

## Pupil Premium Strategy/Self-evaluation

1. Summary information					
<b>School</b>	Kettlesing Felliscliffe Community Primary School				
<b>Academic</b>	2020-	<b>Total PP budget</b>	£4,035	<b>Date of most recent PP Review</b>	09/20
<b>Total number of pupils</b>	69	<b>Number of pupils eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	09/21

2. Current attainment		
	Pupils eligible for PP (your school March 2020 data)	Pupils not eligible for PP (national average KS2 outcomes for 2019)
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>100%</b>	64.2%
<b>% making expected progress in reading (as measured in the school)</b>	<b>100%</b>	75.1%
<b>% making expected progress in writing (as measured in the school)</b>	<b>100%</b>	78.2%
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>100%</b>	75.4%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic Barriers</b>	
<b>A.</b>	Less ability to work independently for sustained periods of time.
<b>B.</b>	Loss of direct teaching during lockdown (poorer engagement with Seesaw on line learning).
<b>C.</b>	Loss of belonging because of lockdown
<b>Additional barriers</b>	
<b>D.</b>	None
<b>4. Intended outcomes</b>	
<b>Success criteria</b>	

<b>A.</b>	To improve children's sense of belonging and mindfulness so improving mental health and wellbeing.	<ul style="list-style-type: none"> <li>• Children will be provided with a creative outlet to channel their emotions in an effective way</li> <li>• Improved state of mind.</li> <li>• Emotional, social, cognitive and physical integration of the children will be promoted for the purpose of improving health and well-being.</li> <li>• Children will communicate non-verbally through their art.</li> <li>• Children will communicate on multiple levels—visual, tactile, kinaesthetic.</li> <li>• Certain sensory characteristics of art will improve mood, sensory integration and calming the body and mind.</li> </ul>
<b>B.</b>	To develop children's reading and language acquisition.	<ul style="list-style-type: none"> <li>• Children will score age related in NfER test across the year.</li> <li>• Children scoring lower than age related (after lockdown) will have caught up and be back on track by the end of the academic year.</li> </ul>

5. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this)	Cost
To purchase the Jigsaw PHSE scheme for the school.	<ul style="list-style-type: none"> <li>• Give children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.</li> <li>• Improve the self-management of</li> </ul>	<ul style="list-style-type: none"> <li>• Children (up until lockdown) were taking part in weekly lessons and the children were beginning to articulate their thoughts and feelings.</li> </ul>	Excellent package and this has become the federation's main PHSE scheme.	£1925

### ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Purchase the Jigsaw resilience and engagement scale and toolkit.	<ul style="list-style-type: none"> <li>To improve resilience and mindfulness,</li> </ul>	Not enough work done to have impact as started in spring term.	N/A we will begin again with this.	£100 digital copy £2000 staffing (training time and intervention)

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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## 6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and 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
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Three termly clubs (Drama, Dance and Art)	<ul style="list-style-type: none"> <li>• There will be a channelled outlet for children's emotions.</li> <li>• Improved state of mind</li> <li>• Improved mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• EEF states: Overall, the impact of arts participation on <u>academic learning</u> appears to be positive but low but wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be a weekly club, run for 6 weeks each half term. Children of PP will be invited to this club.</li> <li>• The REST Jigsaw emotional scale will be used to evaluate the successfulness of the clubs.</li> </ul>	FB	Termly.
<b>Total budgeted cost</b>					£1000/term (inclu

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you</b>
ARROW Intervention	<ul style="list-style-type: none"> <li>• Children will be at or will have surpassed age related expectations in</li> </ul>	<ul style="list-style-type: none"> <li>• National Research shows average gains to be between 9 months (reading) and 5 months (spelling) if the</li> </ul>	<ul style="list-style-type: none"> <li>• The children will use the ARROW program for one intervention session/week for up to 10 weeks</li> </ul>	SH	After the 10-week
<b>Total budgeted cost</b>					

