support packages dependent on need.	£5,135.25 (25% of Annual salary) rest from SCHOOL BUDGET	<ul style="list-style-type: none"> <li>• 1:1 time when needed- ability to respond to issues immediately</li> <li>• Anger management</li> <li>• Bereavement counselling</li> <li>• Strategies for behaviour &amp; raising self esteem</li> <li>• Links with families &amp; other services</li> <li>• Consistent strategies taught throughout school</li> <li>• Specific work with LAC-and families</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of referrals to D&amp;A/Social Services</li> <li>• Strengthening of relationships built with families</li> <li>• Continuity of strategies between home and school</li> <li>• Pupils supported consistently from all appropriate adults.</li> <li>• Pupils feel supported &amp; listened to within school – able to learn &amp; make progress</li> </ul>
Year 5+6 (Autumn 1) Year 3+4 (Spring 1)	PAWSb programme to develop emotional resilience	6 week programmes of support x 2 (1/2 term) £1,140.00 x 2 = £2,280	<ul style="list-style-type: none"> <li>• Improve emotional resilience- develop shared vocabulary</li> <li>• Coping strategies for dealing with emotions</li> <li>• Shared understanding of importance of recognising and dealing with emotions</li> <li>• Learn essential life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils able to successfully communicate emotions</li> <li>• Improved self esteem &amp; participation in learning</li> <li>• Pupils able to access learning equally with peers</li> <li>• Make good progress across the curriculum</li> <li>• Equipped for life-long learning</li> </ul>
Key Stage	Phase leader release time – data analysis	1 day 1/2 term (x 5) supply cover £6000	<ul style="list-style-type: none"> <li>• Dedicated time for identifying vulnerable children (not making appropriate progress)</li> <li>• Communication with appropriate staff</li> <li>• Action plan in place for individual children if appropriate.</li> <li>• Monitoring &amp; reviewing progress</li> </ul>	<ul style="list-style-type: none"> <li>• All staff aware of vulnerable children- consistent approach</li> <li>• Needs are identified and addressed early</li> <li>• Pupils make good progress</li> <li>• All potential issues addressed</li> </ul>
Whole school	SENCO release time 6 of the 21 SEN pupils are also PP = 29%	2.5 days/week DHT shares	<ul style="list-style-type: none"> <li>• Improve confidence &amp; ability of support staff to deal with issues- team teaching, providing bespoke training</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils individual needs understood and planned for</li> <li>• Access to curriculum for all</li> </ul>

		teaching £300/day 1 day/week for SEN/PP pupils = £10,800/year	<ul style="list-style-type: none"> <li>• SENCO training</li> <li>• Analysis of performance data- tracking progress of vulnerable pupils.</li> <li>• Coordination of intervention strategies- moderation &amp; review of progress – provision mapping</li> <li>• Individualised planning for vulnerable pupils when appropriate</li> <li>• Support for class teachers with Inclusive differentiated curriculum</li> <li>• Meetings with individual families &amp; carers</li> <li>• Support meeting for parents with SEN children</li> </ul>	<ul style="list-style-type: none"> <li>• Progress is made throughout the curriculum</li> <li>• Staff empowered to meet the needs of children within their role.</li> <li>• Progress tracked- issues quickly addressed</li> <li>• Positive relationships with parents &amp; carers leads to improved confidence and ability to meet the needs of individuals</li> </ul>
Foundation Stage	FS coordinator visit to settings- release time- planning to meet needs of PP children	2 x ½ day £300	<ul style="list-style-type: none"> <li>• Information about potential issues collated – immediate provision</li> <li>• Begin to build positive relations with families</li> <li>• Appropriate adaptations planned for.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make positive transition into school ready to learn</li> <li>• Barriers to learning are overcome.</li> <li>• Pupils ready &amp; able to learn</li> </ul>
Targeted children	Additional resources	£500	<ul style="list-style-type: none"> <li>• Appropriate equipment purchased to meet individual needs when necessary (sensory equipment; counselling room resources IT programmes)</li> </ul>	<ul style="list-style-type: none"> <li>• Equal access to curriculum; needs met; progress made</li> </ul>
Year 4 & 6 PP pupils	Residential costs & travel costs 5 pupils in yr 4: Little Deer Wood residential @£75 each £375 7 pupils in year 5: Robin Wood residential @ £250 each £1,750 5 pupils in year 6: Cliffe House residential @ £190 each £950	£375 £1,750 £950 £3,075	<ul style="list-style-type: none"> <li>• Equal access for all- residential experience &amp; opportunities available for all.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils benefit from residential experience- cooperation, specific skills, staying away from home etc.</li> </ul>

**B: Physical development: lack of opportunity to complete milestones in gross motor and fine motor skills**

<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
EYFS pupils	<ul style="list-style-type: none"> <li>Increased outdoor activities</li> <li>Additional gross motor skill resources</li> <li>Additional fine motor skills activities</li> </ul>	None	<ul style="list-style-type: none"> <li>Development of fundamental movement skills in EYFS</li> <li>To ensure readiness for sporting activity and increased exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Positive impact on readiness to learn- increased focus and concentration</li> <li>Developing healthy bodies and minds</li> </ul>
Year 1 pupils	<ul style="list-style-type: none"> <li>Continuous provision developed</li> <li>Outdoor provision in place</li> <li>Sport coach used to develop gross motor skills</li> </ul>	£2,100/term- £6,300/year 50% from PP 50% from SP  <b>£3,150</b>	<ul style="list-style-type: none"> <li>Development of fundamental movement skills in year 1</li> <li>to ensure readiness for sporting activity and increased exercise.</li> <li>Positive impact on readiness to learn- increased focus and concentration</li> </ul>	<ul style="list-style-type: none"> <li>Supporting and involving the least active children by providing targeted activities- increased physical health- positive impact on mental health</li> <li>Developing healthy bodies and minds</li> </ul>
Year 1 pupils	<ul style="list-style-type: none"> <li>Language development targeted structured play provision</li> </ul>	None (volunteer)	<ul style="list-style-type: none"> <li>Increased confidence with wider vocabulary</li> <li>Speaking and listening skills developed.</li> <li>Social skills developed between children and with adults</li> </ul>	<ul style="list-style-type: none"> <li>Increased readiness to learn</li> <li>Wider vocabulary</li> <li>Positive impact on speaking and listening, reading/writing progress</li> </ul>
all KS2	<ul style="list-style-type: none"> <li>Sports activities throughout lunchtimes- various sports skill promoted</li> </ul>	£565/term £1695/year 50% from PP 50% from SP  <b>£847.50</b>	<ul style="list-style-type: none"> <li>Development of exercise and sporting opportunities at lunchtimes- extending the range of physical exercise on offer and coaching intervention across all year groups-timetabled over the year.</li> <li>During playtimes and lunchtimes, the Sports Leader will provide pupils with equipment and planned activities to ensure they have an active playtime. They will also ensure lunchtime supervisors have access to the equipment and will act as a role model</li> </ul>	<ul style="list-style-type: none"> <li>To improve targeted pupils' agility, balance, co-ordination, gross and fine motor skills.</li> <li>To ensure pupils remain active during lunchtime.</li> <li>To be an active role model for all pupils and staff.</li> <li>To provide pupils with a range of sporting and physical activities.</li> <li>Positive impact on physical and mental health</li> </ul>

			to the lunchtime supervisors, to ensure they promote physical activity at lunchtimes.	
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**C: Gaps in learning: catch up in basic knowledge and skills**

Year group	Provision	Cost	Outcomes	Impact
Catch up intervention	2 x teachers to teach targeted pupils across year groups Identify how many PP?	Nov-Dec 2020, 9 weeks = $\text{£}23,612.51/52 \times 9 = \text{£}4,086.78$  Jan-August, 35 weeks = $\text{£}19,658/52 \times 35 = \text{£}13,231.35$  Total cost/teacher $\text{£}17,318.13$ to end of August 2021 2 teachers= $\text{£}34,636.26$  $\text{£}33,280$ catch up fund  Payment from PP $\text{£}1,356.26$	<ul style="list-style-type: none"> <li>Targeted groups of children for intervention lessons in maths and English.</li> <li>Using teacher assessments from the first half of the autumn term, pupils will be identified who have gaps in their English and maths knowledge and understanding, and who show potential to access intervention teaching to make rapid progress. English and maths Intervention lessons will take place every morning for a period of 6 weeks.</li> <li>The intervention teacher will work with the class teacher to plan, deliver and assess an appropriate curriculum covering gaps in learning - specific to the targeted pupils. The intervention teacher will assess progress at the end of the 6 weeks.</li> <li>Each year group will be targeted throughout the 5 half terms</li> </ul>	<ul style="list-style-type: none"> <li>Progress will be measured against their age-standardised score (Spring 2 test) as well as against their 'curriculum age' (Integris).</li> <li>We would expect to see more than normal progress. The assessments will also show how each child from Y1 to Y6 has progressed over the year, using the same criteria.</li> <li>Gaps in knowledge filled – identified progress made from starting points</li> </ul>
Targeted children	Additional support –class & non class based <b>Intervention groups + number of PP pupils:</b> <ol style="list-style-type: none"> <li>Y4 Additional reading (2)</li> <li>Dynamo Y4 (2)</li> <li>Dynamo Y5 (1)</li> <li>Dynamo Y6 (2)</li> <li>Fine motor skills Y5 (1)</li> <li>Fine motor skills Y2 (1)</li> <li>Maths Intervention Y2 (1)</li> <li>Maths support group Y5(2)</li> </ol>	<ol style="list-style-type: none"> <li>£0</li> <li>£1075.00</li> <li>£871.00</li> <li>£1,428.33</li> <li>£21.28</li> <li>£16.12</li> <li>£13.30</li> <li>£78.80</li> </ol>	<ul style="list-style-type: none"> <li>To ensure that pupils continue to achieve at least age related expectations</li> <li>Meet all pupils needs</li> <li>Ensure all children are challenged appropriately</li> <li>Overcome barriers to learning</li> <li>Taught strategies to improve learning and to become more independent learners</li> </ul>	<ul style="list-style-type: none"> <li>Equal access to curriculum; needs met; progress made</li> <li>Pupils are appropriately challenged and enjoy their learning</li> <li>Pupils able to take increasing responsibility for own learning</li> </ul>

	<p>9. Nesy Y2 (2)</p> <p>10. Nesy Y3 (1)</p> <p>11. Nesy Y4 (2)</p> <p>12. Nesy Y5 (1)</p> <p>13. Nesy Y6 (1)</p> <p>14. Number Intervention Y3(1)</p> <p>15. Number/PV/TT Y6 (3)</p> <p>16. Phase 3 phonics Y2 (2)</p> <p>17. Phonics phase 3+4 Y3 (1)</p> <p>18. Phonics Phase 2 Y2 (1)</p> <p>19. Precision Teaching Y4 (1)</p> <p>20. Times table club Y5 (2)</p> <p>21. Phonics blend+seg Y1 (1)</p> <p>22. 60 sec read Y6 (1)</p>	<p>9. £1,017.50</p> <p>10. £906.46</p> <p>11. £2,611.50</p> <p>12. £906.46</p> <p>13. £729.17</p> <p>14. £39.89</p> <p>15. £129.38</p> <p>16. £118.19</p> <p>17. £118.19</p> <p>18. £189.11</p> <p>19. £92.41</p> <p>20. £25.79</p> <p>21. £50.65</p> <p>22. £23.64</p> <p><b>TOTAL: £10,462.16</b></p>		
Key Stages	Phase leader release time – data analysis	(Counted above) 1 day 1/2 term (x 5) supply cover £6000	<ul style="list-style-type: none"> <li>• Dedicated time for identifying vulnerable children (not making appropriate progress)</li> <li>• Communication with appropriate staff</li> <li>• Action plan in place for individual children if appropriate.</li> <li>• Monitoring &amp; reviewing individual progress</li> </ul>	<ul style="list-style-type: none"> <li>• All staff aware of vulnerable children- consistent approach</li> <li>• Needs are identified and addressed early</li> <li>• Pupils make good progress</li> <li>• All potential issues addressed to enable maximum learning to take place</li> </ul>
Whole school	Staff training	As above	<ul style="list-style-type: none"> <li>• Emotional regulation</li> <li>• Pennine Sports (ongoing)</li> <li>• SEN &amp; Safeguarding procedures &amp; practices</li> <li>• Assessment</li> <li>• Literacy: Spelling, Grammar &amp; Punctuation</li> <li>• Writing moderation</li> <li>• Safeguarding training</li> <li>• First aid training</li> <li>• Moderating RWM KS1 &amp; KS2</li> <li>• Tracking pupil progress</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers up to date with school practise &amp; procedures: ensures optimum conditions for learning</li> <li>• Motivational and inspirational resources &amp; teaching strategies consistently employed across school.</li> <li>• Consistent expectations lead to high standards across classes</li> <li>• Consistent process for identifying issues – actioned</li> </ul>

			<ul style="list-style-type: none"><li>• Consulting on &amp; writing SEF</li></ul>	<ul style="list-style-type: none"><li>• Shared understanding of school position and actions needed.</li></ul>
Targeted children	Additional resources	as above	<ul style="list-style-type: none"><li>• Individual children's needs catered for</li><li>• KL writing slope</li></ul>	<ul style="list-style-type: none"><li>• Equal access to curriculum</li><li>• Opportunities for learning maximised</li><li>• Barriers to learning overcome.</li></ul>



**D: Continuous Professional Development to support Pupil Premium**

<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
Whole school	Staff training	As above	<ul style="list-style-type: none"> <li>• Pennine Sports (ongoing)</li> <li>• Team teach</li> <li>• De-escalation training</li> <li>• SEN &amp; Safeguarding procedures &amp; practices</li> <li>• Safeguarding</li> <li>• RWM moderation</li> <li>• First aid training</li> <li>• Speech and language training</li> <li>• Fine &amp; gross motor skills training</li> <li>• Tracking pupil progress</li> <li>• Well being and mental health</li> <li>• Online safety</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers up to date with school practise &amp; procedures: ensures optimum conditions for learning</li> <li>• Motivational and inspirational resources &amp; teaching strategies consistently employed across school.</li> <li>• Progressive methods of teaching shared</li> <li>• Safety of pupils maintained</li> <li>• Consistent practices lead to strengthening teaching &amp; learning</li> </ul>
Teaching Assistants	Teaching Assistants training:	£200	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Mental health &amp; wellbeing</li> <li>• Online safety</li> <li>• Circle time/PSHCE</li> <li>• Mutes</li> <li>• Spelling, punctuation and Grammar</li> <li>• White Rose Maths</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching assistants up to date with school practise &amp; procedures: ensures optimum conditions for learning</li> <li>• Motivational and inspirational resources &amp; teaching strategies consistently employed across school.</li> <li>• Progressive methods of teaching shared</li> <li>• Consistent practices lead to strengthening teaching &amp; learning</li> <li>• Teacher and pupil wellbeing strengthened</li> </ul>
HT DHT Teachers	Teaching Alliance	£500 release time for training	<ul style="list-style-type: none"> <li>• Sharing good practice within alliance</li> <li>• Focus on teaching and learning – classroom practice</li> <li>• Development of good practice by focus staff-shared throughout for maximum impact</li> <li>• Individual teachers professional leadership skills developed</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen practice within school &amp; between schools</li> <li>• Constant strive for improvement within classrooms</li> <li>• Succession planning allows for security and consistent high standards to be maintained</li> </ul>

### E: Enrichment Opportunities

Year group	Provision	Cost	Outcomes	Impact
Whole school	Pennine sports	SP funding	<ul style="list-style-type: none"> <li>• Raising self esteem</li> <li>• Recognising and developing talent &amp; skills</li> <li>• Developing team work &amp; cooperation</li> <li>• Equal opportunities for all</li> <li>• Further developing teacher knowledge skills &amp; understanding in all aspects of PE</li> </ul>	<ul style="list-style-type: none"> <li>• Highly motivated children</li> <li>• Increased enjoyment and participation</li> <li>• Readiness to learn</li> <li>• Understanding positivity competitiveness</li> <li>• All children feel valued &amp; that their skills /talents are valued &amp; celebrated</li> <li>• self esteem and confidence improved</li> </ul>
Targeted children	Subsidising school trips	£2000	<ul style="list-style-type: none"> <li>• All children participate</li> <li>• Raising self esteem</li> <li>• Teamwork, cooperation, togetherness</li> <li>• Develop and acquire skills from new opportunities</li> <li>• Making real life links with classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>• Equal opportunities – no child misses out</li> <li>• Motivated children – ready to learn</li> <li>• Relevance of learning clear</li> <li>• Life long learners</li> </ul>
Whole school	Visitors into school	£800 COVID??	<ul style="list-style-type: none"> <li>• Engaging learners</li> <li>• Putting learning into context</li> <li>• Optimising experts' knowledge</li> <li>• Bring the curriculum to life</li> <li>• Making learning more memorable</li> <li>• Greek/Viking man?</li> <li>• Chicks to hatch</li> </ul>	<ul style="list-style-type: none"> <li>• Equal opportunities – knowledge shared</li> <li>• Motivated &amp; enthusiastic learners</li> <li>• Encouraging pupils to think of future &amp; possible careers</li> <li>• Pupil progress- knowledge &amp; skills retained.</li> </ul>
Whole school	Extra-curricular clubs	SP funds	<ul style="list-style-type: none"> <li>• Development of specific skills</li> <li>• Enjoyment</li> <li>• Team/cooperation skills</li> <li>• Enrich learning – trying new things</li> <li>• Teachers develop own expertise &amp; share knowledge.</li> <li>• Orchestra/choir?</li> </ul>	<ul style="list-style-type: none"> <li>• Development of specific skills</li> <li>• Happy children motivated and ready to learn</li> <li>• Healthy life style</li> <li>• Preparation for real life</li> <li>• Opportunity to try new things in safe environment</li> <li>• Motivated teachers.</li> </ul>

<b>AREA</b>	<b>ANNUAL COST</b>
School Counsellor	£5,135.25 (other 75% from school budget)
Paws B	£2,280
SENCO release time	£10,800
Additional resources targeted children	£500
Residential contributions Y4,5&6	£3,075
Year 1 continuous fundamental skills provision	£3,150 (other 50% from SP)
Lunchtime sports activities	£847.50 (other 50% from SP)
Catch up intervention	£ 13,356.26
Interventions for targeted children	£10,462.16
School trips subsidies	£2000
<b>TOTAL</b>	<b><u>£38,249.91</u></b> <b>(£33,174.91 without COVID activities)</b>
<b>PP BUDGET</b>	<b>£34,240</b>
<b>DIFFERENCE</b>	<b>£6,452.20</b> <b>(£1,065.09)</b>