



1. Summary information 2019/2020					
<b>School</b>	Pinchbeck East C of E Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£102,460	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	399	<b>Number of pupils eligible for PP</b>	78	<b>Date for next internal review of this</b>	Dec 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving expected standard or above in Reading	44%	75%
% achieving expected standard or above in Writing	44%	78%
% achieving expected standard or above in Maths	44%	76%
% achieving expected standard or above in Reading, Writing & Maths	44%	64%

3. 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>	
<b>A.</b>	Oral language and communication skills are a barrier, which impacts on Reading, Writing and Maths over time. Vocabulary is limited, as well as grammatical sentence construction, handwriting and spelling.
<b>B.</b>	Aspiration and attitudes to learning, lack of resilience and failing concentration (possibly due to diet and/or minimal home routines)
<b>C.</b>	Lower attendance and punctuality of PP children reduces school hours and prevents the children from accessing the start of the lessons, which in turn, affects their understanding of the objectives being taught. School needs to ensure PP and Non PP children have similar attendance rates.
<b>D.</b>	Low self-esteem and anxiety
<b>E.</b>	Lack of independence and stamina for learning. Becomes easily distracted in lessons

<b>F.</b>	Finds maths very challenging	
<b>G.</b>	Poor style of hand writing	
<b>External barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>H</b>	Housing issues – housing conditions, noise level and lack of routines impacting on emotional stability of pupils, tiredness and well-being	
<b>I</b>	Lack of parental support with home learning set by the school – spellings, daily reading, maths	
<b>J</b>	Family issues – single parenthood, over use of game devices, struggling with permanent housing	
<b>K</b>	Trauma and other mental health issues in the family / bereavement of loved ones /family arguments	
<b>L</b>	Lack of internet to complete home learning	
<b>M</b>	Ability to fund a range of opportunities within the curriculum	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improve communication and language skills for pupils eligible for PP in the EYFS and KS1/KS2	Pupils eligible for PP in EYFS can make rapid progress by the end of the year, so that all pupils eligible for PP meet age related expectations. This will impact positively on Phonics in Year 1 and SATs Year 2.
<b>B.</b>	Parents of PP children engage with their children’s learning encourage/support the high expectations of the school.	Parents of pupils eligible for PP attend meetings including parents’ evening to encourage their child to have a positive attitude to learning.
<b>C.</b>	Continued improved attendance and increased punctuality rates for eligible for PP.	Reduce the number of persistent absentees so it does not drop below 95%. Continue to improve attendance for children. PP leads to monitor attendance in discussion with class teachers.
<b>D/E</b>	Children to have an increased positive attitude to their learning and school life. Ability to solve problems with confidence and independently. Teachers to be aware of the children’s anxieties and develop different strategies to overcome them.	Confident resilient learners.

<b>F</b>	Children to be confident when meeting new maths concepts. Transferring skills from number work through to word problems.	Small group work led by TA, activities to be organised by Maths Lead.
<b>G</b>	All classrooms to have correct handwriting formation displayed. All teachers/TAs to model the school handwriting policy both in books and on the boards.	Children across the school from EYFS to Y6 to have a fluent, legible and joined handwriting style. Children encouraged to use the correct grip (from EYFS). Some exceptions identified where children only write in print.
<b>H</b>	Relationships between parents and teachers ensure that the school is aware of the specific family issues re housing and the family situation.	Our open door policy encourages to talk openly to staff.
<b>I</b>	School to support home learning and reading within school – weekly clubs supported by staff.	To get the children into the routine of completing their home learning
<b>K</b>	Counselling and mentoring services ensure that children who are suffering a trauma receive the appropriate support and mentoring.	Children identified effectively to ensure opportunities meet the need. Feedback shows counselling and mentoring is effective. Referral to healthy minds where appropriate.

<b>L</b>	Children to have access to the Internet to support their learning within home learning clubs.	Children to use the internet to complete tasks set by teachers.
<b>M</b>	Provide children with a range of opportunities for enrichment and engagement throughout the curriculum.	PP children subsidised for educational visits and enrichment opportunities, varying dependent on parents' needs. No child not attend a club/experience due to financial hardship.

Intervention	Description of in school use	Amount allocated Total:	Impact summary 2019/2020
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Employment of Key Stage 1 AHT and Key Stage 2 AHT one afternoon per week to implement PP strategies.</li> <li>• Employment of TAs across Key Stages - 4 afternoons a week (1 hour per session)</li> <li>• Support for reading and home learning led by ASH and NR. (1x weekly 20 mins each)</li> <li>• Supply cover for R,W,M leads for intervention support planning. Each lead to have 1 afternoon following the assessment points. (3 afternoons each across school year)</li> </ul>	£7900  Included below  $105 \times 9 = 945$	
<b>Employment of Admin</b>	<ul style="list-style-type: none"> <li>• To monitor attendance - support to parents and staff. 2x weekly</li> </ul>	£9500	
<b>TA interventions</b>	<ul style="list-style-type: none"> <li>• Employment of TAs across Key Stages - 4 afternoons a week (1 hour per session). Working with children to ensure good progress.</li> <li>• TAs – for R,W, M for KS1 and KS2 (4x week hour each)</li> <li>• Y6 TA 5 x 1.5 hours</li> </ul>	£57281	
<b>TA interventions</b>	<ul style="list-style-type: none"> <li>• TA employed in EYFS to support children with language skills over the year.</li> <li>• 3x 105 mins afternoons per week.</li> </ul>	£3840	

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Introduction of reading scheme within KS1 to raise the standard of reading and to link the books to the phonics as they are taught.</li> <li>• Introduction of books to support the children in Year 5 and 6 in reading.</li> </ul>	£5000	
<b>Inclusion &amp; behaviour</b>	<ul style="list-style-type: none"> <li>• Nurture lead employed to support children - self - esteem, social skills and attitude to learning(resilience)</li> <li>• Referral to Healthy Minds program where appropriate</li> </ul>	£13000	
<b>Inclusion &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Offer parents of PP children financial support to allow children to attend any enrichment activities including any educational trips and residential trips.</li> <li>• Support PP children to within Music (TBC)</li> </ul>	£2500 £1140	
<b>Inclusion &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Equine therapy to boost the confidence of PP children – taking the responsibility to care for animals.</li> </ul>	£300	
<b>Speech &amp; Language</b>	<ul style="list-style-type: none"> <li>• Employment of drama teacher to run sessions and after school clubs promoting storytelling and oral language in the early years.</li> </ul>	£1900	
<b>Pupil Premium intervention space</b>	<ul style="list-style-type: none"> <li>• Creation of bespoke spaces to provide areas for support for PP children. (3 x KS2 2xKS1)</li> </ul>	£500	
<b>Home School Links</b>	<ul style="list-style-type: none"> <li>• To continue to communicate with parents through Tapestry in the EYFS. To support learning and assessment.</li> <li>• To purchase 6 Ipads to be used by the EYFS team share learning with parents.</li> </ul>	£3000	
<b>Total Spend: 19-20 allocation = £102460 + c/f from last year £17,129</b>		<b>£105 666</b>	

## Below is a breakdown of expenditure from the previous year spending and impact: 2018/19

1. Summary information 2018/2019					
School	Pinchbeck East C of E Primary School				
Academic Year	2018/2019	Total PP budget	£116,222	Date of most recent PP Review	
Total number of pupils	400	Number of pupils eligible for PP	76 (19%)	Date for next internal review of this strategy	July 2019

RATIONALE OF SUPPORT / PROGRAMMES OF INTERVENTION	RESOURCE	Amount Allocated	Impact Summary September 2019
Learning support groups to provide opportunities to secure essential acquisition of hierarchical skills.	<ul style="list-style-type: none"> <li>• ADDACUS Maths for number concepts</li> <li>• BEAT Dyslexia for literacy difficulties.</li> <li>• Teaching Assistants directed by Teachers to pre-teach or post-teach concepts especially with specific subject based vocabulary in pre-teaching. (SG, TK, CT,CS (Y3 as well as Y1), TD, KW, JW, )</li> </ul>	£20,000	<p>Effective deployment of TAs ensured focused and precision teaching for all PP children, but impact was not as projected. Data shows gradual, but increasing progress of PP throughout the whole school. Gaps still between PP and non-;pupil children which will be analysed and addressed within 2019-2020 strategy to accelerate progress.</p> <p>Year 6 data for PP children showed progress and success due to focussed intervention during the summer term for individual children. Gap closed in writing with 44% PP children achieving ARE and 51% non-PP achieving ARE.</p>
Memory coaching on a one to one basis to imbed basic knowledge in order to help support fluency in children's skills for learning.	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Perform with Times Tables</li> <li>• Plus One or Power of 2</li> <li>• Toe by Toe or WASP (KW, CT,RT)</li> </ul>	£5,000	<p>One to one focussed programmes enabled individual PP children to make steady progress, but not enough to close the learning gaps with their peers. Individual support interventions have been analysed and discussed. Precision teaching – pre teaching and post teaching and 'instant' intervention will have a greater impact for individual PP children within the core subjects.</p>
Language Development for children with Communication Difficulties.	<ul style="list-style-type: none"> <li>• TALK-TIME</li> <li>• Referral to Speech and Language Service. (CT, RT)</li> </ul>	£1,454	<p>This was completed on a one to one and individual basis, using bespoke programmes created by experience S&amp;L TA. Positive impact on the S&amp;L and therefore social skills for those individual PP children.</p>
Programmes of intervention to provide emotional or social development.	<ul style="list-style-type: none"> <li>• FRIENDS (CBT)</li> <li>• Draw and Talk (insight and expression)</li> <li>• TALK ABOUT (SOCIAL SKILLS)</li> <li>• Social resilience programme (Learning Mentor / Nurture Lead)</li> </ul>	£15,000	<p>The Learning Mentor position had a real positive impact on the EWB of PP children and their families in some cases. No data evidence, but a positive impact on peer to peer relationships and interaction for our PP children who took part in the programmes.</p> <p>Nurture room facilities and lead to be further developed in 2019-2020</p>

Referrals and access to Specialist Mental Health Services	Healthy Minds – a 6-week programme of individual therapy which also requires parental involvement.	£3,500	Learning mentor support and nurture room lead had an increasing role with this service over the year. For some individuals this had an impact but the bespoke in school nurture room had a greater impact – this will continue to be developed in 2019-2020
Family Support to ensure children attend and arrive at school ready to learn and able to engage with peers. Parents to receive support to help manage their child's anxieties and/or behavioural concerns or learn basic parenting skills which develops children's self-esteem.	<ul style="list-style-type: none"> <li>• Early Help Assessment (EHA) to identify needs and coordinate outside agency involvement.</li> <li>• ESCO</li> <li>• Team around the Child (TAC) to review concerns and targets. (Learning Mentor )</li> </ul>	£28,000	<p>This was a team approach with Learning Mentor, Nurture Lead and TAs working with multi agencies to meet the social and emotional needs of pupils and their families.</p> <p>Whole school approach as a team will continue in 2019-2020 to support our most vulnerable children. This had a positive impact on attendance</p>
Pastoral Support Plans. If needed, referrals to Behaviour Outreach Services (BOSS) to provides training to staff and individual work with the child. Parental involvement required.	Lincolnshire Pupil Integration Team  Development of the Nurture Room to support pastoral needs	£3,450	Training for staff from various agencies provided skilled and empathetic leaders for our PP children.
Outdoor Learning provision to provide opportunities to build resilience, peer engagement, problem solving and a sense of achievement for children that struggle with abstract concepts and learn at a practical level.	<ul style="list-style-type: none"> <li>• Alternative School settings that have a qualified practitioner.</li> <li>• Life Skills team following the Garden Therapy Programme</li> <li>• Outdoor learning</li> <li>• Sporting fixtures</li> <li>• Horse Therapy</li> </ul>	£3,500	TAs supported small groups of children. Teachers commented on the positive impact this had on individual children's self-esteem – which then affected the positive attitude to learning in class. This is to be developed further in 2019-2020.
BUY BACK Services with referrals and access to the Specialist Teaching Team for Looked After Children (LAC) and children that are falling significantly behind in their progress.	Lincolnshire STT Services  Named specialist teacher to carry out the Core Assessments, recommend programmes of intervention and inform targets.	£1,600	<p>TA time was used with training and continued provision following bespoke programmes from STT.</p> <p>LAC lead was appointed – which had a positive impact for our LAC children who worked closely with our PP funded TAs.</p>
Transition programme for identified Year 6 pupils that require additional support to prepare for Secondary School to develop independence, peer relationships and resilience in unfamiliar challenges.	South Holland Youth Workers Team  Healthy Minds Year 6 transition programme Summer 2019	£1,500	TA one to one time was given to our PP children during transition activities and talks to reinforce messages and develop resilience for our most vulnerable children, this included TA time to support PP children on transition days.
Drama style workshops to develop confidence in public speaking.	ACT II  Lincs Music Service	£1.200	Drama workshops did not happen. The music service provided one to one lessons for those children who wanted to take the opportunity.

Film-making to develop skills in peer interaction and directional communication.  Individual music lessons			
Financial support for families towards to the cost of trips, uniform, travel, or before and after school provision.	Pupil Premium Budget	£1,200	This was taken up by several families enabling all children to have equal opportunities and experiences to their peers.  Lunch was provided for two families, which ensured no children were ever hungry.
Life Skills to promote learning in real life. To develop and promote core skills in reading, writing and calculation.	Cooking skills – e.g. the pizza project.	£3,500	This was so successful for all of the children who took part and some real life learning in the core subjects was evident. The cooking activities continued and became an after school club supported by a teacher and TA.
To develop self-care skills to develop an awareness and importance of personal hygiene, keeping safe (all aspects of personal safety)	Life skills team to model, deliver and promote self-care programme.	£3,500	Experienced TAs led this with individuals and small groups. This is where the positive impact was also seen, which can't be measured by data only on the improved behaviour within year groups, especially UKS2.
Total Spend: £83,454 Training and Resources to implement the above strategy £6,689			