

# Primary Pupil premium & catch up funding strategy / self-evaluation

1. Summary information					
Academy Name	Millbridge				
Academic Year	20-21	Total PP budget	£135,155	Date of most recent PP Review	01.03.20 (internal) 02.04.19 (external)
		Estimated catch up funding	£23,680 + £6k approx		
Total number of pupils	296	Number of pupils eligible for PP	114 (39%)	Date for next internal review of this strategy	01.03.21

2. Current attainment - based on teacher assessments and/or 2019 outcomes		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	47% (24% in 2019)	65%
% making expected progress in reading (as measured in the school)	+3.9 in year 60% at EXS (36% 2019)	This was the 1 <sup>st</sup> year that pupils in Y6 took part in the new style tests in Y2 – we have no idea how progress would have been calculated as the assessments never took place.
% making expected progress in writing (as measured in the school)	+1.2 in year 47% at EXS (44% 2019)	
% making expected progress in mathematics (as measured in the school)	+3.3 in year 53% at EXS (52% 2019)	

3. Barriers to future attainment (for pupils eligible for PP & others who may need help to catch up)	
<b>Academic barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Poor resilience and fewer strategies for maintaining positive health and wellbeing.
B.	Limited vocabulary and low levels of literacy including speaking, listening and oracy, which can impact on learning across the curriculum.
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
C.	Low attendance rates.
D.	Low aspirations about what can be achieved and how to be successful, limited access to positive role models.

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E.	Parental engagement with school and perceptions of education.	
F.	Environmental factors – PP correlation with pastoral caseload, with families who require multi-agency support and between safeguarding incidents/concerns.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Children will be proactive, organised and enthusiastic learners who are resilient to setbacks and take pride in their achievements. They will develop confidence, resilience and knowledge so that they can keep themselves mentally healthy.	Children are ready to learn in class without the need for intervention. Number of incidents of pupil escalation is reduced. Evidence of highly effective support and interventions to build resilience and coping mechanisms. The school, classrooms and outdoor area are set up to ensure children feel included and supported. Surveys show that children are happy coming to school.
B.	Children have the language skills to access a broad rich curriculum. Clear opportunities for oracy across the school are developed. A reading culture is promoted to ensure that all pupils read regularly and develop ‘a love of books.’ Pupils read and are read to regularly and have access to high quality, appropriately challenging texts.	Develop breadth (increase vocabulary) and depth (understand and use in context). Accelerated Reader tracking demonstrates that children are reading a wide range of engaging texts. Star Reader demonstrates an increase in ZPD for PP pupils. Children are able to talk confidently about the books they have read and their favourite authors.
C.	Absence figure to decrease. % of PP persistent absentees to decrease.	7.25% down to 4.7% or less (national average 2019) 22.92% down to 10.9% or less (national average 2019)
D.	Reduction in the number of exclusions for PP pupils. Reduction in the number of behavioural escalations for PP pupils on pastoral caseload.	A significant reduction in the number of exclusions in total. A reduction in the % of exclusions being PP pupils (internal/fixed-term/PX).
E.	Attainment figures to increase by ensuring classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils. There is a rapid response for those who are risk of underachievement.	The gap to narrow between the achievement (RWM) of PP pupils and non-PP pupils using school based data (a difference less than 13%, which would have been the difference this year). Progress figures in RWM to be broadly in line with non-PP (school based data). Progress figures in RWM to be broadly in-line with non-PP (national/LA data). Quality assurance finds that teachers meet the needs of all learners through the use of gap analysis, ‘tiny targets’ and precision teaching. QA finds that support staff are used to impact positively on pupil achievement. The range of interventions and boosters demonstrate a positive impact on progress or PP pupils. Tutors have a positive impact upon progress of PP pupils.

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F.	Increased number of experiences to raise cultural capital.	<p>To ensure children are exposed to the world beyond their classroom, PP pupils in each year group to have experienced:</p> <ul style="list-style-type: none"> <li>• At least 2 curricular trips</li> <li>• At least 2 extra-curricular experiences</li> <li>• All 'possibilities' (career/job links) mapped out across the new curriculum are shared and children can talk confidently about these.</li> <li>• Content in Fact Files is taught well and pupils know more and remember more.</li> <li>• At least 2 inspirational/aspirational visitors</li> </ul> <p>* Dependant on Covid 19 restrictions</p>
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## 5. Review of expenditure – Pupil Premium spending only

Previous Academic Year	2019 - 2020
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### i. Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned	Cost						
<p>Introduce Accelerated Reader (£3,500) and Star Reader (£2,019), as well as books/resources to make best use of these resources.</p>	<ul style="list-style-type: none"> <li>• An increased positive attitude towards reading (Increasing word/book count in AR).</li> <li>• All pupils (including PP) to be reading books appropriate to individual reading levels (All classes using AR effectively).</li> <li>• Increased ZPD by the end of the year (assessed in Star Reader).</li> <li>• Reading progress for PP pupils to be broadly in-line with non PP pupils.</li> <li>• Gap to narrow for phonics screening pass when comparing PP to non-PP pupils.</li> <li>• Gap to narrow when comparing attainment in reading (end of KS1 and 2) for PP pupils to non-PP pupils.</li> <li>• Reading/phonics data to be broadly in-line with national average for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• The first data set was collected in Star Reader – school closure meant that a second set of comparative data was never collected. There will be a baseline assessment early September to set us up for the next academic year.</li> <li>• It was projected that 60% of PP pupils in Reading would achieve EXS in Y6 and 63% in Y2.</li> <li>• PP pupils in Y2/Y6 had already made the following in-year progress in reading by March 20:</li> </ul> <table border="1" data-bbox="1167 1066 1451 1171"> <tr> <td>PP</td> <td>Reading</td> </tr> <tr> <td>Year 2</td> <td>+2.75</td> </tr> <tr> <td>Year 6</td> <td>+3.9</td> </tr> </table>	PP	Reading	Year 2	+2.75	Year 6	+3.9	<p>There needs to be funds available in the next academic year to supplement the ZPD bands with fewer books available.</p> <p>The use of these systems is hugely reliant on the availability of devices in school during the day – particularly when pupils do not have access to devices at home. This would influence next year's spending plan.</p>	5,519
PP	Reading									
Year 2	+2.75									
Year 6	+3.9									

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<p>Introduce MC Grammar (£2,500) Sandwell test &amp; phonics tracker (£250)</p>	<ul style="list-style-type: none"> <li>The gap between attainment in SPAG and writing is narrowed in KS2.</li> <li>Writing progress for PP pupils to be broadly in-line with non PP pupils</li> <li>Gap to narrow when comparing attainment in writing (end of KS1 and 2) for PP pupils to non-PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>In Y6 47% of PP pupils achieved EXS in writing, compared to 60% in SPAG.</li> <li>PP pupils in Y2/Y6 have already made the following in-year progress (by March 20):</li> </ul> <table border="1" data-bbox="1184 331 1469 437"> <tr> <td>PP</td> <td>SPaG</td> </tr> <tr> <td>Year 2</td> <td>+3.8</td> </tr> <tr> <td>Year 6</td> <td>+1.3</td> </tr> </table>	PP	SPaG	Year 2	+3.8	Year 6	+1.3	<p>Phonics needs to be addressed across the school now we are facing bigger gaps due to closure – the process of teaching phonics needs to be addressed and reinvigorated.</p>	<p>2,750</p>																													
PP	SPaG																																						
Year 2	+3.8																																						
Year 6	+1.3																																						
<p>Use a fourth teacher in Upper Key Stage 2 (£34,664)</p>	<p>Increased achievement at the end of KS2 (increase in progress and attainment from last year, narrowing gap when compared to non-PP pupils).</p>	<table border="1" data-bbox="1128 501 1664 794"> <thead> <tr> <th>March 20</th> <th>Read</th> <th>SPAG</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EXS PP</td> <td>60%</td> <td>60%</td> <td>47%</td> <td>53%</td> </tr> <tr> <td>EXS All</td> <td>78%</td> <td>73%</td> <td>76%</td> <td>74%</td> </tr> <tr> <td>GDS PP</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>7%</td> </tr> <tr> <td>GDS All</td> <td>36%</td> <td>38%</td> <td>18%</td> <td>36%</td> </tr> <tr> <td>Progress PP</td> <td>+3.9</td> <td>+1.3</td> <td>-</td> <td>+3.3</td> </tr> <tr> <td>Progress All</td> <td>+2.1</td> <td>+3.1</td> <td></td> <td>+3.6</td> </tr> </tbody> </table> <p>* Indicates a significant increase in % from the previous academic year * Progress = In year</p>	March 20	Read	SPAG	Write	Maths	EXS PP	60%	60%	47%	53%	EXS All	78%	73%	76%	74%	GDS PP	20%	20%	20%	7%	GDS All	36%	38%	18%	36%	Progress PP	+3.9	+1.3	-	+3.3	Progress All	+2.1	+3.1		+3.6	<p>The impact is clear and this will continue into the next academic year.</p>	<p>34,664</p>
March 20	Read	SPAG	Write	Maths																																			
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<p><b>ii. Targeted support</b></p>																																							
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>																																			
<p>Employ support from a behaviour specialist to support those PP pupils who have additional behavioural needs. (£6,500)</p>	<p>Progress evident in Boxall profiles. Reduction in number of fixed-term exclusions (21 in 18-19). Reduced % of PP pupils excluded. Reduction in the number of behavioural incidents recorded for PP pupils included on Pastoral caseload. CPOMS used accurately and behaviour policy followed consistently by all staff (teachers and support).</p>	<p>80% of the 5 PP pupils working with Aspire made significant progress with their Boxall Profiles from Sept 19 to Dec 19. Behaviour incidents are reducing:</p> <table border="1" data-bbox="1128 1235 1585 1342"> <thead> <tr> <th>CPOMS Incidents</th> <th>Aut 1</th> <th>Aut 2</th> <th>Spring 1</th> </tr> </thead> <tbody> <tr> <td>Behaviour Logs</td> <td>164</td> <td>128</td> <td>87</td> </tr> </tbody> </table>	CPOMS Incidents	Aut 1	Aut 2	Spring 1	Behaviour Logs	164	128	87	<p>Behaviour specialist gave the team the ‘boost’ in confidence that was needed, by sharing simple and effective tools for behaviour management as well as training in attachment – this will not be required again as</p>	<p>6,500</p>																											
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<p>Learning mentors /ESW used to best support additional SEMH/behavioural needs of PP children. (£46,510)</p>		<table border="1" data-bbox="1126 161 1585 268"> <tr> <td>Bullying Logs</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Physical Assault</td> <td>18</td> <td>29</td> <td>16</td> </tr> </table> <p>Vast majority of pastoral caseload is still PP. 100% of fixed term exclusions in the autumn term were PP pupils. There were no fixed term exclusions thus yet in the Spring term. There were 10 internal exclusions for PP pupils in the Autumn term, there were only 3 in Spring.</p>	Bullying Logs	1	1	0	Physical Assault	18	29	16	<p>we are in much stronger position now.</p> <p>The pastoral room is much more fit for purpose but there is still room for further development of the space.</p>	<p>46,510</p> <p>200</p>
Bullying Logs	1	1	0									
Physical Assault	18	29	16									
<p>Pastoral room reinvigorated to best suit its purpose (£200).</p>												
<p>Audit resources used to support behaviours/SEMH needs.</p>												
<p>Appointment of an Inclusion lead (£37,000) Revise the attendance policy – consider how best to celebrate/reward good attendance.</p>	<p>Decrease in absence for PP pupils Reduction in % of PP pupils who are persistent absentees Increased parental engagement from PP pupil parents.</p>	<p>Absence for PP pupils remains an issue. Attendance was 93% in Autumn and 92.5 in Spring. Persistent absenteeism for PP pupils has reduced slightly from 22.40 in Aut to 22.92 in Spring.</p>	<p>This role has given effective strategic leadership for the pastoral team and their efforts to tackling barriers to learning (including attendance).</p>	<p>37,000</p>								
<p><b>iii. Other approaches</b></p>												
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>								
<p>Uniform/PE Kits and bags (£2,500)</p>	<p>PP pupils to be in a better frame of mind to attend school as they are dressed smartly and feel part of the team, improved sense of pride and ability to play a full part within the school and PE. PP parents to feel supported (they have saved the cost of new uniform).</p>	<p>See attendance figures above</p>	<p>Changing the mind-set of families who were to familiar with following their own rules was a real project. We finally have 'buy in'. This will not be a cost moving forward, except for when the occasional family need support with kit/uniform.</p>	<p>2,500</p>								

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Individual programmes (£2,087)	Those pupils on part-time timetable and at risk of permanent exclusion to be better able to cope with school.	<p>Pupil A:</p> <ul style="list-style-type: none"> <li>78% attendance in Aut risen to 96% in Spring</li> <li>2 fixed term exclusions in Aut, none up to now in Spring</li> <li>3 internal exclusions in Aut, none up to now in Spring</li> <li>30 behavioural incidents down to 5 so far this term</li> </ul>		2,087
Residential visits Projected Y6 & Y4 (£8,000) Enrichment ( £3,000)	Targeted children attending and enjoying experiences and opportunities and showing increased knowledge, cultural capital, confidence and self-esteem.	Opportunities for trips and visits were revised according to the new curriculum. The admin team played an integral part in mapping these out across the calendar but efforts were thwarted by school closure in March.		11,000
Breakfast club (£5,680)	Pupils have their basic needs met and are ready to learn.	All pupils who are PP and are on pastoral caseload attend breakfast club.	We have secured funding until March 21 for free breakfast for all – every child will eat for free until this time. When this funding ceased we need to consider how to continue this provision.	5,680

**Key:**

Catch-up funding

Pupil Premium funding

## 6. Planned expenditure

Academic year

2020 - 2021

The three headings enable you to demonstrate how you are using the Pupil Premium and catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Increase the number of accessible devices in classrooms:  <b>(£14,000 + 6,000):</b> swapping out EYFS staff devices to Android equivalents to free up iPads for FS children + additional iPads per class to create class sets permanently based in classrooms + charging solutions)</p>	<p>Children can freely and regularly access resources to aid progress (e.g. Accelerated Reader, Oxford Owl, TT Rockstars) – this is reflected in progress made within each resource (i.e. ZPD) and in assessments in reading and maths.</p>	<p>A significant proportion of pupils either cannot (due to lack of personal devices/internet access) or will not access the digital educational resources we provide outside of school. We therefore need to increase capacity in school for pupils to access opportunities to help them accelerate in terms of progress</p>	<p>QA into the effective use of devices to access resources and to enhance learning:          Learning Walks          Observations          Pupil discussions</p>	<p>LMc supported by AM</p>	<p>Termly as part of the assessment cycle:          Dec 20          March 21          July 21</p>
<p>Provide access to a range of digital books to enhance reading diets (with a focus on books linked to phonics learning.  <b>MyOn: £1,000</b>  <b>Oxford Owl: £1,000</b></p>	<p>Pupils ZPD increases on average across the school.          The vast majority of pupils in KS2 securely pass phonics phase 6.          The vast majority of pupils at the end of Y1 pass phonics phase 5.          The vast majority of pupils at the end of Rec pass phonics phase 3.</p>	<p>Having no official data from 2020 (Covid19) we are still reflecting upon data from 2019, that demonstrated:          KS2 Reading progress declined when comparing 2018 to 2019 in KS2 and is significantly lower than non-PP pupils in the school and locally.          There was also a decline in attainment figures for PP pupils from 2018 to 2019 for both EXS and GDS.</p>	<p>Quality assurance:          Lesson observations (reading and phonics)          Data analysis/pupil progress meetings          Pupil discussions          Book checks</p>	<p>LMC supported by NW/SR</p>	<p>Termly as part of the assessment cycle:          Dec 20          March 21          July 21</p>
<p>Embed the use of Accelerated Reader (<b>£3,292</b>) and Star Reader (<b>£4,309</b>).           Supplement the library with books suited to ZPD bands that are not as well stocked (<b>£2,000 + £1,000</b>)           Supplement phase libraries with books to suit phonics level (<b>£1000</b>)</p>	<p>End of Key Stage assessments are closer to the national average.          Attainment for PP pupils in reading is not significantly different to non-pp.          Progress in reading is + for all and for PP.          Reading lessons are delivered successfully and effectively allowing all children to develop and make accelerated progress in reading.</p>	<p>In Ks1 attainment in reading for PP pupils has remained the same in 2018 and 2019 but the amount of PP children achieving EXS/GDS is over 25% lower when compared to non-PP pupils          A large proportion of pupils are reluctant readers and book choices do not stretch and challenge.          It has been established we have more need for lower phases as some children have regressed after closure.</p>			
<p>Resilient Reader Evaluation and INSET for all staff: <b>£800</b></p>					
<p>Use a fourth teacher in Upper Key Stage 2 (<b>£36,732</b>)</p>	<p>Increased achievement at the end of KS2 (increase in progress and attainment 2019, narrowing gap when compared to non-PP pupils).</p>	<p>The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching of a wide range of subjects - ensuring</p>	<p>Appraisal cycle – Standards Tracker          Data analysis/pupil progress meetings</p>	<p>LMC/KMc</p>	<p>Termly as part of the assessment cycle:          Dec 20          March 21          July 21</p>

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		<p>pupils have the knowledge and cultural capital they need to succeed in life.</p> <p>Research has concluded that teachers' perception of stress is related to the number of pupils they teach. Smaller class sizes in Y5 &amp; 6 therefore limit perceived stress and ensures our teachers are effective.</p>			
<b>Total budgeted cost</b>					21,000 + 54,133 = 71,133
<b>ii. Targeted support</b>					
Action	Intended outcome	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>Employ two Tutors from the National Tutoring Programme (Teach First)</p> <p>£7000 + 1,000 = 8,000: on-costs + resources)</p>	<p>Those most adversely affected academically by Covid 19 catch up by making accelerated progress in reading, writing and maths.</p>	<p>A large proportion of pupils at Millbridge had extensive gaps in learning already, due to their turbulent journey through school. Having had so long away from school (Covid19), there are even more concerns about gaps in learning in reading, writing and maths. Only 50% of pupils in year groups that could return in June did so and there has been a lack of engagement from many, during closure, in terms of accessing home-learning provision.</p>	<p>Ensure baseline assessments and gap analysis feed straight into decisions made about 1:1 and small group tuition.</p> <p>Ensure that tutors are well-inducted, well supported and have time to spend with class teachers to ensure best quality provision.</p> <p>Monitor the impact of tuition using school assessment systems and gap analysis.</p>	<p>LMc supported by RP/KMc</p>	<p>Regularly as part of the contract/agreement with Teach First</p>
<p>Interventions packages support TAs to deliver precision support to narrow gaps: 2,900</p> <p>(Doodle Maths - £1500)</p>	<p>PP pupils make good progress in R, W, M across the school.</p> <p>The gap in attainment between PP and non-PP narrows in R, W, M.</p>	<p>The support staff restructure will provide clarity about roles in terms of impact on pupil achievement – some carefully chosen resources will build confidence and ensure that individuals and groups with specific gaps in learning can practice skills in intervention/booster sessions with TAs in order to catch-up/progress.</p>	<p>Data analysis</p> <p>Pupil/teacher discussion</p> <p>Observations of sessions</p> <p>Evaluation of resources purchased</p>	<p>LMC supported by RP/KMc</p>	<p>Termly as part of the assessment cycle:</p> <p>Dec 20</p> <p>March 21</p> <p>July 21</p>



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<p>Cover teacher to provide extra support for Y6 first thing for four mornings a week – allowing for targeted intervention in R/M or Spag. (4,500 approx)</p>	<p>Attainment data for PP pupils to be closer to that of non-PP in English and maths. PP pupils to make accelerated progress in R, W, M in-year.</p>	<p>Y6 are the cohort who pose most concern in terms of gaps in learning and achievement. Covid19 closure has been extremely detrimental to their learning and we need to take steps to ensure that they are prepared and confident enough to succeed in their SATs.</p>	<p>Data analysis Pupil/teacher discussion Observation of sessions</p>	<p>KMc</p>	<p>Termly as part of the assessment cycle: Dec 20 March 21 July 21</p>
<p>The Learning Mentor is used effectively to support the pastoral needs of the pupils in school (vast majority tend to be PP). (26,500)</p>	<p>Progress evident in Boxall profiles. Reduction in number of fixed-term exclusions. Reduced % of PP pupils excluded. Reduction in the number of behavioural incidents recorded for PP pupils included on Pastoral caseload. Support staff feel well supported and confident enough to deal with these pupils when they are escalating.</p>	<p>A large proportion of behavioural incidents are logged against PP pupils.  A significant proportion of the pastoral caseload is made up of PP pupils  The majority of of fixed term exclusions were PP pupils in the past two academic years.</p>	<p>Behaviour target set as part of the appraisal cycle for relevant teachers and TAs.  Focus on the number of incidents through caseload review/behaviour and safety meetings.</p>	<p>SH</p>	
<p>The Head of Inclusion takes strategic steps to lead:</p> <ul style="list-style-type: none"> <li>• The admin team in terms of attendance</li> <li>• Attendance procedures across the school.</li> <li>• The Learning Mentor and support team to provide effective pastoral and behavioural support.</li> <li>• Provision for families in need to keep children safe.</li> </ul> <p>(£24,996)</p>	<p>Decrease in absence rates for PP pupils. Reduction in % of PP pupils who are persistent absentees. Successful case studies for those PP families, that demonstrate impact on pupil achievement. Pupils on pastoral caseload are able to make progress with their learning. There are fewer incidents of escalation to the point of crisis. Families and pupils feel well supported. The learning mentor/support team feel confident to deliver through the use of coaching/mentoring and strategic leadership.</p>	<p>Absence for PP pupils (7.5% in Spring 20) down to 4.7% at most (national average).  PP persistent absentees - 23% down to 10.9% at most (national average).  The majority of exclusions/incidents of behaviour escalation link to PP pupils.</p>	<p>Close monitoring and analysis of attendance figures for the PP children. Working closely with the inclusion lead Monitoring action taken where there is PP absence</p>		<p>Weekly in terms of Behaviour and Safety meetings, attendance analysis etc.</p>

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<p>Employ support from a behaviour specialist to support those PP pupils who have additional behavioural needs. (£5,495)</p>	<p>Progress evident in Boxall profiles. Reduction in number of fixed-term exclusions. Reduced % of PP pupils excluded. Reduction in the number of behavioural incidents recorded for PP pupils included on Pastoral caseload. CPOMS used accurately and behaviour policy followed consistently by all staff (teachers and support).</p>	<p>There is still a small handful of children who need some extra help as they still fall into the category of 'at risk of PX'. They have developed habits that are proving difficult to overcome and struggle massively to accept responsibility for their negative behaviour choices. There are also some worrying traits of disrespect (one boy for women for example). They need some focussed intervention.</p>	<p>Boxall profiles CPOMS Teacher conversations Pupil/parent conversations Positive attitude plans</p>	<p>SH</p>	<p>Dec 20</p>
<p>Develop provision for SEND learners and pupils with SEMH needs:</p> <ul style="list-style-type: none"> <li>• Pebbles to help unpick and assess steps below ARE (£324)</li> <li>• SNAP assessment tool (£102.50)</li> <li>• Emotions resource (£135)</li> <li>• Dyslexia Screener (£187.50)</li> <li>• Boxall profile tool (£500)</li> <li>• Visual Stress resource (£97.57)</li> <li>• Wellbeing resources/interventions (£500)</li> </ul> <p>(£1200 + £1800)</p>	<p>SEND pupils make better progress as more is known about their levels of achievement. Pupils are supported more effectively and advice to help overcome barriers is easily accessible (through screening tools). Boxall profiles show progress and also allow teachers to create appropriate targets/focus for SEMH development.</p>	<p>SEND pupils need to make accelerated progress – particularly given the second period of closure. External services have huge waiting lists and we need as many in-house tools as possible to establish needs and ways forward to help children overcome (or learn to cope with) barriers.</p>	<p>Progress of SEND pupils – termly assessments Boxall profiles Lesson observations and books demonstrate needs are well catered for.</p>	<p>SW/SH</p>	
<p>Targeted intervention and support for Rec/Year 1 pupils who have suffered the most from the period of closure. (£5000 additional)</p>	<p>Key children who are struggling to make progress and have regressed will make accelerated progress in</p>	<p>Research into the impact of Covid19 closures has found that the children who have suffered the most are in Reception and Year 1 – we want to</p>	<p>Target children in Rec/Year 1 make accelerated progress in Eng and Maths, resulting in an</p>	<p>RP</p>	

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funding to offset Rhona Pleasant's increase in contracted hours)	English and Maths (with a key focus on phonics)	start to intensive support now as we move into the Summer term and ensure that this support is still available as we move into the next academic year.	increase in cohort data (key indicator being in phonics)		
<b>Total budgeted cost</b>					17,700 + 62,691 = 80,391
<b>iii. Other approaches</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide breakfast for all pupils daily for free. (£9,000) <ul style="list-style-type: none"> <li>- Continuation of the National Breakfast Programme from March 21 (approx 7,000)</li> <li>- Additional funding to enhance free provision until March 21 and then the school-based provision from March onwards (approx 2,000)</li> </ul> * Other funding options will be explored	All pupils will be prepared to learn as they have been given the opportunity to eat something. Those pupils who are likely to escalate first thing, have a calmer start to the day. Punctuality to improve for all (but particularly targeted families)	A large proportion of our pupils are at risk of hunger in the morning. A hungry child cannot concentrate. We aim to give every Millbridge child a healthy breakfast and wrap-around support at school, opening up hours of crucial lesson time in the morning.	Monitoring and evaluation of pupil take-up. Monitor impact on punctuality for targeted families. Monitor the impact on the smooth transition into school – are there fewer early morning incidents?	LMC/SH, supported by KH	Monthly when analysing uptake and amending orders.
Residential visits Enrichment £4,000	Targeted children attending and enjoying experiences and opportunities and showing increased knowledge, cultural capital, confidence and self-esteem	Pupils have the opportunity to access the wider curriculum and develop/ broaden their Cultural Capital.	Enrichment based activity	LMc/KMc /RP	End of year – July 21
Uniform/PE kit items available for families when they genuinely have no way of	PP pupils to be in a better frame of mind to attend school as they are dressed smartly and feel part of the	School uniform will ensure that pupils feel a part of the Millbridge	Pupils/parent voice	LMc/SH/ admin team	Ongoing in terms of need

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<p>purchasing for themselves and other sources of support have been exhausted.</p> <p>£300</p>	<p>team, improved sense of pride and ability to play a full part within the school and PE.</p> <p>PP parents to feel supported (they have saved the cost of new uniform).</p>	<p>community – some families are unable to afford school uniform.</p>			
<b>Total budgeted cost</b>					<b>13,200</b>

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## 7. Additional detail