



1. Summary information					
School	Wath Central Primary School				
Academic Year	2020-21	Total PP budget	£131705	Date of most recent PP Review	8/10/2019
Total number of pupils	435 (inc. nursery) 403 (no nursery)	Number of pupils eligible for PP Number of pupils eligible for EYPP.	96 13 (Nov 2020)	Date for next internal review of this strategy	1/9/2021

2. Current attainment (<i>Data recorded prior to school closure due to the impact of COVID-19</i>)						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving end of KS1 expectation in reading, writing and maths	40%	33%	47%	79%	79%	83%
% achieving end of KS2 expectation in reading, writing and maths	62%	71%	67%	81%	88%	88%
3. Barriers to future attainment (for pupils eligible for PP) including EYPP						
First Quality Teaching						
A.	Gaps in key skills following school closure due to COVID-19					
B.	Tight home budgets and limited life experiences, including the experiences during lockdown, which impacts upon pupils' wider knowledge and understanding.					
Targeted Academic Support						
C.	Poor rates of attainment and progress due to minimal retention of key skills. Further gaps in learning due to school closure.					
Wider Strategies						
D.	The impact of school closure and COVID-19 on the holistic development of the child, including SEMH needs.					
E.	Inconsistent attendance and punctuality in school.					

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
First Quality Teaching		
A.	Children to access a ‘recovery curriculum’ format in which the children’s academic gaps are catered for to allow progress to be made.	PP children have a carefully delivered curriculum in which they are given opportunity and provision to ‘catch up’ from missed learning. Staff to have a consistent, clear approach to supporting children to develop further basic skills. Continue a focus of vocabulary and key skills to support PP children.
B.	For children to have aspirations and aim to the best they can be through being resilient, reflective learners.	PP children educated through a range of methods and strategies. Reflection developed throughout the year to raise view of what can be achieved. Encourage children to develop aspirations in a variety of ways. Implemented through the concept curriculum and link to current affairs and possible careers though examining global issues.
Targeted Academic Support		
C.	To provide ‘catch up’, early intervention and accelerated path ways in order to increase rates of attainment and progress and bridge any learning gaps. Provide early intervention as required.	Pupil Premium Children will access ‘catch up’ sessions and participate in recovery style intervention and support. PP children will make progress across all curriculum areas. High attaining PP children will achieve Greater Depth. Where PP children have slowed in progress due to school closure, the gap will diminish as the year progresses. Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress
Wider Strategies		
D1.	Provide practical and holistic support for vulnerable families Support Children’s Mental Health and SEMH needs.	PP Children’s families are suitable supported so that children’s basic needs are met and children are in school. This is also applicable for children who are isolating due to bubble closures. Welfare checks and packed lunches are available for the more vulnerable PP children and their families. The relationship between home and school is trusted and positive. Increased parental engagement for hard to reach families. PP children will be provided with opportunities to explore the world and experience a range of opportunities that otherwise would be unavailable to them. To ensure that any child, including PP children, who has mental health needs feels supported, happy in school and ready to learn. They will be provided with a range of strategies and techniques to help the deal with different challenges they may face. (Assessment Data, PIVATS analysis & monitoring of intervention records)
D2.	Be prepared and provide a high quality, nurturing environment to support those with the reopening of school.	To ensure that any PP child who struggles with the reopening of school feels supported, happy and ready to learn. This may include more academic support but it also may include more hollisitc strategies including check ins, opportunities to talk and discuss their feelings and time to reflect, discuss and process feelings associated with the anxieties of the pandemic. Targets of SEMH needs or nurture based outcomes set for those who find reintegration

		difficult. They will be provided with a range of strategies and techniques to help the deal with different challenges they may face. (Assessment Data, PIVATS analysis & monitoring of intervention records)
E.	Ensure high rates of attendance and good punctuality.	Pupil Premium Children's attendance will meet the school's attendance target and be above national comparisons for PP children. There will be no Pupil Premium Children with persistent absence. All our Pupil Premium Children will have 100% punctuality.

5. Planned expenditure				
Academic year		2020-21		
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
A C	Following the reopening of school, a 'recovery curriculum' will be adopted in school. Allowing children to return to missed learning whilst planning forward, progress can be further developed. Clear guidelines and CPD delivered for staff to plan and deliver an effective curriculum.	Due to school closure, many PP children have missed full time schooling. With the partial reopening, many families chose to remain at home due to COVID-19. A parent survey revealed many adults were concerned about the amount of learning missed through not being in the school environment with their teacher.	<ul style="list-style-type: none"> Regular CPD Monitoring of coverage Input from subject leads 	JG JBa VM JBr
A B C D	Further develop the curriculum introduced last academic year. This is driven by philosophical concepts and retention of skills and knowledge specifically developed to increase children's cultural capital and understand wider perspectives. A further focus on topical discussions and relevance in today's world, following reopening of school. These also include current real life and topical issues such as environmental concerns.	Researchers have found that those who are 'rich' in knowledge get richer. Those who are not, find this harder and therefore a gap develops. Our curriculum therefore has been redesigned in order to deliver new learning through interesting, meaningful strategies.	<ul style="list-style-type: none"> Monitoring of coverage Regular CPD Effective development strategies by subject leads 	JG MC KH

	Teachers to engage children through current events and through appropriate enrichment. Vocabulary to be a key aspect of learning across the curriculum.			
B C	<p>PP children will practice their basic skills in reading and Maths so that their fluency is in line with their peers. (PP and non PP). Teaching will be directed to gaps which will be closed with additional support. CPD delivered to ensure effective basic skills practice. This includes the implementation of reading strategies for support staff. Particular focus on reading, including use of 'bubble' staff for directed support.</p> <p>Using programs such as Bug club for reading and Numbots for maths to raise attainment in basic skills. Computers available for PP children to access these at designated times in the day.</p>	<p>Ensuring that all teaching and learning opportunities are the very best – using the most suitable approaches for Central. The use of additional reading time has allowed for more children to be heard reading if not able to complete at home</p> <p><i>EEF - Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</i></p>	<ul style="list-style-type: none"> • Carefully planned implementation of adult readers • English co-ordinator to oversee progress of readers • Discussions during pupil progress meeting, highlighting PP children. 	JG JBa VM
A C	<p>A 'recovery' style delivery of phonics and the teaching of vocabulary. With vocabulary being a focus last year, staff to continue to refresh and build on the development and presence of vocabulary implemented last year.</p> <p>When teaching phonics and vocabulary discretely, staff will make regular assessments to identify gaps. There will be a clear accommodation of the teaching of phonics in Lower KS2 to tackle gaps in understanding. CPD to be delivered to upskill key members of staff. There will also be children accessing basic skills intervention with additional teacher. Case studies available for FS2, KS1 and KS2 PP child.</p>	<p>As reading is a current area of development for PP children, a variety of research has taken place into the development of spelling and vocabulary teaching. The most effective programmes have been selected that are most appropriate for the school and cohort.</p> <p><i>EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge</i></p>	<ul style="list-style-type: none"> • Monitoring of progress during data collections • Moderation of progress in cohorts • Half termly progress meetings in cohorts • Tight monitoring and evaluation 	VM

B	<p>All PP children who are working at a greater depth of understanding will continue to make at least expected progress and remain above the national expectation by the end of KS2.</p>	<p>Through regular focus, GD children will become a key priority in teaching. Bank of resources built to challenge the most able pupils in Mathematics/English.</p> <p><i>EEF – By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, school will be in the best position to deploy resources effectively.</i></p>	<ul style="list-style-type: none"> • PP lead monitoring • Regular meetings held with PP lead and class teachers to discuss attainment • Pupil Progress meetings held regularly to identify solutions to barriers for GD PP Children. 	<p>JBa JBr VM HC</p>
A C	<p>PP Pupils supported through key focus groups, experienced additional adults , including specialist TAs to support within teaching of vocabulary and the retention of key skills.</p> <p><i>Key focus year groups include EYFS, Y2, Y5 and Y6.</i></p>	<p>The strategy has been successful in previous years, including using a previous teacher who was employed as a TA in addition to other experienced staff members.</p> <p><i>EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</i></p>	<ul style="list-style-type: none"> • Effective employment process • Monitoring of progress throughout year group • Focussed group planning projects by experienced year group leads. • Pupil progress meetings • Focussed intervention planning by experienced staff. 	<p>Br VM HC</p>
A B	<p>All staff in school to maintain the same approach to the teaching and development of PP children. All staff are able to identify groups of PP children and share the provision that they are provided at Wath Central.</p> <p>Class teachers are aware of the wider range of opportunities for other children and support the encouragement of participation in these activities through a relevant, interesting curriculum.</p>	<p>A whole staff awareness provides PP children to receive full support and access to the PP support.</p>	<ul style="list-style-type: none"> • Class overview discussions • Termly PP meetings • CT responsibility to monitor impact of provision. • Effective delivery of CPD 	<p>JBa</p>
A B	<p>EYPP children identified, gaps assessed and analysed. Teachers to work on an</p>	<p>Funding is used to ensure those children who do not have as many opportunities at home</p>	<ul style="list-style-type: none"> • Class overview discussions 	<p>HC HT</p>

C D	intervention schedule to ensure children are catching up, keeping on track and extension for more-able. See EYPP planning document for interventions and gap analysis.	are enriched and exposed to different life experiences within school. We also aim to use it to ensure accelerated progress to close the gap between their progress and the progress of the more advantaged peers.	<ul style="list-style-type: none"> • Termly PP meetings • CT responsibility to monitor impact of provision. • Effective delivery of CPD 	
ii. Target Academic 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
A C	<p>PP children will fulfil their potential in reading, catch up skills where necessary or excel with higher order skills. PP children to effectively transfer these skills to writing. PP children will be exposure to quality texts and rich variety of these.</p> <p>Reading support will include focus children for additional reading, additional provision, involvement of specific TAs and investment in the school library, Bug club and phonics books which are in line with their phonics ability.</p>	<p>The use of reading groups can allow for children who may not read at home to be heard reading or have reading modelled by an older child.</p> <p>As PP children are underperforming in comparison to non PP children in reading, focussed interventions can drive progress.</p>	<ul style="list-style-type: none"> • English co-ordinator to monitor reading groups across school. • Close monitor of progress 	VM
A	<p>Target PP children (including those who are PP+ and PP with MV) targeted to develop key experiences.</p> <p>Teachers to consider, develop and enhance experiences throughout the year using engage days, awe and wonder to ensure that all children including the PP children are enriched with experiences that they will have missed out on. This is both academically and holistically.</p>	<p>Throughout the lockdown period, many reports stated that certain children were missing out on valued opportunities both academically and holistically.</p>	<ul style="list-style-type: none"> • Pupil progress meetings 	HC
C	<p>The PP children within the Y1 cohort will close the gap between the group and non-PP group. Through additional support, this will consolidate basic key skills to allow for a development of progress. In addition, there will be further SEMH provision to accommodate those struggling with the reopening of school.</p>	<p>The current Y1 cohort PP group are underperforming.</p> <p>Use of additional adult to support the PP children can consolidate basic key skills.</p> <p><i>EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a</i></p>	<ul style="list-style-type: none"> • Meetings with Y1 team • Pupil progress meetings • Analysis of data 	JBa EBE HC

	Deploy an additional TA to the Y1 PP group to ensure that children can receive appropriate support within teaching group and specific intervention.	<i>stronger positive benefit of between three and five additional months on average</i>		
C D	<p>Following the focus on vocabulary in the previous academic year, a further consolidation of vocabulary use will be developed through school. Pupil Premium Children will have continue to gain a wider bank of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning.</p> <p>FS children will be supported in their language development and issues will be quickly identified and acted upon.</p> <p>Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support.</p>	<p>This strategy has proved successful in previous years and the gap for pupils with SAL difficulties has closed resulting in fewer children entering KS1 with SAL difficulties.</p> <p>Significant impact has been proven with targeted pupils improving pronunciation and acquisition of language skills which in turn has positively impacted on progress and attainment. Staff fed back a positive impact when focusing on vocabulary. Due to closure, the full impact needs to continue to be a focus.</p>	<ul style="list-style-type: none"> • Half termly pupil progress meetings • Tight monitoring and evaluation (drop ins, work scrutiny, lesson/intervention observations) • Data collection and analysis (data provided by SALT) • End of SALT Programme outcomes/data 	EBr VM
A B C D	<p>EYPP children identified, gaps assessed and analysed. Intervention schedule to include targets phonics, early reading, and basic maths skills including counting.</p> <p>Speech and language targets to be assessed and key groups established.</p>	Funding is used to ensure those children who do not have as many opportunities at home are enriched and exposed to different life experiences within school. We also aim to use it to ensure accelerated progress to close the gap between their progress and the progress of the more advantaged peers.	<ul style="list-style-type: none"> • Class overview discussions • Termly PP meetings • CT responsibility to monitor impact of provision. • Effective delivery of CPD 	HC HT
iii. Wider Strategies				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
D E	<p>Create a curriculum offer so that children want to be part in learning. Investment in enrichment for each project.</p> <p>Develop a curriculum offer and a school offering with increased involvement of pupil voice. Development of PP pupil</p>	Good attendance and punctuality are 'key' in raising levels of attainment and progress. Promoting and supporting learning at home is also vital to each child achieving their full potential. This strategy has proved successful in previous years in raising level of attendance.	<ul style="list-style-type: none"> • Monthly attendance meetings. • Half Termly Pupil Progress Meetings 	JBa JC DS

	<p>voice across the school. Case studies for children from F1-Y6.</p> <p>Employment of a Safeguarding Manager/ family support worker, supported by 2x Learning Mentors during the afternoons to work particularly with our families of PPG pupils as well as other families that request support or have an additional need. Focus on improving attendance and engagement in learning. This will also involve the development of CPD for PP children in different bubbles upon reopening of school.</p> <p>Use of key staff members, 1x morning weekly to work alongside key PPG families. This involves checking weekly attendance figures, and following JMAT fixed penalty procedures. Monthly meeting will also take place to discuss progress, trends and methods to raise attendance.</p> <p>Promote attendance through raising aspirations and awareness about future career opportunities.</p>	<p>With the addition of a family support worker, positive relationships can be developed with families and school.</p> <p>PP children's aspirations are limited, due to their experiences. Through raising awareness of future aspirations, children could be more eager to come into school.</p> <p>Due to the impact of COVID-19, there is an expectation that some PP children will have had little structure and struggle with the reintegration into school.</p> <p><i>EEF - Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact</i></p>	<ul style="list-style-type: none"> • Analysis of data Collection. • Monthly Supervision Meetings • Reports back to Governors 	
<p>D E</p>	<p>All PP children have a positive, welcome start to the day through clear routines, friendly manners and are ready to start the learning day.</p> <p>Staff welcome children at the classroom door to start the day on a positive note and children feel welcomed into the learning environment. Staff greet parents alongside children and welcome them into school where possible.</p> <p>Further into the academic year, when school routines can become more similar to how they were prior to COVID-19, the use of a Nurture Breakfast Club to ensure</p>	<p>Some PP children are coming to school without breakfast, this is leading to unsettled beginnings to the school day and leading to potentially more time off. Having a routine to a start of the day encourages children to be at school each day.</p>	<ul style="list-style-type: none"> • Learning walks • Case studies of breakfast club • Pupil feedback 	<p>JC JBa</p>

	<p>PP children have consistent routines and settling in strategies to start the school day. 2x TAs employed to cover the breakfast club with the inclusion of food and drink costs. Prior to this, staff within bubbles will assist with accommodating this with the more vulnerable children.</p>			
<p>D E</p>	<p>Further into the academic year, the employment of 2 adults to run an Early Start Breakfast Club (8am-9am daily). This club will be aimed at PPG children to raise punctuality.</p> <p>Employment of a Safeguarding Manager/ family support worker to develop positive relationships with families to develop routines to establish raise in punctuality.</p> <p>PPG children monthly meetings to discuss trends and methods to tackle concerns over PPG.</p> <p>Attendance lead to consult with attendance officer based in JMAT to look at reviewing strategies and developing encouragement strategies.</p>	<p>Good punctuality is 'key' in raising levels of attainment and progress. The strategies outlined have proved successful in previous years.</p> <p>With the addition of a family support worker, positive relationships can be developed with families and school to overcome potential obstacles.</p>	<ul style="list-style-type: none"> • Termly statistic meeting – forming actions on ways to overcome barriers • Recording of statistics with safeguarding manager. • Record keeping of impact of breakfast club attendees. 	<p>JC</p>
<p>D</p>	<p>Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund.</p> <p>Pupil Premium children to have equal access to basic, daily resources.</p> <p>Offer of funding of additional school uniform where appropriate and PE kits. All KS1 Pupil Premium children to have free school milk during the school day.</p>	<p>All PPG pupils accessed visits and engage days last academic year.</p> <p>Wearing a school uniform brings together all children with Central. The need for children to feel part of a team can raise attendance, self-esteem and minimise isolating individuals.</p> <p>Children who have access to a snack and milk at break time are more ready to learn and concentrate better when back in lessons</p>	<ul style="list-style-type: none"> • Monitor online visit payments • Monitor attendance • Pupil/parent voice • DDSL to have considerate conversations with families who may require 	<p>JC MB</p>

<p>D E</p>	<p>Classrooms and the general school environment to provide an inclusive, calming environment that allows PP pupils to access new learning and a culture of comfort and safety.</p> <p>Develop use of natural elements and neutral colours to develop a calm working environment.</p> <p>Use of school vision to develop an inclusive, nurturing environment for all.</p> <p>Staff to have a consistent approach to meeting the school's aims to provide a comfortable place to learn.</p>	<p>The use of natural themes throughout the school, allows for further concentration and minimizes the risk of PP children feeling overstimulated.</p>	<ul style="list-style-type: none"> • Learning walks • Sharing vision with the school team • Regular tips and advice relating to learning environment 	<p>JG</p>
<p>D</p>	<p>Identified pupil's access to good quality mental health support. With the impact of COVID-19, have a clear nurture referral, monitoring and evaluating system. Led by 2x learning mentors, staff to have CPD where necessary.</p> <p>Bespoke coping strategies for individual PP children including anger and anxiety gremlin work. Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning.</p> <p>Employment of MIND worker (1 day per week) to support identified pupils. Provide quality planned support From LM and team from Positive Regard for identified pupils including PPG pupils to overcome SEMH barriers.</p> <p>To offer additional breakfast and lunch provision to ensure that children's needs are met at less structured time and to lower anxiety levels for identified vulnerable children. This will be particularly more evident as larger</p>	<p>Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils' anxieties and enabling readiness to learn.</p> <p>Due to the impact of COVID-19, there is an expectation that some PP children will have had little structure and struggle with the reintegration into school.</p> <p>Both services have been instrumental in supporting pupils with SEMH needs. The SEMH team have offered invaluable support for pupils and school with regards to dealing with SEMH needs. The MIND worker has offered targeted support to individuals which has resulted in a reduction in their worries and anxieties.</p> <p>Following collection of a pupil voice questionnaire, children have identified that they would like further support in the dining hall.</p> <p><i>EEF - Impacts are larger for targeted interventions matched to specific students with</i></p>	<ul style="list-style-type: none"> • Regular update meetings with Learning Mentors • Pupil voice • Half termly pupils progress meetings • Monitoring of PIVATS and SEMH Graduated Response documents • Data collection and analysis • Regular updates from both MIND and SEMH worker. • Half termly pupil progress meetings • Pupil voice • Monitoring of PIVATS and SEMH Graduated Response documents <ul style="list-style-type: none"> • Observations during unstructured times • Feedback from CTs regarding the readiness for learning in the afternoon. 	<p>EB DS JC</p>

	<p>bubbles are formed – this is intended for later in the academic year.</p> <p>This will also be applicable for children who are isolating at home due to bubble closures. Meals will be delivered and welfare checks and paper versions of resources delivered where necessary.</p> <p>Provide children with positive dining experiences, reinforcing day to day expectations and manners when in the dining hall.</p>	<i>particular needs or behavioural issues than for universal interventions</i>	<ul style="list-style-type: none"> Monitoring of nurture provision through PIVAT assessments and records 	
D	<p>Further into the academic year, Pupils to feel happy, safe and ready to learn after lunch time. Employment of 14 TAs to support identified PP and other groups of pupils during lunchtime.</p> <p>Additional lunchtime provision areas provided to PP children to access quieter zones, minimising children becoming overstimulated.</p>	<p>Many of our pupils benefit from accessing a structured lunchtime approach with access to focussed adult support and clubs e.g. Sewing Club, Robot Club etc. These have been effective in lowering anxieties and reducing the number of behaviour incidents during lunch.</p>	<ul style="list-style-type: none"> Regular TA and SMSA meetings Pupil voice data Monitoring of PIVATS and SEMH Graduated Response documents for specific pupils Half termly pupils progress meetings 	JC JG JBa
A B C D	<p>EYPP children identified, gaps assessed and analysed.</p> <p>Speech and language targets to be assessed and key groups established.</p> <p>Creating a language rich environment and establishing talking tables to encourage conversation within groups.</p>	<p>Funding is used to ensure those children who do not have as many opportunities at home are enriched and exposed to different life experiences within school. We also aim to use it to ensure accelerated progress to close the gap between their progress and the progress of the more advantaged peers.</p>	<ul style="list-style-type: none"> Class overview discussions Termly PP meetings CT responsibility to monitor impact of provision. Effective delivery of CPD 	HC HT

6. Review of expenditure

Previous Academic Year		2019-20	
Intended Outcomes			
First Quality Teaching			
A.	Provide opportunities for children to access/experience an engaging curriculum with language enrichment central to the delivery.		
B.	For children to have aspirations and aim to the best they can be through being resilient, reflective learners.		
Targeted Academic Support			
C.	To provide 'catch up', early intervention and accelerated path ways in order to increase rates of attainment and progress and bridge any learning gaps. Provide early intervention as required.		
Wider Strategies			
D.	Ensure high rates of attendance and good punctuality.		
E1.	Provide practical and holistic support for vulnerable families		
E2.	Support Children's Mental Health and SEMH needs.		
Intended Outcomes			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A B C	A curriculum driven by philosophical concepts and retention of skills and knowledge specifically developed to increase children's cultural capital and understand wider perspectives. Teachers to engage children through current events and through appropriate enrichment. Vocabulary to be a key aspect of learning across the curriculum.	The newly formed curriculum had the intended on PP children. Based on pupil feedback and staff feedback, children were able to participate in lessons that had a deeper context with more meaningful outcomes. Staff felt their lessons had become more interesting and purposeful. Vocabulary was more prominent and more effectively delivered in school. As staff and children confidence grew, it became apparent that this can be further implemented in September.	There has been a 'deeper' understanding of key concepts developed and delivered in school. This includes preparing children for life after Wath Central. <i>This will continue to be a focus next year with the reopening of school being kept at the core. Vocabulary will also be further implemented due to the school closure in March.</i>

A C	<p>PP children will practice their basic skills in reading and Maths so that their fluency is in line with their peers. (PP and non PP). Teaching will be directed to gaps which will be closed with additional support, if required. CPD delivered to ensure effective basic skills practice. This includes the implementation of reading strategies for support staff. Particular focus on reading, including use of additional readers.</p>	<p>Teachers and support staff were developing the fluency skills within Maths for PP children and it was having a positive impact on PP children. However, some gaps were wider and needed further impact throughout the whole academic year.</p> <p>As the year progressed, many skills could have been further developed and consolidated within reading, writing and Maths.</p> <p>Headline data does not reflect the progress of smaller steps. Data shows that in both Y6 and Y2, there are still large gaps in core areas. However, the Maths but the gap in reading and writing has decreased slightly. A further focus will be needed next year.</p>	<p>Due to the positive impact seen on a smaller scale, it is necessary to continue this focus in order for it to have an impact on as the progress in data does not reflect the progress made by each individual. Due to the closure of school, the gaps are expected to have widened.</p> <p><i>Due to closure, this will continue to be a focus next year.</i></p>
A	<p>Direct vocabulary teaching one of priorities from the Developing Excellence Plan and key element of CPD through the year.</p>	<p>Vocabulary was more prominent and more effectively delivered in school. As staff and children confidence grew, it became apparent that this can be further implemented in September.</p>	<p>With the additional focus, the intended impact was positive.</p> <p><i>Consider how to further develop vocabulary in school in September and maintain as a priority to lose momentum.</i></p>
B	<p>All PP children who are working at a greater depth of understanding will continue to make at least expected progress and remain above the national expectation by the end of KS2.</p>	<p>The GD children have maintained a high academic achievement prior to school closure. The GD Y6 cohort reflect an high % in Maths, Reading and English, this includes the PP children %s. However, it is noted that due to SATs not going ahead, this is purely based off teacher judgement and not published test scores.</p>	<p>It is vital that this remains a focus for PP children to maintain a GD standard of working.</p> <p><i>Due to closure, this may need a necessary push in September.</i></p>
A C	<p>Pupils supported through key focus groups, experienced additional adults , including specialist TAs to support within teaching of vocabulary and the retention of key skills.</p> <p><i>Key focus year groups include EYFS, Y2, Y3 and Y6.</i></p>	<p>Vocabulary is more prominent in school and children are using vocabulary in line with the sessions taught, additional learning and through project work. A further consolidation will be needed as next year progresses. Data shows an increase in pupil premium % at A+ in reading. This is not reflected in writing.</p>	<p>It is vital that this remains a focus for PP children to consolidate the learning and continue to be exposed to different vocabulary in the next academic year.</p> <p><i>Due to closure, this may need a necessary push in September.</i></p>

A B	<p>All staff in school to maintain the same approach to the teaching and development of PP children. All staff are able to identify groups of PP children and share the provision that they are provided at Wath Central.</p> <p>Class teachers are aware of the wider range of opportunities for other children and support the encouragement of participation in these activities through a relevant, interesting curriculum.</p>	<p>Staff awareness of PP children and support raised significantly.</p> <p>Pupil Premium meetings, held half termly, were productive and successful in identifying, monitoring and evaluating progress of the PP children.</p>	<p>This will continue to be part of the effective teaching model through school.</p> <p><i>Pupil Premium Progress meetings to continue.</i></p>
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A C E1	<p>PP children will fulfil their potential in reading, catch up skills where necessary or excel with higher order skills. PP children to effectively transfer these skills to writing. PP children will be exposure to quality texts and rich variety of these.</p> <p>Reading support will include focus children for additional reading, lunchtime club, bedtime story sessions, volunteers and investment in the school library.</p>	<p>Data at point of closure: Reading: Y6 – 65% Y5 – 55% Y4 – 40% Y3 – 36% Y1 – 20%</p> <p>Limited impact. A review of the monitoring and expectations set will be required.</p>	<p>A further, more intense focus needs to be completed in the next academic year.</p> <p><i>Limited impact. A review of the monitoring and expectations set will be required.</i></p>

C	<p>The PP children within the Y3 cohort will close the gap between the group and non-PP group. Through additional support, this will consolidate basic key skills to allow for a development of progress.</p> <p>Deploy an additional TA to the Y3 PP group to ensure that children can receive appropriate support within teaching group and specific intervention.</p>	<p>As a whole, the cohort of children has 6 Pupil Premium children. Of these, 2 children have additional needs and are working significantly below the national expectation.</p> <p>When using pure PP children (who do not have additional needs), Reading: A+ = 50% Writing: A+ = 50% Maths: A+ = 75%</p>	<p>Data suggests a positive outcome with those who have additional needs requiring further focus.</p> <p><i>Consider the impact of this and monitor for promoting GD standards.</i></p>
C E1	<p>Pupil Premium Children will have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning.</p> <p>FS children will be supported in their language development and issues will be quickly identified and acted upon.</p> <p>Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support.</p>	<p>Vocabulary was more prominent and more effectively delivered in school. As staff and children confidence grew, it became apparent that this can be further implemented in September.</p>	<p>With the additional focus, the intended impact was positive.</p> <p><i>Consider how to further develop vocabulary in school in September and maintain as a priority to lose momentum.</i></p>
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
D	Create a curriculum offer so that children want to be part in learning. Investment in	As the year progressed, children received a wider range of experiences out of their home that they would not have received without school.	Due to COVID-19 closure, some PP children are expected to struggle to return to school. It is necessary to continue this into the next review

	<p>enrichment for each project. 20% discount offered to PPG families.</p> <p>Develop a curriculum offer and a school offering with increased involvement of pupil voice. Employ a TA to lead the development of PP pupil voice.</p> <p>Employment of a Safeguarding Manager/ family support worker, supported by 2x Learning Mentors during the afternoons to work particularly with our families of PPG pupils as well as other families that request support or have an additional need. Focus on improving attendance and engagement in learning.</p> <p>Use of one learning mentor, 1x morning weekly to work alongside key PPG families. This involves checking weekly attendance figures, and following JMAT fixed penalty procedures. Monthly meeting will also take place to discuss progress, trends and methods to raise attendance.</p> <p>Promote attendance through raising aspirations and awareness about future career opportunities.</p>	<p>The experiences, as seen from pupil conversations, are the highlights of the children's years.</p> <p>Attendance strategies, monitoring and positive impact stories have become more consistent and PP children are attending school more. However, further focus needs to continue with this next year.</p>	<p><i>Continue the welcoming and exciting approach to school life in next year's statement.</i></p>
D, E1	<p>All PP children have a positive, welcome start to the day through clear routines, friendly manners and are ready to start the learning day.</p> <p>Use of a Nurture Breakfast Club to ensure PP children have</p>	<p>This had a noted effect on the atmosphere in school. Leading to PP children feeling more settled.</p> <p>The breakfast club has notable impact on attendance of PP children.</p>	<p>The routines in place for welcoming children at the start of the day will be necessary but dependent on the impact of COVID-19.</p> <p>The breakfast club should take a similar position due to the positive impact in the next academic year. However, this is only achievable following government guidance permitting it.</p>

	<p>consistent routines and settling in strategies to start the school day. 2x TAs employed to cover the breakfast club with the inclusion of food and drink costs.</p> <p>Staff welcome children at the classroom door to start the day on a positive note and children feel welcomed into the learning environment. Staff greet parents alongside children and welcome them into school where possible.</p>		
D, E1	<p>Employment of 2 adults to run an Early Start Breakfast Club (8am-9am daily). This club will be aimed at PPG children to raise punctuality.</p> <p>Employment of a Safeguarding Manager/ family support worker to develop positive relationships with families to develop routines to establish raise in punctuality.</p> <p>PPG children monthly meetings to discuss trends and methods to tackle concerns over PPG.</p> <p>Attendance lead to consult with attendance officer based in JMAT to look at reviewing strategies and developing encouragement strategies.</p>	<p>The breakfast club has notable impact on attendance of PP children.</p>	<p>The breakfast club should take a similar position due to the positive impact in the next academic year. However, this is only achievable following government guidance permitting it.</p>
E1	<p>Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund. 20% subsidy of visits/visitors to create a 'hook for learning' and engage learners.</p>	<p>As the year progressed, children received a wider range of experiences out of their home that they would not have received without school.</p> <p>The experiences, as seen from pupil conversations, are the highlights of the children's years.</p>	<p>Due to COVID-19 closure, some PP children are expected to struggle to return to school. It is necessary to continue this into the next review</p> <p><i>Continue the welcoming and exciting approach to school life in next year's statement.</i></p>

	<p>20% music lesson subsidy offered.</p> <p>20% off after school clubs (school staff led)</p> <p>Pupil Premium children to have equal access to basic, daily resources.</p> <p>Offer of funding of additional school uniform where appropriate and PE kits. All KS1 Pupil Premium children to have free school milk during the school day.</p>	<p>The use of after school clubs have widened experiences further and the clubs have seen a large uptake of PP children.</p>	
E2	<p>Classrooms and the general school environment to provide an inclusive, calming environment that allows PP pupils to access new learning and a culture of comfort and safety.</p> <p>Develop use of natural elements and neutral colours to develop a calm working environment.</p> <p>Use of school vision to develop an inclusive, nurturing environment for all.</p> <p>Staff to have a consistent approach to meeting the school's aims to provide a comfortable place to learn.</p>	<p>This had a noted effect on the atmosphere in school. Leading to PP children feeling more settled.</p>	<p>The policies in place for classroom environments but dependent on the impact of COVID-19 as certain natural elements will need to be stored away currently.</p> <p>The environment not on display should take a return to classrooms only following government guidance permitting it.</p>
E2	<p>Identified pupil's access to good quality mental health support.</p> <p>Bespoke coping strategies for individual PP children including anger and anxiety gremlin work.</p>	<p>The SEMH provision that the school provides is something that we pride ourselves on.</p> <p>The nurture team have established a clear routine for referring, supporting and setting targets to support those who are struggling.</p> <p>PIVAT documentation shows an increase in skill.</p>	<p><i>Continue a similar approach to SEMH with a view to refine documentation and prepare for the return to school following COVID-19 closure.</i></p>

	<p>Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning.</p> <p>Employment of MIND worker (1 day per week) to support identified pupils. Provide quality planned support From LM and team from Positive Regard for identified pupils including PPG pupils to overcome SEMH barriers.</p> <p>To offer additional breakfast and lunch provision to ensure that children's needs are met at less structured time and to lower anxiety levels for identified vulnerable children.</p> <p>Provide children with positive dining experiences, reinforcing day to day expectations and manners when in the dining hall.</p> <p>Resource bank created and replenished regularly to support the delivery of effective, targeted nurture provision for PP children groups based on SEMH needs.</p>	<p>Lunch time provision has allowed for a calmer feel around school.</p>	
E2	<p>Pupils to feel happy, safe and ready to learn after lunch time. Employment of 14 TAs to support identified PP and other groups of pupils during lunchtime. Additional lunchtime provision areas provided to PP children to access quieter zones, minimising children becoming overstimulated.</p>	<p>Lunch time provision has allowed for a calmer feel around school.</p>	<p><i>Continue a similar approach where possible on reopening of school.</i></p> <p><i>Consider how provision following COVID-19 can support unstructured times.</i></p>

7. Additional detail

Please note that the review of the Pupil Premium Statement was completed following a mid-year closure of school due to COVID-19.

The new statement seeks to support children returning to school, which is why some actions have been adapted for impact and for SEMH and catch up needs.