



# Minet Junior School

## Pupil premium Spending Plan

### 2021 – 2022

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for Free School Meals at any point in the last 6 years or who are looked after continuously by the Local Authority for the last 6 months). Schools receive this funding to support their eligible pupils and diminish the difference in attainment between them and their peers. It is allocated to address the current underlying inequalities between children eligible for Free School Meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it the most. As required we are publishing online information regarding the Pupil Premium Strategy that we have as a school to support the pupils.

#### Principles of the PPG

- School provision should meet the needs of all learners.
- A range of factors can be used to categorise pupils as being socially disadvantaged, including those that are eligible for free school meals or have been eligible for free school meals at any time over the last 6 years (Ever 6), forces children and looked after children (LAC).
  - Pupils eligible for free school meals sometime can have other factors that can be a barrier to learning (e.g. special educational needs).
    - The school will strive to ensure that vulnerable and disadvantaged pupils have their needs quickly identified and addressed.
    - The Pupil Premium Grant (PPG) will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- A high priority focus for spending of the PPG will relate to securing the best rates of progress for vulnerable and disadvantaged pupils.
  - A strong focus will also be placed on ensuring that our disadvantaged pupils are 'ready to learn' and have the emotional support they need.

## Overview 2021-22

Total number of pupils on role	417
Total number of pupils eligible for PPG (Ever 6)	127
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£179,485
Contingency Reduction in PP allowance from Local authority	£15,000
Total spending available	£164,485
Total spend 2021-2022	£164,485

**The four aspects around which we have deployed Pupil Premium funding are:**

Strand 1: Learning in the curriculum – raising achievement and attainment
Strand 2: Social, emotional and behaviour
Strand 3: Enrichment beyond the curriculum
Strand 4: Attendance

**Barriers to future attainment (for pupils eligible for PP, including high ability – 33%)**

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A. Some pupils eligible for PP have identified SEND [including; speech and language difficulties, Autism Spectrum Disorder, specific learning difficulties and/or social, emotional and mental health needs].
- B. Research shows the gap between PP and Non-PP at KS2 will significantly widen at KS3 without early intervention.
- C. Some pupils are coming from very disadvantaged backgrounds where opportunities and experiences outside of school are limited.
- D. 88% of pupils do not speak English as a first language and need additional support to meet expectation at the end of Key stage.

**External barriers (issues which also require action outside school)**

- E. Some of our pupils eligible for PP have families who require guidance and additional support. Some of our disadvantaged pupils have complex social, financial and emotional needs.
- F. Mental Health and well-being support is needed to enable pupils to develop the life-long emotional and social strategies needed to facilitate learning, build resilience and be reflective.

<b>Desired Outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b> To increase the % of SEND pupils who meet the expected standard in reading, writing and maths. PP/SEND register will show provision made (provision map) for every individual pupil and monitor progress through data tracking, PP meetings, IEPs/EHCPs and the SSE cycle.	The gap between PP pupils and Non-PP pupils at the expected standard will be reduced and in-line with the NA by the end of KS2.
<b>B.</b> To decrease the gap between PP and Non-PP pupils at expected and greater depth. To ensure PP pupils meet National expectation % at the end of Key Stage.	Data will show a decreasing gap across the school between PP and Non-PP pupils. PP pupils will be consistently in line with or better than National PP % at the end of Key Stage.
<b>C.</b> The school and families work in positive partnership to ensure that financial constraints do not negatively impact the pupils' opportunities to life experiences –e.g. clubs, trips, workshops, music tuition	Parents can speak to/ get advice from the family support worker so that the school can support the child/ren to participate in a range of activities outside of the curriculum/wider school life including completion of homework and access to on-line platforms available.
<b>D.</b> To deliver bespoke teaching and in class support (resourcing) to the majority of EAL pupils in stages A and B so that they can make accelerated progress and be able to access the curriculum within 12 months.	80% of Stage A and B pupils will be able to access the curriculum in class within 12 months.
<b>E.</b> Access to the School's Family Support worker, specialised outside agencies and resourcing will provide financial, emotional and educational support for families.	All PP families will have guidance on accessing information, services, educational devices, training and funding to support their own and their children's development and achievements inside and outside of school.
<b>F.</b> Children to learn a range of skills and strategies through P4C and Jigsaw, as well as receive bespoke social and emotional interventions to support their own mental health and develop positive thinking, resilience, empathy and the ability to ask for help and recognise this in others.	An increased emotional intelligence seen in the children throughout the school socially, emotionally and educationally so they can recognise how to manage their own thoughts and feelings respectfully, as well as others so they are ready to learn/ at least expected progress and attainment.

i Teaching and Targeted support					
Objective	Implementation/Monitoring	Cost	Evidence	Outcome	Impact
<p><b>A</b></p> <p>To improve speaking, listening and communication skills through delivery of bespoke programmes and 1:1 SALT interventions.</p>	<p>Pupils tested and will receive language link programme weekly.</p> <p>Inclusion AHT to monitor identified pupils and liaise with LM and analyse Language Link assessments/set programmes.</p>	<p>£7,660</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>(DfE document alongside the Department of Social Care Appendix C)</p>	<p>SALT to continue to provide SP&amp;L to identified children.</p> <p>Trained staff to deliver speech and language strategies using language link, assess and evaluate the outcomes.</p> <p>Parents able to support children at home with SALT strategies</p>	<p>The Speech and Language therapist attends school weekly. TAs also attend SALT sessions to ensure strategies are implemented in class. This has resulted in improved communication and speech and language skills. Bespoke plans are provided to parents to support their children at home. 25% of SEND children have Speech and Language support.</p> <p>8% of children in the school, who achieved a low score in a language link assessment are receiving daily Language Link Support. During the last assessment, all the children progressed, however 35% no longer need intervention. 12% will be referred onto speech and language support and the remaining children will be re-assessed at the end of term.</p>

<p><b>B</b> To raise attainment and 'close the gap' in Reading, Writing and Maths for all PP children in line with their peers.</p>	<p>Teachers and HLTAs to provide small group tuition after school for identified pupils to close the gap with peers at Expected and Greater Depth.</p> <p>Inclusion AHT and YGL to monitor identified pupil progress.</p>	<p>£20,000</p>	<p>EEF shows small group tuition/intervention has moderate impact on children to help close the gap.</p>	<p>Data to show accelerated progress and expectation is met.</p> <p>The gap between PP and non- PP is minimal throughout the school and better than % NA by the end of KS2.</p>	<p>Booster groups are delivered by teachers in English and maths. The attainment at <b>expected</b> for PP and Non-PP can be seen in the table:</p> <table border="1" data-bbox="1664 347 2110 981"> <tr><td colspan="4"><b>2022</b></td></tr> <tr><td></td><td><b>Reading</b></td><td><b>Writing</b></td><td><b>Maths</b></td></tr> <tr><td colspan="4"><b>Year 3</b></td></tr> <tr><td><b>PP</b></td><td>66%</td><td>46%</td><td>59%</td></tr> <tr><td><b>Non-PP</b></td><td>72%</td><td>67%</td><td>73%</td></tr> <tr><td><b>Difference</b></td><td>-6%</td><td>-21%</td><td>-14%</td></tr> <tr><td colspan="4"><b>Year 4</b></td></tr> <tr><td><b>PP</b></td><td>67%</td><td>48%</td><td>62%</td></tr> <tr><td><b>Non-PP</b></td><td>67%</td><td>59%</td><td>77%</td></tr> <tr><td><b>Difference</b></td><td></td><td>-11%</td><td>-15%</td></tr> <tr><td colspan="4"><b>Year 5</b></td></tr> <tr><td><b>PP</b></td><td>67%</td><td>58%</td><td>64%</td></tr> <tr><td><b>Non-PP</b></td><td>78%</td><td>66%</td><td>75%</td></tr> <tr><td><b>Difference</b></td><td>-11%</td><td>-8%</td><td>-11%</td></tr> <tr><td colspan="4"><b>Year 6</b></td></tr> <tr><td><b>PP</b></td><td>61%</td><td>68%</td><td>71%</td></tr> <tr><td><b>Non-PP</b></td><td>81%</td><td>63%</td><td>89%</td></tr> <tr><td><b>Difference</b></td><td>-20%</td><td>+5%</td><td>-18%</td></tr> </table> <p>The attainment at <b>Greater Depth</b> for PP and Non-PP can be seen in the table:</p> <table border="1" data-bbox="1664 1102 2110 1390"> <tr><td colspan="4"><b>2022</b></td></tr> <tr><td></td><td><b>Reading</b></td><td><b>Writing</b></td><td><b>Maths</b></td></tr> <tr><td colspan="4"><b>Year 3</b></td></tr> <tr><td><b>PP</b></td><td>15%</td><td>7%</td><td>20%</td></tr> <tr><td><b>Non-PP</b></td><td>28%</td><td>11%</td><td>27%</td></tr> <tr><td><b>Difference</b></td><td>-13%</td><td>-4%</td><td>-7%</td></tr> <tr><td colspan="4"><b>Year 4</b></td></tr> <tr><td><b>PP</b></td><td>19%</td><td>14%</td><td>19%</td></tr> </table>	<b>2022</b>					<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Year 3</b>				<b>PP</b>	66%	46%	59%	<b>Non-PP</b>	72%	67%	73%	<b>Difference</b>	-6%	-21%	-14%	<b>Year 4</b>				<b>PP</b>	67%	48%	62%	<b>Non-PP</b>	67%	59%	77%	<b>Difference</b>		-11%	-15%	<b>Year 5</b>				<b>PP</b>	67%	58%	64%	<b>Non-PP</b>	78%	66%	75%	<b>Difference</b>	-11%	-8%	-11%	<b>Year 6</b>				<b>PP</b>	61%	68%	71%	<b>Non-PP</b>	81%	63%	89%	<b>Difference</b>	-20%	+5%	-18%	<b>2022</b>					<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Year 3</b>				<b>PP</b>	15%	7%	20%	<b>Non-PP</b>	28%	11%	27%	<b>Difference</b>	-13%	-4%	-7%	<b>Year 4</b>				<b>PP</b>	19%	14%	19%
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<p><b>D</b> To deliver EAL programmes to new arrivals to support access to the curriculum.</p>	<p>To provide small group and 1:1 support for identified new arrival/EAL pupils so that they are able to access the curriculum.</p> <p>To further provide support and resourcing for class teachers.</p> <p>Inclusion AHT and EAL lead to assess/track and monitor progress of pupils half termly.</p>	£13,741	<p>A DfE report written by Professor S. Strand and Dr Ariel Lindorff shows that research has identified that it takes learners more than six years to progress from the lowest to the highest levels of English language proficiency. It has also shown that it is only at the highest levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential.</p>	<p>New arrivals given daily teaching are able to access the basic curriculum (some with support) within 12 months.</p> <p>Training and resourcing for all staff seen in planning/lessons.</p>	<p>HLTA and a TA deliver bespoke interventions in literacy and numeracy and conversation skills. Out of the 11 new starters this year, 6 have moved up in proficiency from A to B and although they still require EAL Literacy support they are accessing the curriculum in other subjects with support.</p> <p>There were 4 students with little or no English. These students receive daily one-to-one support in EAL with additional support in class. One student is now receiving no EAL support (C) and is working towards his current group level.</p>																																												
To provide personalised support and	To identify PP children who also have a special educational need and provide	£19,413	Personalised learning is the drive to tailor education to individual	Data shows accelerated progress for all PP/SEND pupils and expectation at	Termly meetings held with teachers to review PP students and ensure interventions are																																												

<p>teaching for identified PP pupils with SEND to accelerate progress and close the gap with peers.</p>	<p>bespoke interventions, programmes, teaching and resources to help them make excellent progress and close the gap in attainment between them and their peers.</p> <p>AHT/SENDSCO to track and monitor through Provision map and termly PP meetings.</p>		<p>need, interest and aptitude so as to fulfil every young person's potential. (DfES, 2004a: 4)</p>	<p>the end of KS2 to be in line with NA.</p>	<p>bespoke to ensure progression. Better progress outcomes have been achieved as a result. End of Key Stage 2 results are:</p> <table border="1" data-bbox="1666 347 2069 624"> <thead> <tr> <th rowspan="2">2022</th> <th colspan="2">SEND</th> <th colspan="2">Non-SEND</th> </tr> <tr> <th>SS</th> <th>VA</th> <th>SS</th> <th>VA</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>98</td> <td>+1.3</td> <td>105</td> <td>+2.7</td> </tr> <tr> <td>Reading</td> <td>103</td> <td>+0.1</td> <td>105</td> <td>+0.5</td> </tr> <tr> <td>Writing</td> <td>98</td> <td>-0.7</td> <td>99</td> <td>-0.3</td> </tr> <tr> <td>GPS</td> <td>111</td> <td>+8.9</td> <td>110</td> <td>+6.1</td> </tr> </tbody> </table>	2022	SEND		Non-SEND		SS	VA	SS	VA	Maths	98	+1.3	105	+2.7	Reading	103	+0.1	105	+0.5	Writing	98	-0.7	99	-0.3	GPS	111	+8.9	110	+6.1
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<p><b>A, B and F</b> To provide CPD for staff on key areas of the SDP –e.g. P4C/Meta-cognition, mental health and wellbeing</p>	<p>INSET and CPD for subject leadership and whole staff on key areas of SDP to improve pedagogy around Meta-cognition/P4C/MH/resilience</p>	<p>£6,000</p>	<p>Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching. Areas such as meta cognition and P4C are key to developing lifelong learners.</p>	<p>Staff have strengthened knowledge and skills in key areas e.g. metacognition and P4C to improve practice and develop strategies for children to be life- long learners.</p> <p>Children supported in key areas of self-development –e.g. resilience, collaborative and critical thinking.</p>	<p>All MH/P4C/RRSA training has been completed by staff. This is now seen in planning and lesson observations across the school. Skills such as empathy, active listening, debating and resilience can be seen on and off the playground. P4C language is being used to discuss and debate. Incidents in class and on the playground have decreased. Of the 19 children who had a behaviour record, 6 children were PP. Since receiving interventions there have been no further reported incidences.</p>																													
<p><b>F</b> To remove barriers to learning by</p>	<p>Learning mentors to deliver a range of bespoke programmes to ensure 'readiness to learn'</p>	<p>£31,554</p>	<p>Internal monitoring shows that sessions to develop self- esteem, social skills</p>	<p>Pupils with specific emotional and behavioural needs are</p>	<p>Identified children are in class ready to learn, able to manage their emotions leading to good</p>																													



<p>supporting and improving behaviour, mental health, emotional well-being and social skills.</p>	<p>including seasons for growth, lego therapy, social skills sessions and drawing therapy.</p> <p>Inclusion AHT and LM to assess and monitor progress. Complete progress report half-termly.</p>		<p>and well- being have been very successful for children with high anxiety and SEND. The strategies can be used in class and help regulation to allow learning to happen.</p>	<p>supported and have strategies to help them manage emotion and overcome barriers to ensure more ‘readiness to learn’ in the classroom and happiness on the playground.</p>	<p>progress and better outcomes. Staff support identified children daily and impact reports are completed.</p> <p>Attendance has improved and behaviour in class and in the playground have significantly decreased. Of the 19 children who had a behaviour record, 6 children were PP. Since receiving interventions there have been no further reported incidences.</p>
<p><b>E</b> To provide emotional support and educational strategies for parents at home.</p>	<p>The family support worker to provide specific programmes for parental support and development –e.g. Marlborough project, Jigsaw for Families, coffee mornings (HACS), GROW project, on-line safety/IT skills- to identified vulnerable families to support parenting and education in the home.</p> <p>AHT and Family Support worker to assess and monitor progress. Complete progress report half- termly.</p>	<p>£13,514</p>	<p>Evidence from EEF and school show us that supporting and training parents has a positive impact on their children’s behaviour, attitude, attendance and learning. Supporting our more vulnerable families also helps to support emotional needs and wellbeing – this can be seen in pupil outcomes.</p>	<p>‘Early intervention’ for vulnerable families will support with parenting, homework, educational workshops/sessions.</p> <p>Internal and External support (HACS) and training opportunities (ESOL) (GROW), IT skills, to enable positive support for both children and parents.</p>	<p>Parental communication has increased due to having bespoke coffee mornings. ESOL and GROW promote their programmes and as a result these courses have been fully booked with 15 parents attending each one.</p> <p>Quote from parents:  <b><i>“it’s been worthwhile attending and I’ll definitely try some of the ideas I was given”</i></b>  <b><i>“I like the confidence I’ve seen in my son since joining the group”</i></b>  <b><i>“I learnt a lot from GROW. Now I am ready for a job. I am very thankful to Minet Junior School who told us about GROW”</i></b></p>

					<i>"I was very happy to have joined the GROW programme. It was really helpful for parents who stay at home and look after children. This programme has boosted my confidence and I am ready to apply for jobs".</i>
<b>F</b> To support pupils with anger management/ behaviour/ self-regulation through bespoke mentoring programme.	Outside specialist to deliver weekly sessions with small groups/individuals using techniques to address aggressive behaviour and anger management and self-regulation.  After school boxing mentoring programme.  Progress report to SLT every half-term.	£4,000	School evidence shows a positive impact on behaviour and reduced incidents in the playground.	Improvement in playground and class behaviour for identified individuals. Coping/anger strategies being used.	10 students have attended a bespoke mentoring programme focusing on self-esteem, anxiety and behaviour and attendance. 50% of children who attended were PP. Teacher feedback is positive with children gaining more confidence in lessons and with improved attendance and punctuality.
<b>F</b> To support pupils with complex emotional needs/trauma through Art therapy, Animal Assisted Therapy (therapy dog).	Vulnerable PP students given counselling/ strategies in dealing with mental health, resilience and emotional issues in 1:1 and small group weekly sessions.	£5,400	Research has shown that art therapy has been used quite successfully to help children learn to effectively communicate, have improved concentration, improved behaviours and develop closer relation-	Pupils show confidence and ability to express their emotion and needs verbally impacting social behaviours, resilience and learning behaviour. Self-regulation removes barriers to learning.	A new Art therapist delivers personalised therapy to 2 students who have experienced trauma. Learning mentors deliver a variety of support groups ranging from Sand therapy, lego therapy, Seasons for Growth, social skills, anxiety groups and friendship groups. 54% of children who attend a Learning Mentor group

	LMs and AHT Inclusion to monitor.		ships. It has shown to improve moods, promote relaxation, and decrease disruptive behaviours and attitudes. "Randomised controlled trial research shows that art therapy helped improve coping strategies." (Penny Brohn, 2011, Online)		are PP. Children learn strategies and skills to identify and regulate their emotions.
<b>iii Other approaches</b>					
Objective	Implementation/Monitoring	Cost		Outcome	Impact
<b>A,B,C and D</b> To provide technology (laptop) for PP pupils to access the extended curriculum and complete homework.	Every PP pupil to be given a laptop for home learning so that they can use the range of on-line platforms to support and extend learning outside of school – IXL, Purple Mash, White Rose, Bug Club...  Monitoring of work by teachers to ensure completion and challenge. Overview looked at half- termly by YGL.	£7,000	EEF evidence shows that digital technology is successful in helping pupils work more independently. It allowed us to remotely teach successfully when needed and set homework across a range of subjects.  It supports access to the wide range of learning platforms the school offers- e.g. Bug Club, IXL for extended learning.	Access all on-line platforms offered through the school (IXL, Bug Club, Purple Mash, times tables rock stars) to support extended independent learning outside of school and 100% completion of homework.	PP children have been provided with a laptop to use at home This has enabled children to access homework and online platforms. 73% of PP children are accessing online platforms where they can complete their homework and use the online platforms to support their learning.
<b>A,B,C and D</b>	All children to have a laptop to access homework and	£2,000	EEF evidence shows that digital technology is	Access all on-line platforms offered	PP children have been provided with a laptop to use at home This

To provide IT platforms – IXL, Bug Club to pupils outside of school for extended learning opportunities.	extended learning opportunities through username/password platforms – IXL, Purple Mash, White Rose hub, Number/Word Shark.....		successful in helping pupils work more independently.	through the school (IXL, Bug Club, Purple Mash, Education City) to support learning outside of school and 100% completion of homework.	has enabled children to access homework and online platforms. 73% of PP children are accessing online platforms where they can complete their homework and use the online platforms to support their learning.
<b>C</b> To provide resources that will support learning inside and outside of the classroom.	To support PP pupils with resourcing to ensure they are 'ready to learn' inside the classroom and opportunity to extend their learning and experiences outside (equipment).	£4,058	Reducing barriers to learning (resources) leads to better outcomes.	Pupils are well equipped and ready to begin lessons, clubs or peripatetic lessons.	32% PP children attend after school clubs. Each child is provided with one free club.
<b>A and B</b> Pupil attendance to improve and PP pupils to be in line with peers throughout the school.	Attendance officer to monitor PP attendance and work closely with the participation team to work with identified families under 90% to overcome barriers and improve attendance.	£3,806	Evidence shows that the higher the overall absence rate across Key Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	Attendance of PP pupils is in line with National average of 95%.  Increased attendance impact on progress and attainment data.	Students are closely monitored and PP attendance reviewed fortnightly. Additional meetings with parents and mini panels are held with parents whose children's attendance is below 95%. Currently 25% of PP children have attendance below 95%
<b>A, B and C</b> To ensure a healthy start to the day by providing breakfast club for all pupils so they	Daily Breakfast club from 7.30am-8.30am.  Learning mentors to register, deliver and supervise breakfast club and games.	£8,419	A healthy start to the day impacts the body and brain supporting physical and mental function, including mood, behaviour and concentration. (PHE:	Pupils have access to a range of healthy foods in the morning to start the day positively/activate brain and body power.	50% of children who attend breakfast club are PP. This ensures children have breakfast before school and arrive at their classroom ready to learn.

are 'ready to learn'.			The link between pupil health and wellbeing and attainment 2014)	Early arrival supports attendance.	
<b>A, B and C</b> To have a range of fruit to encourage healthy lifestyle choice	Learning Mentors to distribute daily fruit for children to have at playtime.  AHT Inclusion to monitor	£3,000	Evidence shows healthy eating/ 7 a day helps to maintain a healthy body/mind. (PHE: The link between pupil health and wellbeing and attainment 2014)	Children to have access to different fruits to encourage healthy lifestyle choices outside of school.	100% have access to daily fruit to encourage healthy eating and provide them with part of their 7-a- day.
<b>C</b> To widen extra-curricular learning opportunities through enrichment activities e.g. trips, residential, drama groups/workshops.	To provide enrichment opportunities for PP pupils by organising trips, workshops, events that enhance the curriculum and encourage first- hand life experience – e.g. Y6 Residential  DH and YGL to plan, book, risk assess and monitor impact of activities.	£7,000	EEF evidence shows this has moderate impact for moderate cost. School evidence shows that many of the children have little life experience or exposure and trips/workshops allow them opportunities to broaden their knowledge, skills and vocabulary through these experiences.	Pupils benefit from a range of first hand experiences and learning opportunities to support curriculum T&L and improve outcomes.	All children have access to enrichment opportunities, which have included a residential visit to Butlins, of which 33 children attended and 11 were PP, a visit to the Uxbridge RAF Bunker and the local Gurdwara.
<b>C</b> To provide tuition and coaching by specialist staff to widen life experiences.	Pupils to have access to one free club all year to build on and gain new skills through a variety of peripatetic lessons and lunchtime/ after school clubs available – e.g.	£7,620	EEF evidence shows greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Studies link music to	Pupils learn a new skill outside of the curriculum in either sport, language, music or the arts.	Children are offered the opportunity to attend choir with a view of participating in community events. One of the events was turning on the Hayes Town Christmas Lights at St Anselm's

	=Violin/guitar/choir, French choir, sports clubs, cooking club....  AHT to monitor registers.		better outcomes in SP&L and writing.  Exercise/ competitive sports improve health and lifestyle choices as well as develop key areas such as strategy, spatial awareness and collaborative working.		Church along with other schools in the Borough. Eight children participated in this event of which four of them were PP children.
Total: £164,485					

### Recovery Premium Funding: 2021

Extra funding has been allocated to provide additional support for disadvantaged pupils to continue to 'close the gap'. The recovery premium will be allocated using the same data as the Pupil Premium funding.

- Pupils who are eligible for free schools meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by Local Authorities and referred to as looked- after children (LAC)
- Post-looked after children (post-LAC)
- £145 for each eligible pupil

To raise attainment and 'close the gap' in Reading, Writing, Grammar and Maths for all PP children in line with their peers	Teachers and HLTAs to provide additional weekly 1:1 and small group tuition after school for identified pupils to close the gap with peers at Expected and Greater Depth.	£12,695	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's	Data to show accelerated progress and expectation is met.  The gap between PP and non- PP is minimal	<b>2022 EXPECTED</b>			
						<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
					<b>Year 3</b>			
					<b>PP</b>	66%	46%	59%
					<b>Non-PP</b>	72%	67%	73%
					<b>Difference</b>	-6%	-21%	-14%
<b>Year 4</b>								

at Expected and Greater Depth.	Half termly assessment to track progress of tutoring.		potential. (DfES, 2004a: 4)	throughout the school and better than NA % by the end of KS2.	<table border="1"> <tr><td><b>PP</b></td><td>67%</td><td>48%</td><td>62%</td></tr> <tr><td><b>Non-PP</b></td><td>67%</td><td>59%</td><td>77%</td></tr> <tr><td><b>Difference</b></td><td></td><td>-11%</td><td>-15%</td></tr> <tr><td colspan="4" style="text-align:center"><b>Year 5</b></td></tr> <tr><td><b>PP</b></td><td>67%</td><td>58%</td><td>64%</td></tr> <tr><td><b>Non-PP</b></td><td>78%</td><td>66%</td><td>75%</td></tr> <tr><td><b>Difference</b></td><td>-11%</td><td>-8%</td><td>-11%</td></tr> <tr><td colspan="4" style="text-align:center"><b>Year 6</b></td></tr> <tr><td><b>PP</b></td><td>61%</td><td>68%</td><td>71%</td></tr> <tr><td><b>Non-PP</b></td><td>81%</td><td>63%</td><td>89%</td></tr> <tr><td><b>Difference</b></td><td>-20%</td><td>+5%</td><td>-18%</td></tr> <tr><td colspan="4" style="text-align:center"><b>2022 GREATER DEPTH</b></td></tr> <tr><td></td><td><b>Reading</b></td><td><b>Writing</b></td><td><b>Maths</b></td></tr> <tr><td colspan="4" style="text-align:center"><b>Year 3</b></td></tr> <tr><td><b>PP</b></td><td>15%</td><td>7%</td><td>20%</td></tr> <tr><td><b>Non-PP</b></td><td>28%</td><td>11%</td><td>27%</td></tr> <tr><td><b>Difference</b></td><td>-13%</td><td>-4%</td><td>-7%</td></tr> <tr><td colspan="4" style="text-align:center"><b>Year 4</b></td></tr> <tr><td><b>PP</b></td><td>19%</td><td>14%</td><td>19%</td></tr> <tr><td><b>Non-PP</b></td><td>36%</td><td>19%</td><td>36%</td></tr> <tr><td><b>Difference</b></td><td>-17%</td><td>-5%</td><td>-17%</td></tr> <tr><td colspan="4" style="text-align:center"><b>Year 5</b></td></tr> <tr><td><b>PP</b></td><td>25%</td><td>3%</td><td>25%</td></tr> <tr><td><b>Non-PP</b></td><td>25%</td><td>1%</td><td>35%</td></tr> <tr><td><b>Difference</b></td><td></td><td>+2%</td><td>-10%</td></tr> <tr><td colspan="4" style="text-align:center"><b>Year 6</b></td></tr> <tr><td><b>PP</b></td><td>26%</td><td></td><td>26%</td></tr> <tr><td><b>Non-PP</b></td><td>21%</td><td>5%</td><td>35%</td></tr> <tr><td><b>Difference</b></td><td>+5%</td><td>-5%</td><td>-9%</td></tr> </table>	<b>PP</b>	67%	48%	62%	<b>Non-PP</b>	67%	59%	77%	<b>Difference</b>		-11%	-15%	<b>Year 5</b>				<b>PP</b>	67%	58%	64%	<b>Non-PP</b>	78%	66%	75%	<b>Difference</b>	-11%	-8%	-11%	<b>Year 6</b>				<b>PP</b>	61%	68%	71%	<b>Non-PP</b>	81%	63%	89%	<b>Difference</b>	-20%	+5%	-18%	<b>2022 GREATER DEPTH</b>					<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Year 3</b>				<b>PP</b>	15%	7%	20%	<b>Non-PP</b>	28%	11%	27%	<b>Difference</b>	-13%	-4%	-7%	<b>Year 4</b>				<b>PP</b>	19%	14%	19%	<b>Non-PP</b>	36%	19%	36%	<b>Difference</b>	-17%	-5%	-17%	<b>Year 5</b>				<b>PP</b>	25%	3%	25%	<b>Non-PP</b>	25%	1%	35%	<b>Difference</b>		+2%	-10%	<b>Year 6</b>				<b>PP</b>	26%		26%	<b>Non-PP</b>	21%	5%	35%	<b>Difference</b>	+5%	-5%	-9%
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To remove barriers to learning by	Outside provider to deliver weekly growth mind- set	£3,120	Research links the growth mindset with	Pupils to learn how to develop growth mind set	Due to restrictions in place we were unable to find someone who would																																																																																																																				

<p>supporting and improving growth mind- set and resilience.</p>	<p>sessions to small groups to nurture positive attitudes to learning, motivation and build resilience for success.</p>		<p>many benefits, including: greater comfort with taking personal risks and striving for more stretching goals; higher motivation; enhanced brain development across wider ranges of tasks; lower anxiety; better work relationships; and higher performance levels. (2006 Mindset)</p>	<p>to help them overcome barriers to learning, become more motivated and strive for success.</p>	<p>come into school to do this. This has been planned in for 2022-23.</p>
<p>To provide additional tuition and coaching by specialist staff to widen life experiences.</p>	<p>Pupils to have access to one free club all year to build on and gain new skills through a variety of peripatetic lessons and lunchtime/ after school clubs available – e.g. =Violin/guitar/choir, French choir, sports clubs, cooking club....</p> <p>AHT to monitor registers.</p>	<p>£2,600</p>	<p>EEF evidence shows greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Studies link music to better outcomes in SP&amp;L and writing.</p> <p>Exercise/ competitive sports improve health and lifestyle choices as well as develop key areas such as strategy,</p>	<p>Pupils learn a new skill outside of the curriculum in either sport, language, music or the arts.</p>	<p>Children are offered the opportunity to attend choir with a view of participating in community events. One of the events was turning on the Hayes Town Christmas Lights at St Anselm’s Church along with other schools in the Borough. Eight children participated in this event of which four of them were PP children.</p>



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Recovery funding: £18,415