


# St Nicholas Catholic Primary School Pupil Premium Strategy Statement 2020-2021

1. Summary information				
<b>School</b>	St Nicholas Catholic Primary School			
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£99,530.00	
<b>Total number of pupils</b>	309	<b>Number of pupils eligible for PP</b>	69 @ £1345	

2. Current attainment – No statutory assessment took place due to COVID 19			
	<i>All pupils (school)</i>	<i>Pupils eligible for PP (school) and national</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>			
<b>KS2 progress in reading</b>			
<b>KS2 progress in writing</b>			
<b>KS2 progress in maths</b>			

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Limited communication, vocabulary and oracy levels (especially in EYFS and KS1) with limited language support from home – intensified by COVID-19
<b>B.</b>	Weaker phonics skills (especially in KS1 and LKS2) with limited support from home which impacts reading skills and fluency – the gap has widened as a result of COVID-19
<b>C.</b>	Limited mathematical language, fluency and basic number skills – the gap has widened as a result of COVID-19
<b>D.</b>	Limited first-hand experiences to support language and knowledge (impacting on the wider curriculum)
<b>E.</b>	Low parental involvement in learning and limited opportunities to stimulate a love for learning
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>F.</b>	Significant deprivation limiting access to IT equipment and resources for online and home learning due to financial constraints
<b>G.</b>	Significant deprivation means some of our vulnerable families and pupils can struggle with their emotional wellbeing – extra support needed especially during lockdown and moving forward during COVID-19 restrictions

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Aim: To improve communication levels in EYFS and KS1 - using progress from baseline in EYFS from September 2020 to end of FS2 and the phonic baseline in Year 1 from September 2020, reviewed half-termly.</p> <p>Measured through:</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Quality first teaching</li> <li>• Tailored activities – scaffold where necessary – in class</li> <li>• Modelled speech and language</li> </ul>	<ul style="list-style-type: none"> <li>• On-going formative assessment and fluid groupings to target specific children to have a greater impact.</li> <li>• On-going formal assessment throughout the year – half-termly updating of the phonics tracker.</li> <li>• At least match 2018's result of the number of Year 1 children achieving a pass on the National Phonic Test 2020 and 2021 after the absence from COVID-19.</li> <li>• Speech and language tasks and activities in class tailored to the needs of the children.</li> <li>• Reinforcement of language and conversation by class teachers and TA's – modelling high quality oracy.</li> <li>• Continue quality speech and language interventions with TA's.</li> <li>• Continue to use traded speech and language therapist to develop interventions and support practice within school.</li> </ul>
<b>B.</b>	<p>Aims: To develop and improve the phonics skills of children in KS1 and LKS2 so that they can transfer the skills into reading and writing tasks.</p> <p>To establish universal access to online learning resources to support the teaching and learning of phonics at home – Reading Eggs</p> <p>Measured through:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Assessment</li> <li>• Use of TA's</li> <li>• Transfer of skills into reading lessons and writing lessons</li> <li>• Targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>• High quality teaching of phonics using a range of activities to reinforce the teaching of phonemes, digraphs and trigraphs.</li> <li>• More time dedicated to the teaching of phonics on the timetable – pm slot introduced.</li> <li>• Expectation that <u>all</u> children have access to phonic helpers during all lessons.</li> <li>• Teachers to use sound buttons and other strategies to reinforce the teaching and learning of phonics in reading and writing lessons.</li> <li>• Assessment - fluid phonics groupings and tailored interventions for those children needing extra support and those children who need to re-sit their phonic screening test.</li> <li>• At least match 2018's result of the number of Year 1 children achieving a pass on the National Phonic Test 2020 and 2021 after the absence from COVID-19.</li> <li>• Phonics trackers to be completed half-termly and discussed with SLT.</li> </ul>

		<ul style="list-style-type: none"> <li>• TA's to support and assist in phonic group sessions – they may also lead some same day or timetabled interventions daily (alongside the teacher).</li> <li>• All PP children have access to online phonic resources through Reading Eggs.</li> </ul>
<p><b>C.</b></p>	<p>Aims: To improve mathematical fluency across school with a focus on mathematical vocabulary.</p> <p>To establish universal access to My Maths, Numbots, Mathletics and Times Table Rock Stars for all pupil premium children.</p> <p>To upskill key teachers in KS1 and KS2 by taking part in the Primary Development Work Group by the WY Maths Hub with a key focus on developing and embedding Maths mastery.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• Daily fluency teaching</li> <li>• Assessment</li> <li>• Transferring skills into Maths lessons</li> <li>• Recalling facts quickly and efficiently</li> <li>• Interventions</li> <li>• Online training/ webinars to support teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Quality first teaching of 'Fluent In Five' – Third Space Learning</li> <li>• Make links to fluency throughout Maths lessons to ensure reinforcement of skills.</li> <li>• Follow Rosenshine's Principles of Instruction for high quality outcomes.</li> <li>• Use frequent low stakes testing to ensure fluency concepts have a high success rate (80%)</li> <li>• All PP children have access to online mathematical resources for fluency.</li> <li>• All teachers are upskilled in mastery and fluency, raising aspirations for KS1 and KS2 PP children in maths.</li> <li>• Progress rates for maths in KS1 and KS2 for PP children are at least in-line with the previous year's rates – after the absence from COVID-19.</li> <li>• PP children are increasingly fluent in times tables in KS2.</li> <li>• PP children are increasingly fluent in number facts in KS1.</li> <li>• At least 80% of PP children in Year 4 pass the National Multiplication Check 2021.</li> <li>• PP children are increasingly fluent in number bonds in KS1.</li> <li>• More time dedicated to the teaching of fluency on the timetable – early morning slots/ pm slots.</li> </ul>
<p><b>D.</b></p>	<p>Aims: To provide support to PP children to ensure they have access to the full curriculum offer at St Nicholas – e.g. financial support/subsidy for residentials, trips, class trips to link to curriculum.</p> <p>To plan in 'experience days' for our children across the curriculum.</p> <p>Measured by:</p>	<ul style="list-style-type: none"> <li>• All PP children are able to take part in all wider curriculum opportunities, accessing subsidies where required.</li> <li>• Teachers plan meaningful 'experience days' to enhance the children's learning on a subject.</li> <li>• Share language and vocabulary throughout the session.</li> <li>• Assess the impact of the experience session on further learning (cognitive processes).</li> </ul>

	<ul style="list-style-type: none"> <li>• Engagement and enjoyment</li> <li>• Quality of learning outcomes</li> <li>• Quality of discussions</li> <li>• Links made to cognitive processes – moving forward</li> <li>• Assessment</li> </ul>	
<b>E.</b>	<p>Aim: To engage parents through information evenings, training sessions and showcase evenings.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• Calendar in place</li> <li>• Good communication between school and parents</li> </ul>	<ul style="list-style-type: none"> <li>• All PP families to engage with information evenings, training sessions and showcase evenings to raise aspirations and continue to strengthen communication.</li> </ul>
<b>F.</b>	<p>Aim: To ensure as many of our PP families/ pupils have access to online learning at home.</p> <p>To ensure home learning is good quality and effective.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• Number of families/pupils with access to the internet at home</li> <li>• IT survey for families</li> <li>• Loaning of equipment to families</li> <li>• High quality resources for those without IT access</li> <li>• Implementation of Google Classrooms across school</li> </ul>	<ul style="list-style-type: none"> <li>• Families to complete the IT survey to identify needs, especially our PP pupils.</li> <li>• Entitlement of 17 devices for school.</li> <li>• Budget to buy further devices depending on the needs of the PP pupils.</li> <li>• Invest in high quality online resources to support home learning.</li> <li>• Set up a 'loan' system where PP families can access devices for their home.</li> <li>• Teachers and pupils to use Google Classrooms for setting and accessing homework and tasks in case of a local lockdown.</li> </ul>
<b>G.</b>	<p>Aim: To continue to support our PP vulnerable families and pupils emotional wellbeing.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• Involvement of Catholic Care</li> <li>• Strong Safeguarding Team</li> <li>• Strong links with the outside agencies</li> <li>• Frequent contact with our PP vulnerable families</li> <li>• Clear and robust absence protocol in place</li> <li>• Strong communication links between staff and PP vulnerable families</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Catholic Care support in school to see specific PP pupils with emotional difficulties.</li> <li>• Frequent safeguarding updates (staff meetings, training) and frequent safeguarding monitoring.</li> <li>• Strong links with outside agencies ensures support is targeted and is offered quickly – Inner East Cluster</li> <li>• Inner East Safeguarding lead attends school regularly to do supervision with the CP staff.</li> <li>• School is in regular contact with our PP vulnerable families – during lockdown food parcels were delivered weekly to these families and had a quick 'check in' during the visit (very successful).</li> </ul>



### 3. Planned expenditure

Academic year 2020-2021

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 lead	When will you review implementation ?
<b>Intent 1:</b> To improve communication levels in EYFS and KS1.	<p>Nuffield Early Language Intervention Programme – resources.</p> <p>Smaller teaching groups in KS1 (SLT 1:15) – moved into pure year groups for am sessions.</p> <p>Tailored activities with scaffolding to support children's learning of speech and language.</p> <p>Expertise of our traded speech and language therapist to develop interventions and support practice within school – closing the gap for those children with underdeveloped spoken language skills.</p> <p>TA interventions – early morning and lunch time sessions to run the Nuffield Early Language Intervention Programme – 10 x 30 min sessions</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>On-entry baseline data shows lower communication skills of PP children than non-PP children.</li> <li>Speech and language needs across EYFS and KS1.</li> <li>External barriers relating to speech and language and vocabulary impacts on the children's overall attainment.</li> <li>Monitoring of reading, writing and maths is evidencing the need to improve communication skills.</li> </ul> <p><b>Evidence:</b>  <i>Nuffield Early Language Intervention Programme recommended by DfE EEF Guidance Document: Preparing for Literacy</i>  <i>Key Recommendation 1: Prioritise the development of communication and language</i></p>	<p>SLT drop ins and observations: October 2020, January 2021, April 2021, June 2021. (Drop-ins will be more frequent)</p> <p>Monitoring of progress through assessments for communication and language termly.</p> <p>Phonic tracker progress termly.</p> <p>Updates from SaL therapist and TA interventions to class teacher – pupil progress meetings (Nov 2020, April 2021)</p>	<p>MC (EYFS) and KS1 phase leader</p>	<p>Feedback from drop-ins.</p> <p>Pupil progress meetings.</p> <p>Half-termly through assessment drops and EYFS leadership meetings.</p> <p>Fortnightly review and feedback from TA to teacher then to SLT.</p>
					<p><b>Nuffield Intervention Programme - £1,200</b></p> <p><b>Teacher - £12,000</b></p> <p><b>TA overtime - X2 TA = £3880</b></p> <p><b>Traded Speech and Language therapist - £10,000</b></p> <p><b>Total: £27,080</b></p>

	- 3 TA's				
<p><b>Intent 2:</b> To develop and improve the phonics skills of children in KS1 and LKS2 – transferable skills to reading and writing tasks.</p>	<p>Smaller teaching groups in KS1 (SLT 1:15) – moved into pure year groups for am sessions.</p> <p>Expertise of staff to disseminate phonic training to early career teachers and TA's – paying TA's for training day/ twilight.</p> <p>Meaningful formative assessment – frequent low stakes testing to target specific children – greater impact.</p> <p>Link home reading books to specific phonics levels – new phonics books bought.</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Gap in phonic skills in KS1 and those children who have moved from Y2 to Y3 on return from March 2020 lockdown – part of catch up curriculum.</li> </ul> <p><b>Evidence:</b>  <i>EEF Guidance Document: Preparing for Literacy</i>  <i>Key Recommendation 1: Prioritise the development of communication and language</i>  <i>Key Recommendation 2: Develop children's early reading using a balanced approach including the use of phonics.</i>  <i>Improving Literacy in KS1:</i>  <i>Key Recommendation 3: Effectively Implement a Systematic Phonic Programme</i></p>	<p>Phonic observations and drop-ins: October 2020, December 2020, March 2021, May 2021 (Drop-ins will be more frequent)</p> <p>Analysis of Phonic trackers for Year 1, Year 2 and Year 3 (half termly)</p> <p>Phonic Test (Autumn 2020 and Summer 2021)</p>	<p>SW and KMcB (Phonics and English lead)</p>	<p>Feedback from drop-ins</p> <p>Pupil progress meetings</p> <p>Phonics tracker reviews – half termly</p>
					<p><b>Teacher - £9,000</b></p> <p><b>Phonics reading books - £2,000</b></p> <p><b>Total: £11,000</b></p>

<p><b>Intent 3:</b> To upskill teachers in KS1 and KS2 with a focus on improving fluency for PP learners in Maths.</p> <p><b>Intent 4:</b> To raise progress levels for disadvantaged learners in maths – especially during the break in education.</p>	<p>Smaller teaching groups in Y2 and Y6 (1:18) to reduce class size and focus on supporting the vulnerable pupils in Maths.</p> <p>Fluent in Five teaching resource – linked to White Rose Maths Hub.</p> <p>Timetabled daily lesson.</p> <p>Maths training courses for staff across school – Mastery and fluency webinars.</p> <p>Subscription to the premium White Rose Maths Hub website – to support teachers with planning and resourcing lessons.</p> <p>Power Maths catch up Maths – implemented catch up maths programme in Sept 2020.</p> <p>Maths resources to support the implementation of Power Maths and mastery.</p> <p>West Yorkshire Maths Hub Project 2020 -202 focussing on raising progress for PP learners, especially in KS2.</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• PP pupils find problem solving and reasoning difficult due to barriers with fluency.</li> <li>• Continuing action to increase greater progress in maths with fluency as a focus, especially after a break in education (COVID-19).</li> <li>• Manipulatives and practical resources to support the learning of the catch up curriculum.</li> </ul> <p><b>Evidence:</b>  <i>Improving Mathematics in Key Stages 2 and 3 – Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge. (EEF Guidance Report)</i></p> <p><i>Developing mathematical fluency: comparing exercises and rich tasks. (Foster 2017)</i></p>	<p>Fluency drop-ins and observations. (See monitoring calendar).</p> <p>Regular updates with staff in staff meetings on the teaching of fluency.</p> <p>Maths drop-ins and observations of the Maths catch up curriculum.</p> <p>Progress rates in KS2 hasten with progress scores for PP children in KS2.</p> <p>Fluency deep dive with a focus on PP learners.</p>	<p>SD and KMcN (Maths lead)</p>	<p>Frequent drop-ins</p> <p>Observations – half termly</p> <p>Pupil progress meetings</p> <p>Half-termly and termly assessments</p> <p>Pupil questionnaires</p> <hr/> <p><b>Maths training/ webinars - £100</b></p> <p><b>White Rose Maths Hub Premium - £200</b></p> <p><b>Power Maths catch up - £562</b></p> <p><b>Power Maths (support mastery teaching) - £9,944</b></p> <p><b>Maths resources - £450</b></p> <p><b>CGP books (to support catch up learning) - £5,000</b></p> <p><b>Total: £16,256</b></p>
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<b>Quality teaching for all</b>					
<b>Action/ Activity/ Project</b>	<b>Year group</b>	<b>Projected cost</b>	<b>Objectives</b>	<b>Staff lead</b>	<b>Review: Impact</b>
St Anthony's Teaching School CPDL Pathway	Whole school	<b>£1000</b>	This provision supports, trains and develops our teachers, especially our early career teachers. It is important to us that every teacher is supported to keep improving. This is a key ingredient of a successful school.	NF – Deputy Head	Termly.  Teachers' feedback in staff meetings on their CPD and share good practice with others.
Extension of the school day	Whole school	<b>£2000</b>	To utilize vital teaching and learning time for all children, especially our PP children. This time allows small interventions to take place to target those children who need help to close the gap in their learning, who may need challenging further or those who need pre-teaching for the next lesson.	SLT	Frequent drop-ins.  Feedback in pupil progress meetings.  Through assessment and accelerated learning.
Renaissance assessment tool	Whole school	<b>£2,500</b>	This assessment tool will support teachers with comprehensive diagnostic testing of the children to ensure a secure knowledge of where gaps have arisen in the children's learning due to their break in education (COVID-19). This online assessment tool will run alongside the teacher's daily formative assessments and will inform targeted interventions that can take place.	SLT	Pupil progress meetings.  At least half-termly reviews of Star assessments to ensure interventions are running effectively.
Resources – Additional books to support English teaching	Whole school	<b>£935</b>	To engage and enthuse PP pupils to read for pleasure and increasingly engage with texts in lessons. The books offer a variety of genres and challenging vocabulary. New books in-line with new English guidance.	KMcB and LD (English lead)	Monitoring of English planning, lessons and book scrutinies. (See monitoring calendar)
					<b>Total: £6,435</b>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<b>Intent 5:</b> To establish universal access to Numbots, Mathletics, My Maths, Times Table Rock Stars for all pupil premium children.	Buy into Maths online resources to support learning in school and at home – links to fluency focus in school.  Timetabled sessions for PP children to increase fluency.	<b>Rationale:</b> <ul style="list-style-type: none"> <li>Increase fluency skills to support problem-solving and reasoning tasks in lesson.</li> </ul> <b>Evidence:</b> <i>Improving Mathematics in Key Stages 2 and 3 – Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge. (EEF Guidance Report)</i>  <i>Developing mathematical fluency: comparing exercises and rich tasks.</i>	Allocated time on the timetable.  Maths lead deep dive.  Regular monitoring.	SD and KMcN (Maths lead)	Half-termy – Termy (See monitoring calendar)
					<b>3P online:</b> <b>Numbots</b> <b>Mathletics</b> <b>My Maths</b> <b>TTRS</b> = <b>£2,700</b>  <b>Total: £2,700</b>
<b>Intent 6:</b> To use the Tutor Trust programme to support KS2 children (especially those in UKS2) as part of our school planning for 2020-2021 – in Maths and English.	Tutor Trust boosting to run alongside quality first teaching in school.  Small, targeted groups for Maths and English.  Afternoon sessions targeted towards gaps in learning for the children.	<b>Rationale:</b> <ul style="list-style-type: none"> <li>Through diagnostic assessment (Autumn 1), we are aware of some gaps opening in Maths and English due to the children's break in education (COVID-19). It is important to act quickly to stop the gap from widening.</li> </ul> <b>Evidence:</b> <i>EEF Guidance Document: Small group tuition</i>	Clear, direct, weekly communication with the tutors regarding the children's progress.  Drop-ins of tutors.  Direct liaison with TT – Lewis Howell  Half-termy assessments.	SLT	Weekly 'check ins' with teacher and tutor.  Fortnightly feedback to phase leaders – key stage meetings.  Pupil progress meetings to discuss and evidence impact.



iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<b>Intent 8:</b> To ensure as many of our PP pupils have access to online learning at home.	Families to complete school IT survey to identify computing needs.  Use entitlement of devices (17) to support PP pupils.  Invest in further devices to support online learning at home.  Set up a 'loan' system where PP pupils can access a device.  Invest in high quality online resources to support pupils learning at home: - Reading Eggs/ Express - My Maths - REDIwriter  Upgrading of IT equipment: - Webcams - New computer systems (link up with the interactive learning boards – for online virtual lessons) - New interactive whiteboards in specific areas for smaller group	<b>Rationale:</b> <ul style="list-style-type: none"> <li>Due to the recent break in education due to COVID-19, it is imperative our PP children have access to online learning.</li> </ul> <b>Evidence:</b> <i>EEF Guidance Early Literacy: Key Recommendation 5: Support parents to understand how to help their children learn</i>  <i>EEF Guidance Document: Working with parents to support children's learning: Key Recommendation 2 (Provide practical strategies to support learning at home), Key Recommendation 4 (Offer more sustained and intensive support where needed).</i>  <i>EEF Guidance Document: Effective distance and online learning approaches.</i>	Parental questionnaires.  Impact of online learning through participation rates and ongoing assessments.	JB NF FMcA and BP (Computing leads)	Review IT surveys Autumn 1 for Autumn 2.  Teachers to start uploading work and setting tasks using online resources – Autumn 1.  Reviewed half-termly.
					<b>New devices to loan to families - £5,085</b>  <b>Reading Eggs/ REDIwriter - £500</b>  <b>New IT equipment: Web cams – £265 Computers - £9,494</b>  <b>Total: £15,344</b>

	teaching and interventions.				
<p><b>Intent 9:</b> To continue to support our PP vulnerable families and pupils emotional wellbeing.</p>	<p>Catholic Care social worker – support for our vulnerable disadvantaged families.</p> <p>More time dedicated to PSHE on the timetable – paramount after the children’s break in education.</p> <p>Frequent safeguarding updates (staff meetings, training) and frequent safeguarding monitoring.</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>It is our aim to close the gap in the PP children's social and emotional education to ensure a better start in their academic learning.</li> </ul> <p><b>Evidence:</b> <i>EEF: Improving Behaviour in Schools</i> <i>Key Recommendation 2: Teach Learning Behaviours</i></p> <p><i>EEF Guidance Document: Improving social and emotional learning in Primary Schools</i></p>	<p>Monitor planning of PSHE.</p> <p>Drop-ins of PSHE lessons.</p> <p>Weekly feedback with the Catholic Care social worker.</p> <p>Start of KS meetings and staff meetings – children of concern.</p> <p>Clear safeguarding and CP protocols in place that are reviewed and checked regularly (at least half-termly).</p> <p>Strong relationships and communication between teachers and pupils.</p>	<p>NF SD AH BP (Safeguarding team)</p>	<p>Weekly feedback from CC social worker.</p> <p>Frequent drop-ins and monitoring (see monitoring calendar).</p> <p>Half-termly safeguarding monitoring.</p>

	<p>Strong links with outside agencies ensures support is targeted and is offered quickly – Inner East Cluster</p> <p>Inner East Safeguarding lead attends school regularly to complete supervision with the CP staff.</p> <p>School is in regular contact with our PP vulnerable families – during lockdown food parcels were delivered weekly to these families and had a quick 'check in' during the visit (very successful).</p>		Children's wishes completed half-termly and acted on.		<p><b>Catholic Care Social Worker - £4,300</b></p> <p><b>Total: £4,300</b></p>
<p><b>Intent 10:</b> To provide support to PP pupils to ensure they have access to the full curriculum offer – e.g. financial support/ subsidy for residential, trips, class trips that link to the curriculum.</p> <p><b>Intent 11:</b> To plan good quality 'experience days' for our children across the curriculum.</p>	<p>All PP children are able to take part in all wider curriculum opportunities, accessing subsidies where required.</p> <p>Provision map of PP children that access after school clubs.</p> <p>Teachers plan meaningful 'experience days' to enhance the children's learning on a subject.</p> <p>Share language and vocabulary throughout the sessions – reinforce language.</p> <p>Assess the impact of the experience session on</p>	<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>To raise self-esteem and confidence in PP pupils.</li> <li>To widen first-hand experiences for PP pupils to stimulate a love for learning and to improve the acquisition of knowledge.</li> </ul> <p><b>Evidence:</b> <i>EEF: Improving Behaviour in Schools</i> <i>Key Recommendation 2: Teach Learning Behaviours</i></p>	Evaluation of progress of targeted pupils on a half-termly basis.	SLT KMcb (English lead)	<p>Half-termly – termly monitoring of experience days when monitoring main subjects.</p> <p><b>Investment in after school clubs - £1,500</b></p> <p><b>Additional funding to support school trips and residential visits, including mini-bus - £2,000</b></p>

	further learning (cognitive processes).				<b>Summer school contribution to high school to support vulnerable pupils transition - £500</b>  <b>Total: £4,000</b>
<b>Total budgeted cost for other approaches: £23,644.00</b>					

<b>Total PP budget 2020-2021</b>	£99,530.00
<b>Total Planned Expenditure 2020-2021</b>	£99,565.00

**Review: July 2021**