

“Every child is a unique child of God.”



Whinmoor St Paul's CE Primary School

Pupil Premium Spend Strategy (2019 onwards)

The percentage of pupils eligible for pupil premium in September 2019 currently stands at 21%. The 2019/20 estimated allocation is £68, 640. From this year, in line with the DfE directive, Whinmoor St Paul's will be moving to a Pupil Premium Review covering a **three year period**, including 'light touch' reviews. This will support further alignment with the wider school improvement plan and continue to support all pupils in terms of attainment and progress, particularly in targeted areas identified by leaders as whole school key areas for improvement.

Total fund generated via Pupil Premium for 2013/2014	£53 209
Total fund generated via Pupil Premium for 2014/2015	£82 623
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Where are the gaps?

What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps?

Comment

2019

EY's outcomes:

- Of the 2 children classed as disadvantaged, neither achieved GLD. Barriers included attendance and starting point in-year. Details/ case study held in school.

	<p style="text-align: center;"><u>Outcomes of Key Stage 1</u></p> <ul style="list-style-type: none"> • 3 out of the 4 disadvantaged pupils (75%) attained the expected standard in reading. • 1 out of the 4 disadvantaged pupils (25%) attained the expected standard in writing. • 2 out of the 4 disadvantaged pupils (50%) attained the expected standard in maths <p>Barriers included attendance and starting point in-year. Details/ case studies held in school.</p> <p style="text-align: center;"><u>Outcomes for Key Stage 2</u></p> <p>Over a third of the cohort were classed as Pupil Premium. Of the 10 pupils classed as Pupil Premium, 5 joined school at different times across KS2, including two pupils who joined part way through the autumn term in Year 6.</p> <ul style="list-style-type: none"> • Outcomes in Y6 statutory assessment tests evidence 70% of disadvantaged children attaining expected levels in writing, grammar, spelling and punctuation. 60% attained expected levels in maths and less in reading. • 5 out of the 10 disadvantaged children made strong progress in writing from their initial starting point – evidence is available in school • The Looked After child in the cohort attained Expected+ levels in Reading, Writing, Maths and EGPS which was very strong progress from KS1. • The Ave Points score for Maths and EGPS for the disadvantaged children was over 100. <p>Details/ case studies held in school.</p>
<p><u>Additional focus for 2019 onwards</u></p>	<ul style="list-style-type: none"> • Continue to ensure that disadvantaged pupils are given every opportunity to reach their full potential academically, socially and emotionally and close gaps in learning, particularly across the core subjects of reading, writing and maths, with a particular focus on reading at all ages and stages and opportunities to 'exceed' highlighted so that more children achieve at this standard • Continue to ensure systems to monitor the attendance of disadvantaged children (and children who come on roll in-year) are fit for purpose and embedded, leading to a reduction in persistent absenteeism and resulting in the gap between them and their non-disadvantaged peers further diminishing. This involves working alongside outside agencies, including LCC.

Presenting issue Main Barriers	Action	Cost	Impact
<p>Attendance – ensure that systems to monitor attendance of PP children are routinely scrutinised and quality assured by outside agency support, including the LA and are embedded, leading to a reduction in persistent absenteeism (with a particular focus on vulnerable cohorts)</p> <p>Continue to work alongside outside agencies to monitor attendance and persistent absenteeism of identified cohorts</p>	<ul style="list-style-type: none"> • Work with the cluster (On-Street) to support vulnerable families to eliminate barriers to attendance • Pastoral worker to work with/support vulnerable families/children • Continue to use CPOMs to monitor and track the progress/patterns of PP attendance • Attendance officer to continue to monitor attendance on a daily basis • Liaise with Local Authority to ensure that systems used follow models of Good Practice <p>Early Help Plans co-ordinated and lead by the school SENDCo</p>	<p>£2000 (FOS)</p> <p>£8410</p> <p>£1000</p> <p>£2000</p> <p>£1000</p>	<p>Over the first two terms, FOS and Cluster joint working supported monitoring the attendance of all pupils, including those classed as vulnerable, and enabled targeted support to be put in place quickly for those children who are classed as persistent absentees. This has included early home visits, morning calls, Social Care intervention and Early Help Plans. Involvement of Leeds City Council officers and on occasions, the police. Case studies available in school. Post Covid lockdown, school bought into the 'Family First Initiative' to enable outreach work to take place, including welfare checks, delivery of free school meal lunch vouchers, food deliveries and support and advice on social issues such as housing to take place within the community. This relentless focus has contributed to safeguarding and protecting vulnerable children and their families.</p>
<p>Support those children in school who are showing SEMH concerns (namely in Y1, Y4, Y6) - low self-esteem, barriers to learning, lack of engagement, low aspirations.</p>	<ul style="list-style-type: none"> • Lego therapy continues to be delivered by teachers and TAs to develop social and emotional skills • Speech and Language therapist to continue to deliver social skills group with the support of a TA • Retain X1 half a day allocations with RENEW (play therapists) – sessions for individuals focussed on raising self-confidence and self esteem 	<p>£150 for purchase of additional Lego to support the intervention</p> <p>£5435 for traded SALT x1 day every fortnight</p> <p>£5000 for play therapist</p>	<p>Number of children who have benefitted from play therapy sessions with The Beck x3 (x2 of these children are classed as disadvantaged. 2 of these children have achieved ARE)</p> <p><u>Y2</u> In reading the disadvantaged children made the 3.5 points of progress over the two terms. There was a similar picture in writing with 3.5 points progress being made on average over</p>

	<ul style="list-style-type: none"> Lunch time groups/homework groups each day led by Pastoral Lead and a qualified teacher to support vulnerable children who need support over this period of time 		<p>the two terms and the gap between the disadvantaged and the non-disadvantaged is diminishing. In maths, an average of 3.8 points progress was made across the two terms by those classed as disadvantaged. This is in line with non-disadvantaged pupils progress.</p> <p><u>Y4</u> In reading, the disadvantaged children made 3.6 points of progress marginally below their non-disadvantaged peers. In maths, progress was 3.8 on average over the 2 terms and the gap between the disadvantaged and their non-disadvantaged peers is diminishing. In maths expected progress was made at 4.0 and with the disadvantaged making slightly more progress than their non-disadvantaged peers.</p> <p><u>Y6</u> The overall progress of the disadvantaged children over the two terms was high at 4.4 with the combined progress of the disadvantaged children being higher than their non-disadvantaged peers. Progress was high for both the disadvantaged children and their non-disadvantaged peers with both groups combined progress being above average for the time of year.</p>
<p>Support for children who failed/just passed Y1 and Y2 phonics screening tests and at risk of not achieving the expected standards as they move forward</p>	<ul style="list-style-type: none"> A robust transition to ensure that all staff are aware of the needs of the children Parent workshops related to the teaching of phonics Provide targeted support/intervention and booster 	<p>£500</p> <p>£500</p>	<p>Across the autumn and spring term, prior to lockdown, in-house data evidences: In Y1, approximately 83% of children were on track to achieve expected standard in the phonics screening check. In Year 2, 66% of disadvantaged children were on track to achieve the expected standard in reading. In Year 3, 50%.of disadvantaged children were</p>

<p>Ensure early reading strategies, including pre and post opportunities to engage children at risk of falling behind, including reluctant to read learners are in place and embedded</p> <p>Support to increase resilience of those children who struggle when under test conditions – this includes children who join school in year</p>	<p>sessions to address any potential underachievement</p> <ul style="list-style-type: none"> • Train support staff to deliver pre and post sessions to children who need this support to practise new skills, embed them and fully engage in learning • Bespoke targeted support for children who are struggling to maintain concentration across lessons – this includes training for all staff on Working Memory, building a Working Memory friendly classroom • Staff training for programmes such as Cracking Comprehension • Staff training on VIPERS 	<p>£500</p> <p>£500</p>	<p>on track to achieve the expected standard in reading. Where children were not on track, measures, including social, emotional and attendance support were in place in addition to ‘catch up’ measures. Support will be put in place over the next year to support all children to make progress. This data evidences the impact of measures put in place to support those children at risk of underachieving.</p> <p>Support staff have received training in the following areas throughout the academic year:</p> <ul style="list-style-type: none"> - Early Reading Support - B Squared for assessment of need - Active Literacy - Lego therapy <p>All staff have received training in regards to the Recovery Curriculum.</p> <p>All staff received training in regards to the implementation of VIPERS – this is now an embedded strategy that is used to support the teaching of reading.</p>
<p>Support to increase number of disadvantaged children in Early Years achieving a Good Level of Development - including engagement of those families deemed ‘hard to reach.’</p>	<ul style="list-style-type: none"> • Interventions/pre/post teaching to be delivered by teachers and TAs • Targeted intervention and group work to address any potential underachievement • Effective deployment of TAs by phase leaders • Screening by the Speech and Language Therapist to take place in the Autumn term to ensure that children with immature 	<p>£1000</p>	<p>In 2020 50% of the children classed as disadvantaged were on track to achieve a good level of development over two terms. Of those who were not, evidence is available of support which has been in place. All children will receive robust support particularly around early reading and phonics upon returning to school post lockdown.</p>

	<p>speech/speech sounds difficulties are identified</p> <ul style="list-style-type: none"> • Robust teaching and monitoring of phonics (with internal and external verification) • Launch of 'Easy Peasy' app to support language acquisition and parental engagement alongside '50 things to do before you're 5' working with LLE/Teaching school 		
<p>Support to increase the number of disadvantaged children achieving the expected standard in all core areas (with a particular focus on literacy skills)</p>	<ul style="list-style-type: none"> • Continue to raise the profile of reading and writing (The Year of Reading) in school, forming part of the English development plan • Continue to raise the profile of maths (The Beauty of Maths) in school, forming part of the Maths development plan • Purchase of scheme to develop comprehension skills • Purchase of scheme to develop understanding of text • Interventions/pre/post teaching to be delivered by teachers and TAs • Effective deployment of TAs by phase leaders, including additional HLTA support across school • Links to other areas of the curriculum e.g. Themed days – providing real life experiences for the children • Buddying up of readers across classes to model reading skills and develop pupils confidence • Workshops provided for parents with a strong focus on developing basic 	<p>£1500 £1000 £90</p>	<p>In-house data correlated over autumn and summer terms, evidence that across school, on average the progress of disadvantaged children in reading, writing and maths is in line with their peers. (Tracking available in school). On an individual basis, where progress lower, evidence available to show the support in place to enable the child to achieve. This may include family support, support around attendance and the support of outside agencies.</p> <p>The deputy head and SENDCo have attended a x2 day course in relation Dyslexia Awareness. Training cascaded to staff so children can be identified and supported.</p>

	<p>skills with a central focus on the importance of reading skills</p> <ul style="list-style-type: none"> • Part time teacher to support teaching and learning with a focus on vulnerable children 	<p>£10,000</p>	
<p>Increasing number of vulnerable families needing help with various issues relating to attendance, attitudes and punctuality, readiness for school</p>	<ul style="list-style-type: none"> • Attendance officer in place • Continue to use the Cluster services – on street and family support worker • Meet and Greet in place from members of staff where there is a need • Reduce cost of breakfast club held in Nursery for PP children • Pastoral support in place for vulnerable families and children with SEMH needs 	<p>£1700</p> <p>£200</p> <p>£7000</p>	<p>Attendance officer monitors attendance on a daily basis – this included monitoring and support over lockdown time.</p> <p>Cluster support/On-Street over two terms, Family First initiative providing outreach care over lockdown for families.</p> <p>Meet and Greet sessions were in place for vulnerable families at times over all terms and led to improved attendance for the majority of these children. This also supported vulnerable children attending school over the lockdown period.</p> <p>Pastoral worker met with families in response to attendance, behaviour and SEMH concerns over two terms and weekly phone calls and follow up in place over lockdown.</p> <p>Breakfast club available for vulnerable families over two terms. Food deliveries and fee school meal vouchers delivered over lockdown.</p> <p>Where there a concerns with persistent absenteeism, external agencies are always alerted/ involved including LA/social care/Early Help Plans etc. - evidence available in school.</p>

			Pastoral Lead has attended cluster training in relation to support vulnerable families and vulnerable children. The Pastoral Lea also attended training related to supporting families with trauma based issues which was led by social care.
<p>Ensure a system is in place to quickly assess the needs of those children and their family who join school in-year. This will support a positive start and stronger home-school relationships.</p> <p>Ensure that a bespoke system of assessment across core subjects is in place to quickly assess those children who come on role in-year. This will support good progress from their starting point at Whinmoor St. Paul's, particularly for those pupils who have been out of education.</p>	<ul style="list-style-type: none"> • Pastoral Support Lead to speak to new families within 48 hours of joining school and assessing with family what support may be needed/offered to ensure a smooth transition • School professional to speak to previous setting within 24 hours of the child joining school to ensure that all basic information including latest assessment information is passed on. This will provide a baseline for schools' own bespoke assessments • Basic assessments carried out within the first 5 days of a child joining school by a school professional, including basic reading/writing analyses and age, basic maths analyses and age – to give a base line to ensure work is matched to the needs of the child 	£1000	<p>Over 2019/20 families joined WSP after the start of the school year, in most year groups, including just prior to lockdown. A thorough programme of introduction, wellbeing support, assessment and attendance support took place in a timely fashion. This included regular phone calls over the lockdown period, contact with prior learning settings and basic assessment needs. Over the autumn and spring term, attendance of these children was monitored by the attendance lead and behaviour and wellbeing monitored and supported by the pastoral lead. (Evidence on CPOMS). The SENDCo assessed those children with additional needs and quickly set up packages of support to meet their needs. This programme will continue in 20/21 and will include the support of the Family First Initiative to support with social issues such as housing.</p> <p>The Maths lead and English lead have devised packages to assess that can be used by teachers to assess children accurately and quickly as soon as they enter school. Training cascaded to staff.</p>
<p>Some children would struggle to have breakfast every day before school. All Pupil Premium</p>	<ul style="list-style-type: none"> • Continue to offer the breakfast club free of charge to pupils classes as disadvantaged 	As above	<p>Take up varied over the first two terms although was successful with some very vulnerable pupils enjoying breakfast prior to school. During lockdown, food was delivered</p>

<p>children will be able to attend breakfast club for free</p>			<p>to vulnerable families by outreach workers on behalf of school. Moving forward, rather than a breakfast club and to support minimal mixing of children in 'bubbles, food such as breakfast bars and fruit will be stored in each class and staff will make sure those who do not eat breakfast regularly are given breakfast.</p>
<p>Some disadvantaged children do not participate in sports activities outside of school. They need to socialise and develop co-operation and team building skills</p>	<ul style="list-style-type: none"> • Target disadvantaged pupils to attend after school clubs and lunch time clubs at a reduced cost • Continue to employ Sports coach to deliver aspects of the PE curriculum, supporting staff with their own CPD in this area • Widen pupils sporting experiences/knowledge by providing sessions from coaches, themed sports days (Leeds Rhinos take over day, skipping workshops, resilience building as part of sports' coaching linked to British Values) – effective role models • Continue to offer sports/games clubs free of charge to the disadvantaged pupils 	<p>£240 per annum £1000</p>	<p>Take up varies. This has been successful with some very vulnerable pupils enjoying breakfast prior to school. They have then gone into class ready to work and with a calm, sociable attitude.</p>
<p>Support for those children who do not engage in wider learning activities/creative opportunities outside of school – ensure enrichment in school.</p>	<ul style="list-style-type: none"> • Continue to embed the recently purchased music scheme to be used throughout school • Work with Art Forms to offer additional music lessons and tuition to targeted sets of pupils in the summer term • Dance festival to take place in the spring term to give all children the opportunity of creatively exploring the wider curriculum through music and movement 	<p>£1000</p>	<p>Over two terms, the after school club was led by an external coach. Free places offered to disadvantaged children.</p> <p>Dance, athletics, netball clubs offered – school met the costs for disadvantaged pupils.</p> <p>Leeds Rhino Day did not take place in the summer term – however, challenges sent to</p>

	<ul style="list-style-type: none"> • Themed days to support learning e.g. Viking, Egyptian days – school to contribute towards the cost • Ukulele lessons to be offered to PP children for free <p>Continue to develop the Nature Area to provide opportunities for pupils to explore and enjoy outdoor learning</p> <p>Develop children’s understanding of language, use of vocabulary and inferencing skills</p>	<p>£2000</p>	<p>families in lockdown and all children in school took part over the summer term.</p> <p>Sing up scheme and Charanga, which supports the teaching of music has been purchased by school and x2 members of staff have been trained to deliver it.</p> <p>Yumu music teaching scheme – all children have a password and school has subsidised the cost.</p> <p>Ukulele lessons have taken place in the autumn and spring term. Disadvantaged children were targeted to participate and the children performed to a live audience.</p> <p>Themed days have taken place across various year groups – at a reduced cost to disadvantaged children</p> <p>Year 6 pupils supported with transition to high school – this year this did not include visits but included communication between teachers from both schools, children and their families. Communication was via online resources, emails, videos and telephone calls.</p>
<p>Some families cannot afford the full cost of school residentials and day trips to support widening experience and learning – this is across the school</p> <p>Support for children to engage in day and</p>	<ul style="list-style-type: none"> • School contributes 25% towards the cost of residential for FSM children • School contributes 25% towards the cost of educational day trips across the whole school for FSM children. • Other parents who cannot afford the trips are always encouraged to talk 	<p>£250</p> <p>£400</p>	<p>Families made aware of this initiative which contributed towards children classed as disadvantaged given the opportunity to take part in day trips and residential trips. Although some residential trips were cancelled due to covid, Y6 residential still took place. . Data available in school.</p>

residential experience to increase opportunities and build self esteem	in confidence to the Business Manager or teacher in charge – school will support wherever possible		
Poor speech and language skills (FS/KS1) as a result of limited access to language e.g. quality talk with adults from an early age, reading stories with adults and/or a wide range of literature	<ul style="list-style-type: none"> • Employment of a ‘traded’ speech and language therapist x1 day every 2 weeks – ensures early intervention – assessments and programmes of support developed and implemented • Speech and language therapist to deliver group sessions (development of speech sounds, social skills and vocabulary) TA to support in the sessions • Early screening by Speech and Language therapist – to identify pupils with speech sounds difficulties • Lego therapy – to be delivered by Teachers and TAs to develop listening and speaking skills • Enhance speaking and listening skills through use of recording/filming 	As above £800 As above	5 disadvantaged children are on the SALT caseload. These children have pupil passports in place/access targeted intervention When early intervention takes place e.g. when pupil are referred to/screened by the SALT for delayed speech sounds in early years – the majority of children are discharged by the end of Key Stage 1.
Continue to increase the expertise of the TA team TA deployment – all PP children are entitled to the support that will close any learning gaps.	<ul style="list-style-type: none"> • TA support in all classes • TA to be deployed by need in agreement with Phase Leader • TAs identified to provide specific SEND programmes such as ALK, ERS, Lego therapy etc. • Assessing need using the B Squared materials, SEMH assessment is also completed by Pastoral lead –intervention arranged to support SEMH/progress 	£14000	In school data evidences the impact of dedicated TA support on outcomes for those children classed as disadvantaged. Progress across Maths and English, when averaged across school, is very similar to the progress of non-disadvantaged children. In addition the ‘soft’ evidence, including greater confidence and engagement of the children who previously did not always feel comfortable speaking out in front of peers, cannot be underestimated. This is particularly noticeable where children have been given time to work with a supportive

	<ul style="list-style-type: none"> • Adults support the provision of targeted support needed for individual children, in order to close any learning attainment gaps • Increased teaching assistant time has been allocated across school to support the delivery of Pupil Passports/support plans • Use of B Squared materials to plan for vulnerable groups of children and to ensure robust and accurate assessment 		<p>adult, rehearse new skills and discuss new learning in pre and post sessions with a carefully trained assistant colleague. As the majority of children were not in school during the summer term, the use of support assistants in delivering bespoke programmes to support accelerating progress for those children at risk of underachieving in the new school year cannot be underestimated.</p>
Total costing		£70,175	

Pupil Premium Spend Strategy 2020/21

The percentage of pupils eligible for pupil premium in September 2020 remains at 21%. The 2020/21 estimated allocation is £70,500. In line with the DfE directive, Whinmoor St Paul's has moved to a Pupil Premium Review covering a three year period, including 'light touch' reviews. This supports further alignment with the wider school improvement plan and continues to support all pupils in terms of attainment and progress, particularly in targeted areas identified by leaders as whole school key areas for improvement.

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Total fund generated via Pupil Premium for 2019/2020	£68 640
Total fund generated via Pupil Premium for 2020/2021	£70,500

Where are the gaps?

What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps?

Comment:

In 2020, no statutory testing took place as a result of the Covid 19 pandemic. Data is based on in-house data collected over the autumn and spring terms 2020.

EY's outcomes:

- Of the 2 children classed as disadvantaged, neither achieved GLD. Barriers included attendance and starting point in-year. Details/ case study held in school.

Outcomes of Key Stage 1

In-house data collected over autumn and winter 2020 evidence :

- 4 out of the 6 disadvantaged pupils (66%) working at the expected standard in reading
- 4 out of the 6 disadvantaged pupils (66%) working at the expected standard in writing
- 5 out of the 6 disadvantaged pupils (83%) working at the expected standard in maths

	<p>Barriers included attendance and starting point in-year. Details/ case studies held in school.</p> <p><u>Outcomes for Key Stage 2</u></p> <p>Over a third of the cohort were classed as Pupil Premium. Of these, a third joined school at different times across KS2.</p> <ul style="list-style-type: none"> • Teacher assessment evidences 100% of disadvantaged children making at least expected progress with in reading with 27% making strong progress from their KS1 outcomes. • Teacher assessment evidences 100% of disadvantaged children making at least expected progress with in writing with 36% making strong progress from their KS1 outcomes. • Teacher assessment evidences 100% of disadvantaged children making at least expected progress with in maths with 27% making strong progress from their KS1 outcomes. <p>During lockdown, school was open to pupils deemed vulnerable. From March until July 2020, 21 children classed as pupil premium or vulnerable attended school as part of our offer of welfare and support to our families and community. Additional support including enhanced pastoral support, welfare checks, weekly phone calls, and school funded outreach work by the Family First Initiative, delivering free school meal vouchers and food to families within the community. Families were also supported to resolve issues around housing and benefit.</p>
<p><u>Additional focus onwards</u></p>	<ul style="list-style-type: none"> • Continue to ensure that disadvantaged and pupils classed as vulnerable continue to be given every opportunity to reach their full potential academically, socially and emotionally and close gaps in learning, particularly across the core subjects of reading, writing and maths, with a particular focus on reading at all ages and stages and opportunities to 'exceed' highlighted so that more children achieve at this standard • Continue to ensure systems to monitor the attendance of disadvantaged children (and children who come on roll in-year) are fit for purpose and embedded, leading to a reduction in persistent absenteeism and resulting in the gap between them and their non-disadvantaged peers further diminishing. This involves working alongside outside agencies, including LCC. • Continue to provide emotional and social support for families, in school and within the community, particularly for 'hard to reach' families. Support via Family First and external agencies where appropriate.

Presenting issue Main Barriers	Action	Cost	Impact – per data drop (3 times per year)
<p>Attendance – post Covid, a huge drive on getting children safely back into school. Continue to ensure that systems to monitor attendance of all children, including PP and those classed as vulnerable are routinely scrutinised and quality assured by outside agency support, including the LA and are embedded, leading to a reduction in persistent absenteeism</p> <p>Attendance officer to work alongside Family First Initiative to monitor attendance and persistent absenteeism of identified cohorts</p>	<ul style="list-style-type: none"> • Work with the Family First Initiative to support vulnerable families to eliminate barriers to attendance – work within the community and provide transport where appropriate to bring children into school • Pastoral lead and attendance officer to work with/support vulnerable families/children • Continue to use SIMS to monitor and track the patterns of attendance and liaise with teachers and pastoral lead to match this to behaviour and progress. Use of CPOMS to support this • Attendance officer to continue to monitor attendance on a daily basis • Liaise with Local Authority to ensure that systems used follow models of Good Practice Early Help Plans co-ordinated and lead by the school SENDCo 	<p>£10,000 (Family First Initiative)</p> <p>£5000</p> <p>£1000</p> <p>£1000</p>	
<p>Support those children in school who are showing SEMH concerns (namely in Y3, Y4, Y5) - low self-esteem, barriers to learning, lack of engagement, low aspirations.</p>	<ul style="list-style-type: none"> • Lego therapy continues to be delivered by teachers and TAs to develop social and emotional skills • Work with an external consultant to move training forward to include programming within the therapy. This will strengthen computer skills and engagement of pupils • Speech and Language therapist to continue to deliver social skills group with the support of a TA • Lunch time groups/homework groups each day led by Pastoral Lead and a qualified teacher to support 	<p>£200 for purchase of additional Lego to support the intervention</p> <p>£1000 training</p> <p>£5435 for traded SALT x1 day every fortnight</p> <p>£1000</p>	

	<p>vulnerable children who need support over this period of time</p> <ul style="list-style-type: none"> • Use of Apprentice Teaching Assistant to train Wellbeing Ambassadors in Key Stage 2 • Purchase of Service Level Agreement with School's Health and Wellbeing Service – to ensure that school meets the legal requirements of Relationships and Health Education • Purchasing of a wide range of reading materials to promote equality and diversity throughout each Key Stage • Purchase of 'Mental Health and Wellbeing' toolkit (recommended by the Leeds Health and Wellbeing Service) to promote positive mental health throughout school • Staff to attend training for Youth Mental First Aid 	<p>£500</p> <p>£500</p> <p>£50</p> <p>£500</p>	
<p>Support for children at risk of not achieving the expected standards as they move forward</p> <p>Ensure early reading strategies, including pre and post opportunities to engage children at risk of falling behind, including reluctant to read learners are in place and embedded</p> <p>Support to increase resilience of those children who struggle when under test conditions – this includes children who join school in year</p>	<ul style="list-style-type: none"> • A robust transition to ensure that all staff are aware of the needs of the children – this includes online transition between teachers and children in response to Covid Lockdown and plans in place for home learning • Recovery Curriculum and gap analysis– training and additional staff support to ensure children catch up particularly phonics for Year 1 and 2 • Workshops and information related to support for families for a 'quick start' per term and in relation to phonics and core subjects • Provide targeted support/intervention and booster sessions to address any potential underachievement • Train support staff to deliver pre and post sessions to children who need this support to practise new skills, embed them and fully engage in learning • Bespoke targeted support for children who are struggling to maintain concentration across lessons – this includes training for all staff on 'Working Memory, building a Working Memory friendly classroom' 	<p>£500</p> <p>£2,000</p> <p>£500</p>	

	<ul style="list-style-type: none"> • Staff training around metacognition to support their understanding • Staff training on Recovery Curriculum 		
<p>Continue to ensure support is in place to increase number of disadvantaged children in Reception achieving a Good Level of Development - (many missed Nursery education because of lockdown) including engagement of those families deemed 'hard to reach.'</p>	<ul style="list-style-type: none"> • Interventions/pre/post teaching to be delivered by teachers and TAs • Targeted intervention and group work to address any potential underachievement • Effective deployment of TAs by phase leaders • Screening by the Speech and Language Therapist to take place in the Autumn term to ensure that children with immature speech/speech sounds difficulties are identified • Robust teaching and monitoring of phonics (with internal and external verification) • Use of of tapestry/on line resources and meetings 1-1 with families to support engagement • Family First workshops and coffee mornings to support family engagement and understanding 	£3000	
<p>Continue to support and increase the number of disadvantaged children achieving the expected standard in all core areas (with a particular focus on English skills)</p>	<ul style="list-style-type: none"> • Continue to raise the profile of reading and writing in school, forming part of the English development plan • Consolidate the progress made in Maths, forming part of the Maths development plan • Purchase of new books to support equality, diversity and engage all pupils • Interventions/pre/post teaching to be delivered by teachers and TAs • Effective deployment of TAs by phase leaders, including additional HLTA support across school • Links to other areas of the curriculum e.g. Themed days – providing real life experiences for the children 	<p>£600</p> <p>£1500</p> <p>£1000</p>	

	<ul style="list-style-type: none"> • Workshops, information provided for parents with a strong focus on developing basic skills with a central focus on the importance of reading skills • Part time teacher to support teaching and learning with a focus on upper Key Stage 2 • Purchasing of iPADS to ensure that children have access to a range of Apps to support their learning 	<p>£15,000</p> <p>£2000</p>	
<p>Increasing number of vulnerable families needing help with various issues relating to attendance, attitudes and punctuality, readiness for school</p>	<ul style="list-style-type: none"> • Attendance officer in place • Family First initiative to support attendance, community work, collection of children when possible/necessary, welfare visits • Meet and Greet in place from members of staff where there is a need • Food provided in each class for any child who has not eaten or is hungry upon arrival in school • Pastoral support in place for vulnerable families and children with SEMH needs • Subsidising the cost of after school clubs so that disadvantaged children can attend 	<p>£1000</p> <p>£5000</p>	
<p>Ensure the system is shared with new staff and fully embedded across school to quickly assess the needs of those children and their family who join school in –year. This will support a positive start and stronger home-school relationships.</p> <p>Ensure that a bespoke system of assessment across core subjects is in place and consistently used to quickly assess those children who come on roll in-year. This will support good progress from their starting point at Whinmoor St. Paul’s, particularly for</p>	<ul style="list-style-type: none"> • Pastoral Support Lead or a member of the safeguarding team to speak to new families within 48 hours of joining school and assessing with family what support may be needed/offered to ensure a smooth transition • School professional to speak to previous setting within 24 hours of the child joining school to ensure that all basic information including latest assessment information is passed on. This will provide a baseline for schools’ own bespoke assessments • Basic assessments carried out within the first 5 days of a child joining school by a school professional, including basic reading/writing analyses and age, basic maths analyses and 	<p>As above</p>	

<p>those pupils who have been out of education.</p>	<p>age – to give a base line to ensure work is matched to the needs of the child</p>		
<p>Food available in all classes to support children having breakfast. Family First to deliver food parcels where appropriate throughout the pandemic</p>	<ul style="list-style-type: none"> • Free of charge to all children 	<p>As above</p>	
<p>Some disadvantaged children do not participate in sports activities outside of school. They need to socialise and develop co-operation and team building skills</p>	<ul style="list-style-type: none"> • Target disadvantaged pupils to attend after school clubs and lunch time clubs at a reduced cost (when it is appropriate to begin this initiative post- covid again) • Continue to employ Sports coach to deliver aspects of the PE curriculum, supporting staff with their own CPD in this area • Widen pupils sporting experiences/knowledge by providing sessions from coaches, themed sports days (Leeds Rhinos take over day, skipping workshops, resilience building as part of sports' coaching linked to British Values) – effective role models • Continue to offer sports/games clubs free of charge to the disadvantaged pupils when appropriate post covid 	<p>£250 per annum</p> <p>£1000</p>	
<p>Continue to support those children who do not engage in wider learning activities/creative opportunities outside of school – ensure enrichment in school.</p>	<ul style="list-style-type: none"> • Continue to use a music scheme throughout school and build in genres of music to widen the taste of pupils • Work with Art Forms to offer additional music lessons and tuition to targeted sets of pupils in the summer term • Dance festival to be revived and take place in the spring term to give all children the opportunity of creatively exploring the wider curriculum through music and movement • Themed days to support learning e.g. Viking, Egyptian days –school to contribute towards the cost 	<p>£1000</p> <p>£1000</p>	

	<ul style="list-style-type: none"> • Ukulele lessons to be offered to PP children for free when appropriate Continue to develop the Nature Area to provide opportunities for pupils to explore and enjoy outdoor learning • Develop children's understanding of language, use of vocabulary and inferencing skills. Staff to participate in the Word Aware training 	£500	
		£100	
Support those families who are eligible to pay for school trips and residential to widen the knowledge and experiences of their children This will increase opportunities and build self esteem	<ul style="list-style-type: none"> • School contributes 25% towards the cost of residential for FSM children • School contributes 25% towards the cost of educational day trips across the whole school for FSM children. • Other parents who cannot afford the trips are always encouraged to talk in confidence to the Business Manager or teacher in charge – school will support wherever possible 	£300	
		£400	
Poor speech and language skills (FS/KS1) as a result of limited access to language can hold progress back. Ensure quality talk with adults from an early age, reading stories with adults and/or a wide range of literature	<ul style="list-style-type: none"> • Employment of a 'traded' speech and language therapist x1 day every 2 weeks – ensures early intervention – assessments and programmes of support developed and implemented • Speech and language therapist to deliver group sessions (development of speech sounds, social skills and vocabulary) TA to support in the sessions 	As above	

<p>Continue to increase the expertise of the TA team</p> <p>TA deployment – all PP children are entitled to the support that will close any learning gaps.</p>	<ul style="list-style-type: none"> • TA support in all classes • TA to be deployed by need in agreement with Phase Leader • TAs identified to provide specific SEND programmes such as ALK, ERS, Lego therapy, Inclusive Interaction etc. • Assessing need using the B Squared materials, SEMH assessment is also completed by Pastoral lead – intervention arranged to support SEMH/progress • Adults support the provision of targeted support needed for individual children, in order to close any learning attainment gaps • Increased teaching assistant time has been allocated across school to support the delivery of Pupil Passports/support plans • Use of B Squared materials to plan for vulnerable groups of children and to ensure robust and accurate assessment 	<p>£12000</p>	<p>.</p>
<p>Total costing</p>		<p>£74,835</p>	