

Summary Information					
Academic Year	2020-2021	Pupil Premium Grant Allocation	£37, 935	Date of Review	March 2021
		April 2020 –March 2021			

Barriers to future attainment for pupils eligible for Pupil Premium	
1	Difficulties in accessing age related material from start of year
2	Rates of reading fluency and limited higher order reading strategies restrict access to age appropriate texts
3	Insufficient computation, reasoning and problem-solving skills in Mathematics
4	Communication and language barriers, particularly in relation to vocabulary
5	Limited opportunities to extend learning and apply skills beyond the classroom
6	Limited parental support for learning

### Plan to continue from March 2020

Action	Reason	Success Criteria	Evaluation
i) Additional ATA support for phonics, specifically the early phases of Letters & Sounds ii) Additional ATA support to address reading fluency and higher order skills	Very limited progress through Letters and Sounds phases. Slow development of phonic knowledge and skills. Accelerate progress in developing reading fluency and higher order skills	Accelerated progress through the phonic phases, passing phonic screening.  Attaining age-related expectations in reading and developing higher order reading skills	Progress through the phonic phases as outlined in Letters and Sounds  Termly assessment of progress against National Curriculum expectations, using the school assessment system
Additional classroom support to develop computation, reasoning and problem-solving skills in Mathematics. Provision of opportunities to apply skills and explain reasoning when problem-solving	Slow progress in acquiring computation skills & fluency. Low confidence and ability in the application of mathematical skills to solve problems	Basic computation skills and mathematical fluency are embedded. There is a greater confidence and accuracy in the application of skills. Internal data reflects the impact of strategy and	Internal and external data analysed to assess the impact of the strategy. Staff to discuss impact at Pupil Progress meetings

		the gap in attainment is closing.	
Provision of intervention strategies, such as social speaking groups to address specific issues related to language & communication. Provision of additional support to deliver suggested activities from Sp & Lg EMS	Delay in developing speech and language skills. Additional support needed to deliver suggested programmes from Sp & Lg, to deliver social speaking groups.	Ability to express thoughts and feelings are improved, and not a source of frustration. This is reflected in both spoken and written language, where the quality of language expression is rapidly improving.	Responses from meetings with EMS workers and school staff members reflecting on impact. Termly Pupil Progress meetings (half termly when necessary) when impact is discussed. Analysis of internal & external data
Support to allow learning beyond the classroom, specifically in the Forest Schools area. Developing confidence & resilience& learning new outdoor skills – willow weaving etc.	Lack of opportunity to learn & apply new skills beyond the classroom e.g. understanding & assessing risk. Low confidence & resilience when faced with new, challenging situations.	Growing confidence and resilience of children in tackling new challenges, which is carried over into the classroom and is reflected in their ability to cope with new learning	Discussions as part of Pupil Progress meetings reflecting on progress across the curriculum generally. Analysing what internal data is saying about general progress
Accessing residential visits such as London and East Barnby, to experience new challenges & new situations e.g. living and working with peers	Financial constraints preventing access to new learning experiences – experiencing life in a city, living & working with peer group etc	Access to a wider range of experiences and learning has been encouraged. This impacts on their progress in subjects across the curriculum as they have a greater depth of experience & knowledge to draw on	Assessing the impact through different sources – quality of work in books, performance in class, use of language. Evaluating impact through analysis of data.
Staff member to provide wider curriculum opportunities, with a language/vocabulary focus, such as Science, Geography, History etc	Learning not supported and extended at home, interests are not fully stimulated and developed.	Children have a greater depth of knowledge and understanding which enhances their performance in class and also broadens their horizons about future possibilities	Discussions with children about the areas of learning they have been looking at, specifically their confidence and clarity in being able to talk about their learning, and the depth of their understanding