



Great Gaddesden C of E Primary School
Pupil Premium (PP) Forecast Spending Plan 2020 – 2021

Pupils in school - 85 (including Nursery)
Proportion of disadvantaged pupils - 17% (not including Nursery)
Statement authorised by Headteacher (Mrs Sarah Wickens)

Expected total for financial year = £18,830 (excluding EYPPG)

The budget will be used on the following items/project areas as detailed in the table below.
The bulk of the expenditure is spent on staffing to support children in their learning.

Main barriers to educational achievement:

- A: children with Special Educational Needs and Disability (SEND)
- B: children with Social, Emotional and Mental Health (SEMH)
- C: children who are identified as 'vulnerable' (and may not be entitled to PPG)
- D: children where parental aspiration and capacity to support with learning at home is low
- E: children where English is not their first language
- F: children with low attendance
- G: children with medical conditions often resulting in low attendance / low attainment
- H: higher attaining children who require enrichment and deepening learning opportunities
- I: children who have high mobility

Links to School Development Plan (SDP) noted below.

Item / project	Barrier to learning	Activity	Intended or actual impact and evaluation
Support needed for PP children with SEND and /or SEMH to make expected progress in line with cohort (SDP Priority 1)	A, B, C, D, E, F, G, H	To ensure that PP children with, SEND and/or SEMH have effective personalised support and additional high quality teaching. Teaching Assistant (TA) time. Teaching support with Recovery Curriculum. Teaching support with Catch-Up Curriculum. Ensuring staff use evidence-based whole-class and small group teaching strategies along with scaffolding. To continue to ensure that PP provision is fit for purpose and meets external accountability.	PP children with SEND and/or SEMH make at least expected progress in line with their cohort. Effective evaluation of targeted provision for vulnerable children linked to actual progress outcomes.
Children experiencing significant SEMH needs and/or with trauma/distress as a result of the impact of Covid-19 will be identified and supported (SDP Priority 1+ 3)	B	Individual targeted support within class bubbles from TA's, teachers and Pastoral Support. Recovery curriculum and Catch-Up curriculum in place and being delivered as needed and relevant to each child.	Children feel supported at school and have a sense of 'normality'. Children are able to recognise, manage and self-regulate their feelings and emotions, resulting in reduced behaviour incidents. Children make progress in line with their peers.
Vulnerable children to thrive at school by increasing self esteem and resilience and further improving attendance and punctuality (SDP Priority 3)	C, F, G	Time to work with Governors to write a letter praising parents for improving attendance. Mapping of impact of low attendance on progress and strategies put in place to address this.	Children's self-esteem and resilience is boosted and enhanced. Attendance and punctuality are improved. These improvements are reflected in their behaviours for learning. Disadvantaged children who have low attendance continue to make progress due to targeted support and catch up strategies.

<p>To raise standards in Maths and Reading for children and to continue to move towards parity with other core subjects (SDP Priority 1 + 2)</p>	<p>H</p>	<p>Ensure resources are purchased to support Active Maths learning TA and T time for targeted support as needed. Reading for Pleasure challenge to be equipped to support the children’s reading experiences. Time for staff to share book and storytelling ideas in order for them to develop children’s love of reading through reading aloud and story telling. Detailed discussions of each child with Head and English individuals at Pupil Progress and Attainment Meetings (PP&AM). Monitoring of individuals by class teachers – ongoing. Ensuring staff use evidence-based whole-class and small group teaching strategies</p>	<p>Standards have been raised in Reading and Maths. All disadvantaged children make at least expected progress in their current year group.</p>
<p>To embed Wellbeing in Action approach across the school – to enhance the physical and mental wellbeing of all pupils and support them in their wider development to improve their resilience to cope with life’s challenges and to help them to grow into well-rounded, healthy individuals (SDP Priority 3)</p>	<p>A, B, C, D, E, F, G, H</p>	<p>Learning walks Drop Ins Planning looks Observations both formal and informal during all aspects of the school day and curriculum Pupil voice activities. Ensure all classes and children have funds and regular opportunities to explore healthy eating and healthy lifestyle activities. Staff have planning time to ensure activities, resources and provision are in place to enable children to develop resilience to setbacks and take pride in their achievements. Opportunities for celebration planned in so that children know that their achievements are valued.</p>	<p>Enhanced wellbeing of all children (particular focus on SEMH children) and positive impact on individual attainment and progress- evidenced in CPOMS and data. Increased uptake of school meals. Less kitchen waste. Children choosing and trying a wider variety of foods. Improved content of packed lunches. Pupil voice indicates greater understanding, interest and impact of wellbeing. High levels of engagement and enjoyment in all physical activities and events</p>

		<p>Close links are made with use of Sports Premium to ensure that all children are accessing a range of activities within school and at after school clubs (in line with Covid-19 restrictions).</p> <p>Continue to refer children as needed to external support agencies, including DESC, School Nurse, and the Family Support Worker (where possible in-line with Covid-19 restrictions).</p> <p>Parents/Carers have relevant information of external course for specific areas, available free of charge by DSPL8.</p> <p>Continue to have PP+A as a focus group in Provision Map.</p> <p>Mental health and wellbeing (+mindfulness possible) to be interwoven throughout the day and planning - for children and adults.</p> <p>To increase awareness of healthy packed lunches and snack options through curriculum, handouts, newsletters and planned activities.</p> <p>Make sure strategies such as circle time, 'Don't Bottle it up', Zones of Regulation and social stories are used effectively.</p> <p>Ongoing - time to review effectiveness of Behaviour Policy and therapeutic practice within school.</p>	<p>including after school clubs, visitors and enrichment activities.</p> <p>Pupils benefit from their parents have access to courses to support parenting and specific areas of needs.</p>
<p>School lunch vouchers during Covid-19 school closure and fruit for vulnerable children attending school.</p>	<p>A, B, C, D, E, F, G, H</p>	<p>Vouchers to ensure PP children have access to food when unable to access lunch at school, during the school holidays.</p>	<p>Statutory requirements met to ensure all current FSM children access a daily meal.</p>

<p>PP individual spend/subsidies for educational visits, breakfast club, After School club provision and curriculum enrichment.</p>	<p>A, B, C, D, E, F, G, H</p>	<p>To enable all vulnerable children equal access to a full range of educational, extra-curricular and enrichment activities and raise self-esteem. To provide PP children throughout the school with a school jumper / cardigan/book bag as needed.</p>	<p>PP children taking a fully active role in the curriculum to enable them to have equity with their peers' experiences, which are transferable to learning. This would enable PP children to achieve better academic and social outcomes. Personal wellbeing/morale of children improved as dressed in line with peers and have essential resources. Children able to access enrichment activities at school.</p>
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