

# Halfway Nursery Infant School

## Pupil Premium Strategy Statement 2019-20

1. Summary information					
<b>School</b>	Halfway Nursery Infant School				
<b>Academic Year</b>	2019-20	<b>Total PP budget (as of January census 2019)</b>	<b>£34960 + £7958 EYPP = £42918</b>	<b>Date of most recent external PP Review</b>	3 <sup>rd</sup> February 2015
<b>Total number of pupils (as of September 2019)</b>	Total number 202 154 in main school 48 currently in nursery	<b>Number of pupils eligible for PP (as of January census 2019)</b>	2018/19 - £34960 23 FSM/Ever 6 - £30,360 0 Service child - £0 2 Post Looked After/adopted from care - £4600 <b>Future predictions for 2019/20 – £48,589</b> 34 FSM/Ever 6 - £44, 880 0 Service child - £0 1 Post Looked After/adopted from care - £2300	<b>Date of most recent internal PP Review</b>	Summer 2017
			<b>Total anticipated EYPP budget</b>	<b>2019/20</b> £1973.72 based on 2 EYPP x 35 hrs per wk x 38 wks @ £0.53 per hour (£1409.80) and 1 EYPP x 28hrs x 38 wks = £563.92	<b>Date for next internal review of this strategy</b>

2. Current attainment (based on 2018-19 end of year data)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP/others (national disadvantaged in brackets)</i>
% of children achieving GLD at the end of EYFS	50%	80% (57%)
% of children achieving national standard in reading in Y2	50%	82% (62%)
% of children achieving national standard in writing in Y2	50%	82% (55%)
% of children achieving national standard in maths in Y2	50%	84% (63%)
% of children achieving greater depth in national standard in reading in Y2	25%	35% (14%)
% of children achieving greater depth in national standard in writing in Y2	13%	28% (7%)
% of children achieving greater depth in national standard in maths in Y2	13%	31% (12%)
% of children achieving combined national standard (R, W and M)	50%	80% (national unknown)
% of children achieving combined greater depth in national standard (R, W and M)	13%	22% (national unknown)
% of children meeting the expected standard in the phonics screening check in Y1	54%	88% (71%)
<i>Whole school attainment – R 71% of PP children made sufficient+ progress (82%) W 69% of PP children made sufficient+ progress (79%) M 77% of PP children made sufficient+ progress (84%)</i>		

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
Areas for improvement incl. in-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	<p><b>Fewer children eligible for PP achieved the national standards in KS1 when compared to others in our school</b>  e.g. attainment in phonics (54% PP compared to 88% others), writing, reading and maths at end of KS1 (50% compared to 82/84% others), with gaps between disadvantaged children and others making expected or accelerated progress. This, and multiple vulnerability factors and needs of PP group in 2019, resulted in a widened gap between disadvantaged pupils and others at the end of KS1 and a three year declining trend at EXP+ in all subjects.</p>	
B.	<p><b>The performance of disadvantaged children in EYFS is significantly below that of others in our school and nationally</b>  e.g. fewer children in receipt of PP funding achieved a GLD on exit from the EYFS (50% compared to 85% others) limited by outcomes in speaking. More children now enter our nursery with skills below that expected in the prime areas of learning, particularly poor speech and language skills/Communication and Language, Listening and Attention, Managing Feelings and Behaviour and Making Relationships.</p>	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
i.)	Attendance - persistent absence reduced significantly for children in receipt of FSM last year (36.4% in 2018 and 13.3% in 2018-19) and FSM6 (33.3% in 2018 and 21.1% in 2019), although is still higher than PA of Non FSM children in school 7.1%.	
ii.)	Need for family support incl. School Readiness, MAST, parental engagement, financial restraints which may limit children's experiences etc.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><b>Fewer children eligible for PP achieved the national standards in KS1 when compared to others in our school</b>  e.g. attainment in phonics (54% PP compared to 88% others), writing, reading and maths at end of KS1 (50% compared to 82/84% others), with gaps between disadvantaged children and others making expected or accelerated progress. This, and multiple vulnerability factors and needs of PP group in 2019, resulted in a widened gap between disadvantaged pupils and others at the end of KS1 and a three year declining trend at EXP+ in all subjects.</p>	<ul style="list-style-type: none"> <li>Children in receipt of PP funding are at least in line with or better than, other nationally disadvantaged children in phonics, writing and maths, and gap between our PP children and others to narrow</li> <li>Improvement in outcomes for PP children in reading at EXS and Maths EXS/GDS</li> <li>95%+ of children eligible for PP make expected progress based upon prior attainments in EYFS</li> <li>End of year outcomes in 2019 show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others incl. in reading</li> <li>Improve phonics outcomes for Y1 children to narrow gap between PP and non PP</li> <li>Y2 PP children who did not meet the expected standard of the phonics screening check in 2019, meet the standard in 2020</li> </ul>
B.	<p>The performance of disadvantaged children in EYFS is significantly below that of others in our school and nationally  e.g. fewer children in receipt of PP funding achieved a GLD on exit from the EYFS (50% compared to 85% others) limited by outcomes in speaking. More children now enter our nursery with skills below that expected in the prime areas of learning, particularly poor speech and language skills/Communication and Language, Listening and Attention, Managing Feelings and Behaviour and Making Relationships.</p>	<ul style="list-style-type: none"> <li>At least 70% of children eligible for PP funding achieve a GLD by the end of the EYFS, thus narrowing gap between school disadvantaged and national</li> <li>95%+ of children eligible for PP make expected+ progress</li> <li>Gaps between PP and Non-PP in school narrow</li> </ul>
	<b>External barriers</b>	<ul style="list-style-type: none"> <li>Persistent Absence level of children in receipt of PP reduces and gap closes between school and national figures</li> <li>Overall attendance for children eligible for PP improves from previous year</li> </ul>

	<p>i.) Attendance - persistent absence reduced significantly for children in receipt of FSM last year (36.4% in 2018 and 13.3% in 2018-19) and FSM6 (33.3% in 2018 and 21.1% in 2019), although is still higher than PA of Non FSM children in school 7.1%.</p> <p>ii.) Need for family support incl. School Readiness, MAST, parental engagement, financial restraints which may limit children's experiences etc.</p>	<ul style="list-style-type: none"> <li>• <i>Any child in receipt of PP whose attendance drops below 90% receives instant support and monitoring from the school and/or Attendance and Inclusion officer, and MAST where relevant</i></li> <li>• <i>There are no exclusions for children eligible for PP funding in 2019-20</i></li> <li>• <i>Addressing barriers imposed by financial restraints for parents/carers such as subsidising school trips, enrichment club within and after school hours, sports events, Breakfast/After school club, uniform etc.</i></li> <li>• <i>Families of PP children are invited to attend at least two Family Learning/School Readiness support sessions that meet an identified need for child/family</i></li> <li>• <i>Changing Lives Project continues to identify vulnerable children/families to ensure more rigorous monitoring and support from school</i></li> <li>• <i>Effective working relationship with MAST team to monitor and support families incl. half termly meetings with MAST manager, staff to attend 100% of MAST key worker/family meetings to ensure families access specialist support where needed</i></li> <li>• <i>Termly opportunities for parents/carers to engage in school learning events to maintain and improve relationships and model how they are able to support at home</i></li> <li>• <i>Improve online access to resources to support learning at home</i></li> </ul>
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5. Planned expenditure					
Academic year		2019-20			
The three headings below (see key 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		ii. <u>Targeted support</u>		iii. <b>Other approaches</b>	
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?
<p><b>A. Fewer children eligible for PP achieved the national standards in KS1 when compared to others in our school</b></p>	<p>Maths mastery approaches to be embedded in line with Family of School's/Maths Hub project to ensure more opportunity to develop fluency, reasoning, deeper learning, problem solving and mathematical investigations.</p> <p>Include target setting and tracking information for PP children to improve accountability and evidence impact of spend for each child.</p> <p>Developing consistency in standards of teaching and learning across school (2 new staff members in KS1 incl. 1 NQT, and 1 teacher new to year) and quality first teaching and learning in reading, writing and maths, with a focus on quality feedback to learners.</p>	<p>EEF states that feedback has high impact for very low cost and can add up to 8 months progress.</p> <p>EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective for very low cost, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery teaching is recommended in the national curriculum for maths by the DfE. John Hattie in 'Visible Learning' shows that, from his synthesis of over 800 meta analyses, Piagetian programs are one of the most effective strategies in raising achievement. The Concrete-Pictorial-Abstract approach used is based upon this theory.</p> <p>Mastery teaching also encompasses elements of meta-cognition and self-regulation, such as consideration of their own learning and planning, monitoring and evaluating their learning – EEF evidence up to 7 months progress (high impact for very low cost).</p> <p>EEF and John Hattie have reported that phonics instruction has moderate impact for very low cost based on very extensive evidence (+4 months).</p> <p>Digital technology has shown moderate impact with moderate cost (+4 months).</p>	<ul style="list-style-type: none"> <li>• New Maths Lead - CPD opportunities to support new leader incl. specialist coach</li> <li>• White Rose Maths Hub MTPs used throughout school to ensure progression of mastery</li> <li>• New Literacy Lead receiving senior leadership CPD this year – NPQSL – and will be leading school improvement in Phonics and early reading</li> <li>• SIP from LA to support by delivering Deep Dives in subject knowledge and CPD network for all curriculum leaders</li> <li>• Regular monitoring subject leaders incl. lesson drop in, observations, book scrutinies etc.</li> </ul>	<p>PP Champion</p> <p>Subject leaders</p> <p>Diane Stokes – CPD</p> <p>SLT</p>	<p>At least termly</p> <p>Target is for end of year outcomes in 2020 to show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others.</p> <p>Children in receipt of PP funding are at least in line with or better than, other nationally disadvantaged children in phonics, writing and maths, and gap between our PP children and others to narrow.</p>

	<p>Improve access to learning at home through online learning platforms incl. reading, online phonetically decodable texts, times tables games etc.</p> <p><b><u>Early support for disadvantaged children to address barriers to learning earlier e.g. speech and language, phonics interventions. Arrow reading intervention, 1:1 reading</u></b></p> <p>Embed reading comprehension strategies incl. Reading for Inference</p> <p>Phonics teaching embedded earlier in F1, so that most children leave nursery having secured skills in phase 2.</p> <p>Ensure further focus given to the recapping of Phonic Phases in new year groups to ensure all gaps are identified and addressed early, thus meaning foundations for new learning are secure.</p> <p>CPD for all staff on phonics and grammar approaches led by Amy Parry to improve subject knowledge.</p> <p>Leadership training NPQSL for Lit Lead to focus on raising standards in early reading and phonics.</p>	<p><b><u>Research evidences that children’s reading and spelling scores make, on average, 12 months progress by completing a 10 hour block of Arrow Intervention sessions. This can also be used to improve the speech of children with specific speech and language concerns and phonic interventions. As part of this, digital technology is needed to support the delivery – according to EEF this can also add +4 months progress.</u></b></p> <p>Purchase additional phonics resources to support teaching and learning incl. in interventions, in particular phonetically decodable books, as EEF evidences that Phonics interventions have a moderate effect on progress for low cost, and add up to 4 months progress.</p> <p>Continue with Reading for Inference sessions in F2 and KS1 as EEF evidence supports that reading comprehension strategies have high impact (+6 months progress) for very little cost.</p> <p>The school effectively uses fine motor programmes which will be fed into daily practice in the EYFS, including establishing fine motor areas of learning.</p> <p><b><u>Research from EEF states that, on average, oral language comprehension approaches improve learning by an additional five months progress over the course of a school year.</u></b></p> <p>Mastery learning has evidenced moderate impact for very low cost (+5 months progress) according EEF data. Mastery and focus on investigative/collaborative learning also evidence moderate impact for very low cost and can also add up to 5 months of progress.</p>	<ul style="list-style-type: none"> <li>• Governing Body Focus Visits – specific governors assigned to this priority</li> <li>• Data trawl – monitoring progress and achievement</li> </ul>		
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<p><b>B.</b> <b>The performance of disadvantaged children in EYFS is significantly below that of others in our school and nationally</b></p>	<p><b><u>Interventions for Sp &amp; Lang such as LEAP in F1</u></b></p> <p><b><u>Early identification of possible need in Sp &amp; L, behaviour, learning etc. in F1/2 incl. Referrals to Sp &amp; Lang team where needed</u></b></p> <p>Review consistency of behaviour management policy in school and effectiveness to ensure high expectations across sch day.</p> <p><b><u>Individual Sp &amp; Lang interventions for F2 children</u></b></p> <p><b><u>Work more closely with other agencies to support/ offer specialist sessions in school for children and parents/carers incl. Early Years Team, Attendance and Inclusion etc.</u></b></p> <p><b><u>-Ditch the Dummy</u></b> <b><u>-Theraplay</u></b> <b><u>-Toddler Talk</u></b> <b><u>- Play and Say</u></b> <b><u>-Managing Aggression</u></b></p> <p>Tower Hamlet structures used consistently throughout school and staff model use of grammatically correct sentences etc.</p>	<p>Quality first teaching and learning with high quality feedback needs to remain a key element of all learning sessions - EEF states that feedback has high impact for very low cost and can add up to 8 months progress.</p> <p><b><u>Early Years Interventions have been proven to have moderate +5 months, usually for a high cost, however we are able to access some of the interventions (see left) for no additional cost this year.</u></b></p> <p><b><u>More children now enter our nursery in receipt of EYPP funding with skills below that expected in the prime areas of learning, particularly poor speech and language skills/Communication and Language and Listening and Attention – EEF states that oral speech and language interventions can add up to 5 months additional progress per year for very low cost.</u></b></p> <p><b><u>Oral language intervention is being used as EEF evidences moderate impact for a very low cost, and this is based on extensive evidence – adding +5 months of progress. NB – In the EEF Early Years Toolkit, Communication and Language and Early Numeracy approaches both have a high impact and low cost (+6 months progress).</u></b></p> <p><b><u>Theraplay and behaviour strategies are being targeted as the EEF show that self-regulation strategies have a moderate impact for a very low cost (+5 months).</u></b></p>	<ul style="list-style-type: none"> <li>• EYFS Lead and SLT to monitor standards overall</li> <li>• SEND Lead to plan, monitor and evaluate interventions for impact, and work with other agencies to identify and support children as appropriate to need</li> <li>• New Maths Lead - CPD opportunities to support new leader incl. specialist coach</li> <li>• New Literacy Lead receiving senior leadership CPD this year – NPQSL – and will be leading school improvement in Phonics and early reading</li> <li>• SIP from LA to support by delivering Deep Dives in subject knowledge and CPD network for all curriculum leaders</li> <li>• Regular monitoring subject leaders incl. lesson drop in, observations, book scrutinies etc.</li> <li>• Governing Body Focus Visits – specific governors assigned to this priority</li> <li>• Data trawl – monitoring progress/achievement</li> </ul>	<p>PP Champion</p> <p>Subject leaders</p> <p>Diane Stokes – CPD</p> <p>SLT</p> <p>Attendance and Inclusion Team</p> <p>MAST Team</p> <p>Early Years Team</p>	<p>At least termly</p> <p>Target is for end of year outcomes in 2020 to show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others.</p> <p>At least 70% of children eligible for PP funding achieve a GLD by the end of the EYFS, thus narrowing gap between school disadvantaged and national</p> <p>95%+ of children eligible for PP make expected+ progress Gaps between PP and Non-PP in school narrow</p>
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<p>External barriers</p> <p>i.)</p> <p>Further improve attendance and reduce PA for Pupil Premium Children</p>	<p><b>Work closely with Attendance and Inclusion Team to review systems and procedures in school to monitor and address attendance issues and encourage pupils to achieve their maximum potential by maintaining good attendance and punctuality</b></p> <p><b>Any child in receipt of PP whose attendance drops below 90% receives instant support and monitoring from the school and/or Attendance and Inclusion officer, and MAST where relevant</b></p> <p><b>Work with families and other agencies where appropriate to address any behaviour concerns, thus ensuring there are no exclusions for children eligible for PP funding again in 2019-20</b></p>	<p><b>Improve rigour of attendance review systems in school and work with Attendance and Inclusion Team to address and improve attendance of individual children.</b></p> <p><b>Improve attendance for Pupil Premium children by improving systems for early identification and support for parents/carers, as supported by ‘Improving attendance at school’ DfE 2012 (Charlie Taylor) –</b></p> <p><b>‘One of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour.’</b></p>	<p>Ensuring parent/carers and pupils are informed about the procedures for attendance and encouraging them to take an active role in promoting good attendance and punctuality.</p> <p>Ensuring all teaching staff, non-teaching staff and governors understand the procedures The commitment to allocate resources to support the policy Addressing attendance and inclusion issues in the curriculum.</p> <p>To recognise and reward pupils who achieve attendance and punctuality targets throughout the academic year.</p>	<p>Attendance Lead in school</p> <p>Attendance and Inclusion Lead in LA</p> <p>SLT and Governors monitor</p>	<p>To reduce Persistent Absence rates so school data is better than LA data for both FSM and FSM6 children, including target of no exclusions for children eligible for PP funding in 2019-20.</p>
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<p>ii.)</p> <p><b>Need for family support incl. School Readiness, MAST, parental engagement, financial restraints which may limit children's experiences etc.</b></p>	<p>Build positive working relationships with parents from induction to school incl. home visits, key worker roles, welcome meetings etc.</p> <p>Engage parents/carers through learning/celebrations</p> <ul style="list-style-type: none"> <li>• Parents' evenings</li> <li>• Family Learning</li> <li>• Super Starters and Fantastic Finishes</li> <li>• PTA group meetings</li> <li>• Daily contact</li> <li>• Pupil Planners</li> <li>• Happy and Proud</li> </ul> <p><u>Early identification of need and support needed e.g.</u></p> <p><u>Early Help referral</u></p> <ul style="list-style-type: none"> <li>• <u>MAST worker</u></li> <li>• <u>FCAF assessment</u></li> <li>• <u>Changing Lives</u></li> <li>• <u>School Readiness Pathway sessions from Attendance and Inclusion</u></li> <li>• <u>Vicky Carr - Early Years Quality Improvement Team Manager (East)</u></li> </ul> <p><u>- Ditch the Dummy</u></p> <p><u>-Theraplay</u></p> <p><u>-Toddler Talk</u></p> <p><u>- Play and Say</u></p> <p><u>-Managing Aggression</u></p> <p>Financial support for school trip/visitors subsidies, support with uniforms, wrap around care, extra-curricular opportunities and Foodbank</p>	<p>Termly opportunities for parents/carers to engage in school learning events to maintain and improve relationships and model how they are able to support at home incl. Families of PP children are invited to attend at least two Family Learning/School Readiness support sessions that meet an identified need for child/family. <u>The EEF report that parental engagement gives moderate impact for moderate cost, with up to 3 months progress (and EYFS Toolkit shows +4 months progress).</u></p> <p><u>EEF evidence suggests that Social and emotional learning can impact on progress for moderate cost, and can add up to 4 months progress e.g. interventions and support to help children manage emotions rather than focusing on just the academic or cognitive elements of learning.</u></p> <p><u>SEL interventions can be identified as universal programmes (such as Jigsaw), and more specialist programmes (Lego therapy etc., Friendly Stars)</u> and school level interventions to develop a positive school ethos (such as Behaviour Policy, Golden Rules, improving playtimes, play leader etc.). The EEF state that these are particularly beneficial for disadvantaged or low attaining pupils.</p> <p><u>Effective working relationship with MAST team to monitor and support families incl. half termly meetings with MAST manager, staff to attend 100% of MAST key worker/family meetings to ensure families access specialist support where needed - Early Years Interventions have been proven to have moderate +5 months, usually for a high cost, however we are able to access some of the interventions (see left) for no additional cost this year.</u></p> <p>Improve online access to resources to support learning at home, as digital technology has shown moderate impact with moderate cost (+4 months).</p>	<p>Identify children with multiple vulnerabilities using 'vulnerability matrix' and data analysis (pastoral and academic) to highlight the most vulnerable Changing Lives children with the most barriers to learning and life.</p> <p>Identify areas of need for early intervention to ensure 'school readiness' – assign children to relevant strategy/intervention.</p> <p>Addressing barriers imposed by financial restraints for parents/carers such as subsidising school trips, enrichment club within and after school hours, sports events, Breakfast/After school club, uniform etc.</p> <p>Pupil Premium Lead to monitor and review expenditure of PP funding, along with accountability of Head and Governing Body budget monitoring.</p> <p>Work more closely with other agencies who are able to offer specialist sessions in school for children and parents/carers incl. Early Years Team, Attendance and Inclusion etc.</p> <p>Inclusion Leader to case study and track targeted children alongside class teachers (academic and pastoral) and monitor application of policy/practice through GB enquiry walks and lesson observation drop ins.</p> <p><u>Parental voice opportunities incl. annual survey</u></p> <p>DSL to monitor and track progress and needs of vulnerable pupils and families in need of MAST support incl. FCAF referrals. Governing Body to also monitor safeguarding and MAST referrals.</p>	<p>JL – track Changing Lives children and impact of interventions</p> <p>SLT</p> <p>Attendance and Inclusion Team</p> <p>MAST Team</p> <p>Early Years Team</p>	<p>An overwhelming majority of parents/carers report that they are well supported by school and have all had termly opportunities to engage in learning/celebrations.</p> <p>100% of families identified as needing additional support are signposted and offered access to services etc.</p> <p>Individual Pupil Premium Profiles for all PP children record and monitor additional support offered and evaluates impact on child/family.</p>
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<p><b>i.)</b> Quality of teaching for all <b>Total budgeted cost: £12,375</b></p>	<p>Reading for Inference training has already been delivered, with an additional session for new staff - release time for new staff to attend CPD Leadership release time for Literacy Leader and Maths Leader to attend CPD sessions and for monitoring and evaluation in school TLR lead for maths mastery project TLR lead for phonics project SIP visit from Diane Stokes to conduct 'deep dive' into phonics and early reading Phonics resources to support teaching and learning and intervention incl. phonetically decodable books NB - £2000 subsidised by PTA fundraising group TT Rockstars £95, RM Easimaths £430, Purple Mash £500, Phonics Bug books/online (incl. in phonics resources) Target setting and data tracking support for PP children on Tracker+ assessment system CPD training for staff on phonics and SPAG from English Specialist</p>	<p><b>£300</b> <b>£3000</b> <b>£1200</b> <b>£1200</b> <b>£150</b> <b>£4000</b> <b>£1025</b> <b>£1000</b> <b>£500</b></p>
<p><b>ii.)</b> <u>Targeted support</u> <b>Total budgeted cost: £27,293</b></p>	<p><u>Speech and language interventions (6 TAs for 1hr per week for 38 weeks)</u> <u>Arrow reading interventions (TA for 3hrs per week for 38)</u> <u>PP Champion release time x 2 days per half term</u> <u>1<sup>st</sup> Class at Number (TA3 hours per week for 38 weeks)</u> <u>Arrow and First Class at No environment resourcing (power supply, resourcing, display etc.)</u> <u>Financial support for school trip/visitors in school/subsidies</u> <u>Wrap around care such as Breakfast/after school clubs</u> <u>Prioritising children for free extracurricular clubs</u> <u>Phonics interventions and resourcing</u> <u>TA hours needed to support Theraplay, nurture and other interventions – 80 hours</u></p>	<p><u><b>£3192</b></u> <u><b>£1596</b></u> <u><b>£1800</b></u> <u><b>£1596</b></u> <u><b>£489</b></u> <u><b>£6000</b></u> <u><b>£10,000</b></u> <u><b>£1500</b></u> <u><b>(see above)</b></u> <u><b>£1120</b></u></p>
<p><b>iii.)</b> Other approaches <b>Total budgeted cost: £3250</b></p>	<p><u>PP Champion release time e.g. to monitor progress and impact for PP children</u> <u>Pupil Premium Review to evaluate effectiveness of PP spending in school and improve outcomes</u> <u>Inclusion Lead/Changing Lives lead release time £110 per day incl. MAST/Early Help lead for family support/FCAF assessments etc.</u></p>	<p><u><b>(see above)</b></u> <u><b>£250</b></u> <u><b>£3000</b></u></p>
<p style="text-align: right;"><b>Our school's total PP spending for 2019-20</b></p>		<p><b>£34,960 +</b> <b>£7958 EYPP</b> <b>= £42,918</b></p>

6. Review of expenditure			
Academic Year		2019-20	
Desired outcome	Impact	Headlines	Next steps

7. Additional detail
Our school will also use other budget areas to provide support for children in receipt of PP to help out with the costs of breakfast club, after school clubs, trips and visitors which help to enrich learning for children, and provide opportunities to access further activities beyond the statutory curriculum e.g. gardening, cookery, karate, first aid, Forest Schools etc.