

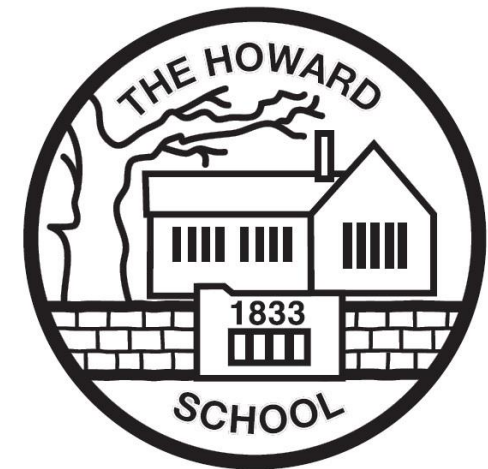


Educating for 'life in all its fullness.'

Ackworth Howard C of E School

Pupil Premium Funding

2019-2020



Rationale

Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Ackworth Howard recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked after Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'diminish the difference' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320. In addition to the Pupil Premium Funding, schools are provided up to £300 for every 3 and 4 year old from a low-income family to help prevent them falling behind before they have even started school. The early year's pupil premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. Additional Pupil Premium funding is also provided for service children and post adoption children within this school.

Monitoring Pupil Premium Funding Spend

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

- Assessment data is collected, monitored and analysed in order to inform the attainment and progress of pupils.
- Attendance data is collated and analysed.
- Teaching staff attend regular pupil progress meetings.
- Observations/learning walks occur frequently.
- Parent/pupil/staff voice informs evaluations of projects.
- Case studies are used to evaluate the impact of pastoral interventions where applicable.

Pupil Premium Funding Allocation				
2015 – 2016 (Financial Year)	2016 – 2017 (Financial Year)	2017-2018 (Financial Year)	2018-2019 (Financial Year)	2019-2020 (Financial Year)
£25,000	£21,380	£22,440	£21,080	£19,420

Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2019 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after and service children will receive additional funding also.

Timescale for PPG	April 2019 to April 2020
Number of Pupils On Roll	207
Number of Pupils Eligible for PPG	16
Amount of PPG Received Per Pupil	£1320
Additional LAC Fund	£2300
Total Amount of PPG Received	£19,420
Amount Spent	£21,624.61
Additional Funds from School Funding	£2204.61
Date of Most Recent PP Review	External Review June 2019
Date of Next PP Review	Internal Review June 2020

Nature of Support

Curriculum Focus:

- Increase % of children working at and exceeding age related expectations in reading, writing and maths.
- Ensure there are no gaps between groups of pupils.
- Ensure a broad and balanced curriculum that provides education for 'life in all its fullness.'

Focus	Intended Spend	Actual Spend
Focus on Quality of Teaching	£12150	£12150
Focus on Social, Emotional & Behaviour	£5000	£5101
Focus on Enrichment Beyond the Curriculum	£5100	£2591.61
Focus on Families/Community	£2550	£1782
Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)	<ul style="list-style-type: none"> • Emotional regulation and stability in readiness for academic learning. • Low self-esteem and resilience. • Out of school experiences that are supportive of their learning and wider development. 	
External barriers (issues which also require action outside school, such as low attendance rates)	<ul style="list-style-type: none"> • Fragmented family structures – family stress and low resilience. 	

The allocation of Pupil Premium Funding will be spent on:-

Quality of Teaching
<i>Use of additional adults to facilitate learning and responsive interventions.</i>
<i>Improve the quality of Mathematical provision.</i>
<i>Release time for Senior Leader to further develop and monitor quality learning and teaching throughout school and to ensure disadvantaged pupils are proactively targeted.</i>
<i>Give reading a higher profile across school and introduce new approaches to support pupils in their reading.</i>
Social, Emotional & Behaviour
<i>Employment of a Learning Mentor.</i>
<i>Further develop the mentoring programme to support pupil's emotional and social well-being.</i>
Enrichment Beyond the Curriculum
<i>Enable all children to have access to the curriculum and school activities through subsidies and funding.</i>
<i>Provide opportunities for further outdoor learning opportunities.</i>
<i>Provision for specialist music teaching.</i>
Families/Community
<i>Provision of uniform for vulnerable children.</i>
<i>Access to home learning ICT programmes.</i>
<i>Extend work with families and their children before they begin attending Nursery.</i>
<i>Reduce the cost of breakfast club for families.</i>
<i>Provide a nutritious snack for vulnerable pupils in KS2.</i>

Covid-19 Addendum: -

Due to the outbreak of Covid-19 and the resulting lockdown, a number of actions were unable to be undertaken. As a result of this, the focus shifted and the resulting actions listed below were undertaken. Any actions below judged to be delayed or not achieved as a result of the pandemic, will be transferred to the new plan should they still need to be a focus upon reopening the school and the situation at that time.		
Actions	Success Criteria	Milestones
<i>Respond to the COVID-19 pandemic by ensuring effective reactive and proactive measures.</i>		
<ul style="list-style-type: none"> Respond swiftly to government guidance and seek clarity where required. Liaise closely with the LA regarding vulnerable pupils. Ensure continued compliance with legal requirements whilst opening for critical workers and vulnerable pupils. Produce a staff rota when offering essential care only and provide provision for home working. Ensure an active system is in place for children to undertake home learning – Google Classroom. Ensure pupils who do not have the facilities are accommodated. Sign post parents to updates, resources, services and support materials in relation to home learning – letters / Facebook page / website / text messages. Develop a ‘childcare’ registration system - include registration forms, temperature checks and sign in/out records. Produce a risk assessment to ensure communication with families during lockdown, particularly identified vulnerable pupils. 	<ul style="list-style-type: none"> School closure with the exception of vulnerable pupils and key worker families is managed efficiently and effectively with adaptations made when needed as a result of changing circumstances. Government and LA guidance are responded to in a timely manner impacting positively on the needs of the school community. Legal requirements in school remain compliant. Home learning provision enables children to consolidate previously taught skills so that gaps in knowledge are limited when returning to school. The school community is fully informed based on factual guidance only. Any adaptations to policy changes are swiftly actioned, shared and implemented. School closure with the exception of vulnerable pupils and critical worker families is managed efficiently with adaptations made when needed in result of changing situations. A risk assessment has mitigated any emerging concerns in relation to family circumstances. The needs of vulnerable pupils are met in line with government and LA guidance / expectations. 	<ul style="list-style-type: none"> School adaptations are made to ensure safe and considered emergency childcare arrangements and safe working practices. Government guidance is implemented. Communication channels are clear, regular and consistent – LA / Local Headteachers. Legal compliance is considered in all plans. A staff rota is produced and regularly reviewed. Home working opportunities are devised and shared with staff. An active system is in place for home learning opportunities – in excess of the recommendations. Members of the school community have received clear, accurate and relevant information only. Transition arrangements have been undertaken in a carefully managed way during the pandemic. A risk assessment has been produced that mitigates impact and reduces concern. All aspects in relation to the risk assessment are implemented – ongoing review. Phased reopening plans have been shared with all stakeholders. Feedback enables further alterations.

<ul style="list-style-type: none"> • Undertake weekly calls to the most vulnerable families to support in the maintenance of positive mental wellbeing. • Headteacher to communicate to parents throughout the pandemic with accurate and concise information. • Headteacher to write to parents asking them to reflect on their wellbeing – HT available for calls and conversations with parents feeling isolated or where mental wellbeing is declining. • Sign post parents to updates, resources, services and support materials in relation to mental health and wellbeing – letters / Facebook page / website / text messages. • Update the Safeguarding and Child Protection Policy to include a COVID-19 addendum. Review at each stage. • Adopt the government’s national FSM voucher for eligible means tested / benefits related families. • Be mindful of staff wellbeing and practical circumstances when designing the rota system. 	<ul style="list-style-type: none"> • Issues in relation to wellbeing are addressed wherever possible. • Government and LA guidance are responded to in a timely manner impacting positively on the needs of the school community. • Legal requirements in school remain compliant. • The school community is fully informed based on factual guidance only. • Any adaptations to policy changes are swiftly actioned, shared and implemented. 	<ul style="list-style-type: none"> • Communication with parents has been clear, factual and concise. • The school’s communications, website and Facebook page provide resources and support in relation to mental wellbeing. • The Safeguarding and Child Protection Policy / Behaviour Policy has been updated to include a COVID-19 addendum. • The governments FSM voucher scheme has been adopted. • Staff wellbeing and practical circumstances have been considered when producing rotas. • Subject leaders have developed Howard Key Essentials and Key Concept documents for each subject – an ongoing review is critical throughout the year. • The school has signed up to the period product scheme (DFE).
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Pupil Premium Grant Action Plan 2019 – 2020

Year Group	Planned Expenditure /Resource	Actions	Cost	EEF T&L Toolkit	Lead/QA	Intended Outcome	Milestones and EOY Impact See Covid-19 Addendum above
All	Social, Emotional and Behavioural Employment of a Learning Mentor.	<p>Provide additional support for children with a range of needs – emotional, social, behavioural, attendance etc.</p> <p>Raise the profile and develop the role of the Learning Mentor further to ensure work with families that is more proactive rather than reactive. This will include the development of parent surgeries, involvement in attendance work, involvement in pre-Nursery provision, provision for parent classes and behaviour support.</p> <p>Learning Mentor to liaise with the Early Years leader and begin to make use of the recently produced national publication, 'Improving the home learning environment.'</p> <p>Trial the Boxall Profile with identified vulnerable children. Roll out if successful.</p>	£4356	+4 (Social and Emotional Learning)	SOB QA: MW and Govs	<p>Early intervention is available to support pupils and their families in a range of scenarios.</p> <p>Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets.</p> <p>Improvements to the school's pastoral work and support offered to the school's most vulnerable pupils and families.</p> <p>Positive relationships with families are established at an earlier age.</p> <p>Staff actively give parents practical advice on recognised actions which are supportive of pupils' development when at home with parents.</p> <p>Further improvements in attendance for FSM children and a further reduction in the % of PA.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> The profile of the Learning Mentor has been raised and parents are clear of the support available. Communication procedures in regards to supporting pupil welfare are clear and well publicised. Parents are able to access surgeries to enable concerns in relation to pupil welfare be resolved swiftly – Early intervention. The Learning Mentor has a more active role in supporting attendance work at an early informal stage. 'Improving the home learning environment' document is being utilised. Boxall profile has been trialled. <p>Spring Milestone</p> <ul style="list-style-type: none"> The Learning Mentor is actively engaging families as part of our Early Help strategy. <p>Summer Milestone</p> <ul style="list-style-type: none"> Pre-Nursery provision is established. The Learning Mentor has an active role within this. (Due to Covid-19 and the resulting lockdown, it was not possible to develop this strategy. Transition arrangements were planned in the most manageable way given the restrictions. <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020)

<p>All</p>	<p>Social, Emotional and Behavioural Teaching Assistant to provide mentoring and tailored intervention. (Associated resources costs).</p>	<p>Further develop the peer mentoring programme to include precise intervention and support to run alongside the initiative. This will be teacher led. Pupil Premium leader to identify additional barriers for learning for support in conjunction with the Learning Mentor – e.g. emerging attendance issues. Consider opportunities for this offer to extend to pre-school rather than during the school day. This could include vulnerable pupils not supported specifically by PP funding.</p>	<p>£745</p>	<p>+5 (1-1 Tuition)</p>	<p>SOB QA: MW</p>	<p>Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. Pupils have increased confidence and self-esteem. Further improvements in attendance for FSM children and a further reduction in the % of PA.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> • Pre-school interventions are established if appropriate. • Mentoring support is further developed by providing specific and tailored support to pupils based on their needs. <p>Spring Milestone</p> <ul style="list-style-type: none"> • PP mentoring programme reviewed and adaptations made where appropriate/necessary. • Joined up thinking between the Breakfast Club staff and the PP mentor strengthen support for pupils. (Milestones delayed due to Covid-19) <p>Summer Milestone</p> <ul style="list-style-type: none"> • Case study produced in relation to PP mentoring. <p>EOY Impact</p> <ul style="list-style-type: none"> • See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020)
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All	<p>Quality of Teaching Use of additional adults to facilitate learning and responsive interventions for phonics, reading, writing and maths.</p>	<p>Targeted support for children to access the curriculum at the expected level through pre-learning tasks & responsive interventions.</p> <p>Small group work to extend children’s ability to meet age related expectations.</p> <p>Same day Precision Interventions to tackle misunderstanding/ underachievement.</p> <p>Further training and support for support staff related to key teaching and learning developments identified on the School Improvement Plan.</p>	<p>Part funded: £10000</p>	<p>+1 (Teaching Assistants)</p>	<p>SOB QA: MW</p>	<p>Increased attainment in reading, writing and maths.</p> <p>Teaching and Learning developed at a much quicker rate with support staff receiving the same messages/training as teachers.</p> <p>Vulnerable pupils not identified as ‘disadvantaged’ supported to keep up with their peers.</p> <p>Those at risk of falling behind are identified through quality first teaching. Additional staff provide capacity for prompt and reactive intervention.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> All staff are clear of whole school expectations and priorities identified in strategic documents. Performance management targets for support staff are specific and link directly to school priorities. Communication is clear between teachers and support staff enabling effective intervention and support. <p>Spring Milestone</p> <ul style="list-style-type: none"> Monitoring indicates effective strategies are enabling accelerated progress for the most vulnerable pupils. <p>Summer Milestone</p> <ul style="list-style-type: none"> During the year, all support staff have benefited from training/support which has enabled them to meet the needs of the pupils under their care. (Although some training was undertaken prior to lockdown, this milestone was affected. Support staff were tasked with undertaking a number of online training modules whilst working from home). <p>EOY Impact</p> <ul style="list-style-type: none"> See ‘Intended Outcome’ pre-end of year evaluation. (No data available for 2020)
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All	<p>Quality of Teaching Improve the quality of Mathematical provision.</p>	<p>Ensure pupils have exposure to difficult problems throughout school, constantly applying basic skills to more complex problems - Consider the use of Power Maths.</p> <p>Further develop opportunities for reasoning – Peer to Peer support programme, white rose resources, training opportunities, school to school support, Mathematics – use of resources (booklets etc.), staff meetings – share practice.</p> <p>Utilise the ASP question level analysis – specific areas of development will be addressed. Ensure the use of PUMA tests to analyse specific weaknesses and incorporate into planning/interventions.</p>	-	+5 (Mastery Learning)	<p>SOB</p> <p>QA: MW and Govs</p>	<p>There is an increase in pupils meeting and exceeding age-related expectations.</p> <p>Pupils have a greater retention of skills enabling application across the curriculum.</p> <p>Pupils are confident and Mathematically eloquent.</p>	<p>SEE MATHS ACTION PLAN</p> <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020)
All	<p>Families/Community Provision of uniform for vulnerable children.</p>	<p>Purchase (specified) uniform for all registered pupil premium children to ensure that this is not a barrier to learning/attendance.</p>	£428	(Uniform)	<p>HC</p> <p>QA: MW</p>	<p>Pupils are prepared for academic achievement.</p> <p>Pupil's self-esteem is raised.</p> <p>Attendance has improved and is outstanding for pupils eligible for Pupil Premium.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> A letter has been issued to PP families stating entitlement as per plan. <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).

All	Families/Community Access to ICT learning programmes.	Provide access to a range of ICT programmes including Mathletics and Spelladrome in order to develop key basic skills both at home and through booster sessions / intervention groups in school.	Part funded: £1000	+4 (Digital Technologies)	SOB/JA QA: MW	Increased parental engagement and home learning activity. Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers.	<p>Spring Milestone</p> <ul style="list-style-type: none"> All home learning activities have been evaluated to ensure use and effectiveness. A review of home learning opportunities has been undertaken and the schools offer has been communicated to parents. (This was adapted due to the pandemic). <p>Summer Milestone</p> <ul style="list-style-type: none"> Consideration has been given to renewal of subscriptions or to change. <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
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<p>All</p>	<p>Quality of Teaching To ensure that disadvantaged pupils are proactively targeted.</p>	<p>Member of SLT to monitor quality and provision of additional adults for PP children through coaching sessions.</p> <p>Member of SLT to develop and monitor the quality of teaching and learning throughout the school.</p> <p>CPD for support staff in relation to school development priorities.</p> <p>Through the schools well developed tracking system, monitoring practices and the Inclusion Provision Map, track vulnerable individuals and ensure that their needs are met including the use of support staff to accelerate pupil progress.</p> <p>Actions identified by the External Pupil Premium Review to be addressed.</p> <p>Review Pupil Premium mentoring procedures to ensure it is robust, directed by the pupil’s class teacher, breaks down barriers and impacts on progress.</p> <p>Contribute to Increasing the proportion and consistency of outstanding teaching and learning across the school by</p>	<p>£2000</p>	<p>+8 (Feedback) +8 (Focus on Quality First Teaching)</p>	<p>SOB QA: MW</p>	<p>Vulnerable pupils achieve in line with their peers.</p> <p>Pupils at risk of underachieving are identified and supported so that they make substantial and sustained progress, as evidenced in their books.</p> <p>Senior leaders set higher aspirations and lead by example.</p> <p>Points raised within the external PP review have been implemented/addressed.</p> <p>There is a further increase in the proportion and consistency of outstanding teaching and learning across the school.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> PP lead to have undertaken regular monitoring and development in the areas identified on this plan ensuring its implementation. A review of working walls has been undertaken. <p>Spring Milestone</p> <ul style="list-style-type: none"> Pupil Premium Governor to undertake a monitoring visit (Spr 2) (Unable to undertake due to lockdown). The learning environment is having a more positive impact on learning. <p>Summer Milestone</p> <ul style="list-style-type: none"> Ongoing monitoring will ensure the success of the plan and end of year evaluations will evidence this. <p>EOY Impact</p> <ul style="list-style-type: none"> See ‘Intended Outcome’ pre-end of year evaluation. (No data available for 2020).
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		<p>supporting the actions identified in the wider SDP.</p> <p>Ensure all learning environments are as supportive as possible of pupils current learning.</p>					
	<p>Quality of Teaching To give reading a higher profile across school and introduce new approaches to support pupils in their reading.</p>	<p>Include posters in Nursery and Reception entry points encouraging parents to share a book with their children every night.</p> <p>Ensure that reading is better promoted around school by developing more inviting reading corners and promoting their usage (such as by including positive messages about reading, photos of pupils reading and/or pupils' book reviews).</p> <p>Create more links with the local library to enhance out of school reading. (Learning Mentor to lead trips).</p> <p>Consider introducing some whole school reading initiatives which give reading a higher profile.</p> <p>Give pupils more opportunities to read before school, for example by considering introducing a targeted pre-school reading intervention for selected pupils.</p> <p>Introduce reading ambassadors.</p>	£150	+6 (Reading Comp Strategies) +5 (Early Years Interventions) +5 (Peer Tutoring)	<p>JA</p> <p>QA:</p> <p>MW</p> <p>SOB</p>	<p>Increase the chances of narrowing children's vocabulary and reading gaps.</p> <p>Parents share in the priority of reading and language development by actively engaging in reading and promoting at home.</p> <p>The number of children accessing the local library has increased.</p> <p>There is an increase in pupils meeting and exceeding age-related expectations.</p>	<p>SEE ENGLISH ACTION PLAN</p> <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).

	<p>Families and Community To extend work with families and their children before they begin attending Nursery.</p>	<p>Introduce a bespoke pre-Nursery transition programme.</p> <p>Work with parents before their children start in Nursery to model how to share books at home and actively encourage parents to do this as soon as possible.</p> <p>Introduce a weekly performance of a Nursery rhyme and re-iterate the importance of practising this at home every day.</p> <p>Introduce home learning activities relating to books.</p> <p>Increase the profile of the Learning Mentor so that she is regularly involved in any future pre-Nursery provision.</p>	£0	+3 (Parental Engagement) +4 (Social and Emotional Learning) +5 (Early Years Interventions)	KT QA: MW	<p>An established programme provides guidance and support before pupils attend Early Years so that parents can develop pupils' independence in all aspects of their development but particularly in aspects such as their toilet training and dressing.</p> <p>Positive relationships are established with families at an earlier stage.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> Parents are regularly engaging in the activities provided to support home learning – Inspire Mornings, home learning activities etc. <p>Summer Milestone</p> <ul style="list-style-type: none"> (SU1) A bespoke pre-Nursery transition programme is prepared and ready for implementation. (SU2) A pre-Nursery transition programme has been delivered and reviewed in preparation for the following year. (Due to Covid-19 and the resulting lockdown, it was not possible to develop this strategy. Transition arrangements were planned in the most manageable way given the restrictions. <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
KS2	<p>Enrichment Beyond the Curriculum To provide further outdoor learning opportunities.</p>	Provide forest school teaching to Key Stage 2.	Part funded – 10% of the cost. £900	+4 (Outdoor Adventure)	MW QA: SOB	<p>Children develop social skills and apply basic skills in a different context.</p> <p>Increased attainment in reading, writing and maths.</p> <p>Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers.</p>	<p>Spring Milestone</p> <ul style="list-style-type: none"> A review of the impact of Forest School provision has been undertaken. <p>EOY Impact</p> <ul style="list-style-type: none"> See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).

All	<p>Enrichment Beyond the Curriculum To enable all children to have access to the curriculum and school activities.</p>	<p>Subsidise costs of visits/ in school activities where voluntary contributions are asked of children. PP funded 100% of visit cost. Subsidise costs of residential visits. PP funded 50% of residential cost.</p>	£555.11	+4 (Enrichment – External / Outdoors)	<p>HC QA: MW</p>	<p>Children enthused and motivated to learn.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p> <p>All educational visits have gone ahead to support a range of core and foundation subjects. The first hand learning experiences have supported the work within classrooms.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> • A letter has been issued to PP families stating entitlement as per plan. • Long term plans are reviewed to ensure positive enrichment. <p>EOY Impact</p> <ul style="list-style-type: none"> • See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
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All	<p>Families and Community To reduce the cost of breakfast club for families.</p>	<p>Reduced cost of breakfast club for PP pupils by 50%.</p> <p>Where need arises, short term funded breakfast club will be offered for vulnerable pupils in need of family support.</p> <p>Pre learning programmes including reading support/interventions will be offered. Teachers will support this initiative.</p>	£154	+4 (Social and Emotional Learning) +5 (Peer Tutoring)	HC QA: MW	<p>Increase in attendance and punctuality.</p> <p>Pupils have a settled start to the beginning of the school day with a healthy breakfast. To promote the social and emotional development of targeted pupils.</p> <p>Additional tuition is provided to vulnerable pupils and those in need of additional support.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> • A letter has been issued to PP families stating entitlement as per plan. • Children identified in order to be supported by the funding of breakfast club – including other vulnerable pupils. • Pre-school intervention/support has begun. <p>Spring Milestone</p> <ul style="list-style-type: none"> • Pre-school intervention/support is embedded and improving skills are being applied within the classroom. (Delayed due to Covid-19) <p>Summer Milestone</p> <ul style="list-style-type: none"> • Attendance of vulnerable pupils has improved. • There is further reduction in PA. (Attendance data was a strength of the school up to closing as a result of the lockdown). <p>EOY Impact</p> <ul style="list-style-type: none"> • See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
	<p>Families and Community To provide a nutritious snack for vulnerable pupils in KS2.</p>	<p>Provide further sessions related to healthy eating and lifestyles.</p> <p>Purchase additional fruit and milk for vulnerable pupils in KS2.</p> <p>Provide opportunities for pupils to enhance leadership skills by running a healthy tuck shop and leading 10 minute shake up sessions for fitness.</p>	£200	+4 (Social and Emotional Learning)	HC QA: MW	<p>Children are more aware of healthy lifestyles and making healthier choices.</p> <p>Children are focussed on learning as a result of a mid-morning snack.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> • Fruit and milk is offered to vulnerable KS2 children. <p>Spring Milestone</p> <ul style="list-style-type: none"> • Children have benefited from further education around healthy lifestyle choices. This is evident through pupil discussions. <p>EOY Impact</p> <ul style="list-style-type: none"> • See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).

All	<p>Enrichment Beyond the Curriculum To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.</p>	<p>Regular planned after school activity clubs across each year group.</p> <p>Subsidised after school activity clubs by external coaches provided to pupils.</p> <p>Activity clubs are free for pupils eligible for PP funding.</p>	£252.50	+2 (Sports/Arts Participation)	<p>HC</p> <p>QA: MW SOB</p>	<p>Promote a love for learning and positive attitudes to school.</p> <p>Increase aspirations, raise motivation and engagement. Develop self confidence and self-esteem. High take up of after school clubs.</p>	<p>Autumn Milestone – Ongoing</p> <ul style="list-style-type: none"> • A letter has been issued to PP families stating entitlement as per plan. • Children identified in order to be supported by the funding of after school activity clubs. • Provision of activity clubs are reviewed half termly. <p>EOY Impact</p> <ul style="list-style-type: none"> • See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
All	<p>Enrichment Beyond the Curriculum Provide specialist music teaching.</p>	<p>Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience.</p> <p>Fund 100% cost of peripatetic lessons for PP pupils.</p>	<p>Part funded: £500</p> <p>An additional £384 to fund Peripatetic lessons for interested pupils.</p>	+2 (Arts Participation)	<p>SR</p> <p>QA: MW SOB</p>	<p>Quality first teaching of music is provided to children.</p> <p>Children will develop confidence and be able to participate in a range of performances including the musical extravaganza planned for the summer term.</p>	<p>Autumn Milestone</p> <ul style="list-style-type: none"> • A letter has been issued to PP families stating entitlement as per plan. • Children identified in order to be supported by the funding of peripatetic lessons. <p>Spring Milestone</p> <ul style="list-style-type: none"> • Skills developed through partnership with the Wakefield Music Service are impacting on curriculum planning. <p>Summer Milestone</p> <ul style="list-style-type: none"> • Children have been able to partake in production and showcase opportunities. • Arts participation impacts on outcomes. (All events cancelled due to lockdown). <p>EOY Impact</p> <ul style="list-style-type: none"> • See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).

EYFS Pupil Premium Fund Action Plan 2019 – 2020

Year Group	Planned Expenditure /Resource	Actions	Approx. Cost	EEF EY Toolkit	Lead/QA	Intended Outcome	Milestones and EOY Impact
EY	Quality of Teaching Resources to support physical development.	Purchase resources to support physical development approaches such as: <ul style="list-style-type: none"> Broad Colouring Pens Painting Tools Indoor/Outdoor Easel 	£201.88	+3 (Physical Development Approaches)	SOB QA: KT	There will be improvement in children's physical growth, skills and health. Fine motor skills will be improved.	Autumn Milestone <ul style="list-style-type: none"> Resources purchased to support learners. EOY Impact See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
EY	Quality of Teaching Development of Phonics.	Purchase resources to support phonic development – Tune into Nursery Rhymes / Tune into Initial Sounds. Update 2/20 – Purchase children's percussion pack.	£23.98 £100	+4 (Early Literacy Approaches)	SOB QA: KT	Progress in phonics will be accelerated. Update 2/20 – Purchase children's percussion pack.	Autumn Milestone <ul style="list-style-type: none"> Resources purchased to support learners. Spring Milestone <ul style="list-style-type: none"> Purchase additional focussed resources. EOY Impact See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).
EY	Quality of Teaching Mathematics development.	Purchase resources to support early mathematics – Super Counting and Sorting Pack. Update 2/20 – Purchase flat pebbles – maths number work / shape phase 2 and giant polydron – outdoors.	£42.90 £164	+6 (Early Numeracy Approaches)	SOB QA: KT	Progress in mathematics will be accelerated. Outdoor area developed to engage children further.	Autumn Milestone <ul style="list-style-type: none"> Resources purchased to support learners. Spring Milestone <ul style="list-style-type: none"> Purchase additional focussed resources. EOY Impact See 'Intended Outcome' pre-end of year evaluation. (No data available for 2020).