

Pye Bank Pupil Premium Strategy Statement 2020-21

1. Summary information					
Academic Year	2020-2021	Total PP budget	£291,865	Date of most recent PP Review	June 7 th 2017
Total number of pupils	412 (464 inc N)	Number of pupils eligible for PP	Rec to Year 6	Date for next internal review of this strategy	TBA

2. Current attainment: End of Year 6 2018-19 (* Most recent external data)	<i>Pupils eligible for PP</i>	<i>Non PP children</i>	<i>National average</i>
% achieving in reading, writing and maths	52%	39%	71%
Progress in reading	-4.62	-4.36	0.32
Progress in writing	-5.02	-2.58	0.27
Progress in maths	-3.72	-2.72	0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
1.	Following school closure for COVID a number of Pupil Premium (PP) children are highly likely to have suffered the greatest detriment to progress and attainment.
2.	A high number of pupil premium children in each cohort, have an additional vulnerability. These include language needs (EAL and Sp/Lang), mobility, SEND, PSE/behaviour needs and family instability. This leads to a greater requirement for more personalised support for learning and pastoral needs.
3.	Gaps within children’s knowledge and skills linked to mobility and prior underachievement
4.	Early reading development, including the teaching of phonics has improved significantly. Difficulties in terms of vocabulary and fluency.
5.	As the data from February shows there are many improvements to progress and attainment of PP children across school over the last three years with some significant increases at KS 1. KS 1 measures are favourable when compared to national averages for non pupil premium pupils. Phonics measures also show pupil premium children have narrowed the gap compared to previous years. However, despite many similar improvements at the end of KS 2 for pupil premium children who compare favourably with their PP peers nationally, the gap with non pupil premium children nationally remains significant. The most significant barrier remains in Reading and in reaching the higher standards across all subjects.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
6.	Parent/carer capacity to support Attendance and Behaviour: Socio-Economic Deprivation leads to challenges in managing attendance and behaviour for some children, which could have a significant impact on learning and achievement. The % of families taking extended leave or holidays has had a significant impact on

	attendance prior to the closure. This impacts on progress and attainment over time. Difficulties linked to attendance and behaviour are likely to have increased as a result of school closure.
7.	Low aspirations and self-esteem for a number of pupil premium pupils across all year groups has a detrimental impact on their academic progress
8.	Parental Engagement with learning whilst high for many families, is not consistent across all families, particularly now linked to Virtual Learning. This impacts on pupil progress and aspiration.

4. Intended outcomes to diminish the difference between Pupil Premium funded pupils and ‘Other’ pupils: addressing the Barriers identified above.

The school has five clear priorities across its Pupil premium work:

- ✓ **Priority 1:** All Pupil Premium children make good and better progress in English and Maths, leading to a greater proportion reaching the expected and greater depth level at the end of each key stage.
- ✓ **Priority 2:** The leadership and management of Pupil Premium continues to be strengthened and results in provision/ teaching having a further impact on the outcomes for pupil premium children.
- ✓ **Priority 3:** Pupil Premium children attend school at a level of all pupils nationally. **(Outcome D)**
- ✓ **Priority 4:** Pupil Premium children are supported well with Personal and Social Development, demonstrating good self esteem, well developed behaviours for learning and a highly positive attitude to learning. **(Outcome C and E)**
- ✓ **Priority 5:** Development of systems to support Distance Learning and parental engagement in learning. **(Outcomes F and G)**

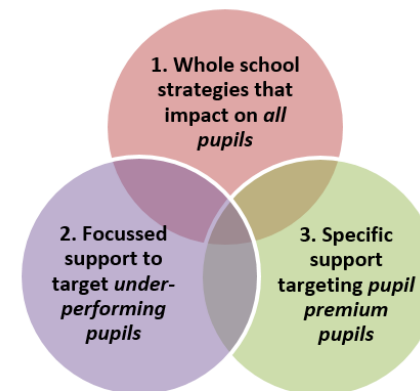
Desired outcomes and how they will be measured	
A.	Pupil Premium children make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age, in Phonics, Reading, Writing and Maths
B.	Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.
C.	Pupil Premium children’s oral skills and vocabulary repertoire will continue to improve with a focus on application the wider curriculum across the whole curriculum, measurable through low stakes testing/quizzing and achievement in English, History, Geography and Science.
D.	Attendance of Pupil Premium children continues to improve with the vast majority of children achieving good attendance overall. The percentage of pupil premium children who are persistently absent decreases further.
E.	Outstanding behaviour and behaviours for learning are achieved by all pupil premium children, and lead to high level engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.
F.	An increased number of Pupil Premium children will be making a wider contribution to school life and/or engaging with wider opportunities: extra-curricular activity, Sports activity, pupil leadership team/mini-police/Spirit group etc and enrichment
G.	<ol style="list-style-type: none"> 1. Short term goal: To ensure continuity in Learning through systems to support distance learning in the event of a school closure 2. Long term goal: to raise the aspiration and ambition of pupil premium children and their families, through increased engagement with learning.

Funding

Amount of Grant received	2017-18	2018-19	2019-20	2020-21
Amount PPG received per pupil	£1320	£1320	£1320	£1345
Total amount of PPG received	£275,880	£285,120	£289,080	£294,865 +£4500 EY PP
Total spend on targeted development areas to impact on pupil premium children	£367,457	£299,800	£289,170	Planned spend: £311,900

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

The model is underpinned by strategies and approaches to ensure that Pupil Premium are able to maximise all opportunities on offer across the curriculum: support for attendance and behaviour, ensuring there is a safe, calm and purposeful environment in which to learn.



1. Planned expenditure and approach						
i. Whole School Strategies that impact on ALL pupils: Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	New or continued action
A, B and C	<p>Priority 2.3 Supporting quality first teaching: (See DEP 1a Teaching and subject Action Plans)</p> <ul style="list-style-type: none"> Development of the Teach Simply Model. A well planned programme of CPD (staff meetings, phase meetings, team planning and teaching etc) linked to current priorities. Coaching and mentoring support through senior and phase leaders and the Teaching and Learning Coach, with a particular focus on planning for the disadvantaged children. Teaching and learning coach employed one day per week: initially focused on identified year groups 	<ul style="list-style-type: none"> ✓ Research shows that within school variance in teaching can have a negative effect in progress, especially for disadvantaged pupils. ✓ EEF research linked to use of teaching assistants supports a focus on quality first teaching. ✓ EEF research shows that deliberate practice approaches and mentoring/coaching 	Rigorous monitoring Lesson observations termly Half termly work sampling Planning Sampling Mentoring plans and drop ins. Data analysis Data meetings PM systems	MA RK AC	Termly review of T/L- update profile Termly report to Governors PP Review April 2021	New Continued Continued Continued

<p>A, B and C</p>	<p>Priority 2.3 Leadership and leadership development to support the development of outstanding teaching</p> <ul style="list-style-type: none"> • Ensure appropriate roles are in place to support the development of outstanding teaching across school • Ongoing Leadership development within school • Professional Development for TAs • Rigorous system for Performance Management and Data Meetings • Additional curriculum development time for teaching staff with subject responsibilities- sharing practice. 	<p>supports staff in refining their practice.</p> <ul style="list-style-type: none"> ✓ Research from nationally led leadership programmes and OFSTED demonstrates the positive impact of effective leadership. ✓ Improving teaching and the curriculum in R/W/M will have a significant impact on progress. A focus on reading comp is found to have a positive impact for low cost 	<p>Quality assurance and mentoring led by EHT Regular leadership supervision meetings SC with individual leaders.</p>	<p>MA RK MD AC SC</p>	<p>Termly review with MA and RK</p> <p>Termly evaluation of all monitoring evidence.</p> <p>Leadership Link Governor Group termly</p>	<p>Continued</p>
<p>A, B and C</p>	<p>Priority 1: Supporting English and Maths</p> <ul style="list-style-type: none"> • Reading and Phonics: <ul style="list-style-type: none"> - Further development of approach to Early Reading Development, Phonics, fluency programme and Cracking Comprehension - Support the development of reading across the curriculum through use of knowledge Organisers, quizzing and use of quality texts. • Writing <ul style="list-style-type: none"> - Develop approach further using moderation and sharing of planning. • Maths <ul style="list-style-type: none"> - Continued development of the Maths lesson structure - Maths Leads to work with the Maths Hubs (TRG) to support development within school. - Develop the approach to the teaching of Times Tables 	<ul style="list-style-type: none"> ✓ Research by OFSTED evidences the importance of a strong focus on early reading development, including a robust approach to synthetic phonics. ✓ The EEF toolkit and work of the Maths Hubs, identified the mastery approach in Maths as having positive impact. (EEF toolkit, DFE Supporting the attainment of disadvantaged pupils report) 	<p>Planned Monitoring (See Calendar) Mentoring and coaching</p> <p>Moderation</p> <p>Data Analysis</p> <p>Termly data Meetings</p>	<p>Eng: BT and ET</p> <p>Maths: MD and AC</p> <p>Phase leaders AC, ET+TM</p>	<p>Half Termly review and evaluation by HOS/DHOS, Targeted Support Teams in collaboration with subject leads and phase leaders.</p> <p>Termly review with Link Governor Groups</p> <p>PP Review April 21</p>	<p>Continued</p> <p>Continued</p>
<p>C.</p>	<p>Priority 1 and Priority 2.3 Competency within Oral Language and Vocabulary Development</p> <ul style="list-style-type: none"> - Continue to prioritise the systematic approach to the explicit teaching of vocabulary - Develop and embed the use of Rainbow Talk across the curriculum in KS 1 - Extend the use of Rainbow Talk as a tool to support children with additional needs across Key Stage 2. - Use low stakes testing, discussions and written responses within reading, writing and the wider curriculum, to embed through practice and retrieval. 	<ul style="list-style-type: none"> ✓ Research carried out demonstrates the need for a systematic and robust approach to vocab development. This is a key priority in the raising of standards for all. ✓ In school data analysis and assessments evidence gaps within vocabulary. ✓ OFSTED research highlights the importance of a spiral 	<p>Drop in observation Sampling of planning Discussions with staff and children Mentoring work Monitoring by subject leaders</p>	<p>BT</p> <p>MA/ET KS</p> <p>SC</p> <p>SC</p>	<p>Termly review of DEP and PP Strategy</p> <p>Termly Link Governor Group meetings</p> <p>Termly TSG meetings</p>	<p>Continued</p>

	- Planning for History, PSHE, Geography and Science will precisely identify the progression of Tier 2 and 3 vocabulary.	curriculum, including vocabulary development.				New action
Total budgeted cost: £92,400						

ii. Focused support to target *under-performing pupils*

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?	New or continued action
A and B	<p>Priority 1 and 2: Further development of a culture across the team that no child is left behind</p> <p><u>Reconnecting with learning Plans</u></p> <ul style="list-style-type: none"> • Data analysis and RAG rating for all children leads to 'recovery' plan whole class actions. Clear targets are set and reviewed until children are 'back on track'. • The Recovery Plan created for each year group is used to monitor progress of PP children throughout the year and when sampling work etc. • The Teaching and Learning Coach is allocated to develop catch up strategies. • Data Meetings are held termly and targets set, identifying any child falling behind. • The Targeted Support team meet regularly and identify children requiring support/intervention • Investment in TA staff hours to support feedback to teachers and to support intervention and prep work. • Data analysis leads to an action plan for Year 6, with clear targets set and identification of support required: Boosters and 1 to 1 tuition for identified children • Non Class based Deputy Head of School to lead on assessments and targeted interventions, particularly linked to Fluency in Reading and Maths. • Weekly boosters supported by SLT with a focus initially on fluency within calculation. • Introduce morning or after school arithmetic practice sessions 3x weekly. • Plan and hold an Easter School for Year 6 targeted children. • Provision of Year 5 Virtual Summer School: • Revision guides for all year 6 children. 	<p>In school data shows that a number of children within the each year group are below the expected standard and there is likely to be further challenge following lock down. More accelerated progress to narrow the gap is required. Strategies identified in EEF toolkit:</p> <ul style="list-style-type: none"> • One to one tuition • Small group teaching • Decreasing class size • Effective use of TAs • Effective feedback and assessment • Phonics support and well chosen intervention 	<p>Recovery Plans are monitored, using assessments, pupil discussions and outcomes in books.</p> <p>Training will be provided for TAs and then interventions monitored. Work sampling Data analysis Plans are quality assured. Rigorous targets are set. Link Governor meetings will take place termly The Inclusion Lead will attend the Data Meetings</p>	<p>MARK AC MD</p>	<p>September</p> <p>Termly</p> <p>September, Feb and July</p>	<p>New</p> <p>New</p> <p>Continued</p> <p>Continued</p> <p>New</p> <p>Continued</p> <p>New</p>

	<ul style="list-style-type: none"> SATs breakfasts for all children <p>Phonics</p> <ul style="list-style-type: none"> Phonics to be prioritised for interventions across FS and KS 1 TAs provided for each year group in the afternoon to support intervention for identified children Additional staffing in FS to support language development etc Further enhance the phonics provision for children not yet at the standard from Y3-6,. Use of phonics videos to ensure access to teachers. Develop the use of Freshstart across Key Stage 2 to support children below the expected standard in reading- Appropriate training for all teaching assistants to support intervention 	<p>FS baseline data for entry into Reception demonstrates each year that many children enter the year group below the standard. Phonics knowledge is vital to success in reading (research based/OFSTED) and new Y1 and Y2 children missed content (COVID)</p>	<p>Monitoring of intervention plans and registers Targeted support team meet regularly</p>	<p>ET/BT</p>	<p>Half termly review of progress against phonic phases and sounds secured</p>	<p>Continued</p> <p>New</p> <p>Continued</p>
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Total budgeted cost:

Total = £127,000

ii. Specific support targeting *pupil premium pupils*

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	New or continued action
<p>To support all outcomes: A, B, C, D,E, F and G</p>	<p>Priority 1 and 2</p> <ul style="list-style-type: none"> Continue to use the Targeted Support Register by the Targeted Support Team, as the main tool within our Pupil Premium work. Data analysis, identify PP children falling behind, write recovery plans, set targets and agree strategies 	<ul style="list-style-type: none"> ✓ The use of the TSR has been successful and effective following its development in response to OFSTED 2017. ✓ Some PP do not yet make sufficient progress and there is a significant need for narrowing of the gap. 	<p>Regular monitoring of the register and targets set against intervention plans, outcomes in books+data</p>	<p>MA SL</p>	<p>Termly</p> <p>PP Review June 2020</p>	<p>Continued</p>
<p>A-C</p>	<p>Priority 1 and 2</p> <ul style="list-style-type: none"> Intervention support provided specifically for pupil premium children: <i>Phonics interventions</i> <i>Fluency programme</i> 	<ul style="list-style-type: none"> ✓ Research by EEF shows that well chosen, well planned and delivered interventions can impact significantly on progress. 	<p>Interventions tracked from baseline to post assessments evaluation.</p>	<p>MA RK MD AC</p>	<p>Termly and end of interventions</p>	<p>Continued</p>

	<ul style="list-style-type: none"> - <i>The Expressive Writing intervention programme for 8 selected pupil premium children i</i> - <i>Development of the Freshstart RWI Intervention</i> - <i>Use of one to one and small group tutoring for PP children most at risk of not making good progress.</i> - Develop use of Rainbow Talk and Sp/Lang intervention. • Classroom Volunteer programme led by Pastoral Manager and Learning Mentor • The Teaching and Learning Coach is allocated to support catch up strategies, particularly for supporting PP children (particularly those with SEN/EAL needs) • Continue to buy in specialist support from Fusion to support PP children with an SEND need. 	<ul style="list-style-type: none"> ✓ Phonics screening data shows that PP children do not achieve as well as non PP children. ✓ Research by OFSTED evidences the importance of a strong focus on early reading development, including a robust approach to synthetic phonics. 	Observation of the interventions by SLT.	SL		New Continued
A-C	<ul style="list-style-type: none"> • Identify PP who are targeted for greater depth standard, particularly in Years 2 and 6. Staff work with phase leaders to consider how the identified children can be supported during the year to achieve GDS. 	<ul style="list-style-type: none"> • High prior attaining pupils made less progress at the end of KS 2 2019. 	Monitoring	AC/MD/BT/ET	Termly review	New
Total budgeted cost: (unless covered above)						
Total: £78,000						

iii. Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	New or continued action
D	<p>Priority 3: Pupil Premium Attendance Focus: Targeted Attendance work</p> <ul style="list-style-type: none"> - Close monitoring of attendance half termly and support and actions agreed, by attendance lead and EHT - Pupil Premium children are identified for intervention/support - Pastoral Team Lead and Manager are part of the Targeted Support team to ensure a joined up approach is taken. - First day phonecalls for absence, particularly targeting Core Persistent Absentee children, who are also PP. - Pastoral team create an at risk register for attendance and lates, used by them and the admin team to act in a timely way when children are absent- target Persistent Absentees who are pupil premium 	<ul style="list-style-type: none"> ✓ Research demonstrates the strong link between attendance and achievement. ✓ Following COVID and school closure recovering good attendance at school is likely to be challenging overall. ✓ Pupil Premium attendance was 1% 	Half termly monitoring of each child takes place and phased intervention is evaluated. Fortnightly supervision meetings with ZH Termly updates to Governors	ZH DM MA KBS	Half Termly review of strategy	Continued

	<ul style="list-style-type: none"> - Regular meetings with families when attendance causing a concern. <p>Whole School focus</p> <ul style="list-style-type: none"> - Half Termly monitoring and tiered support system - Cinema Visit for best attenders - Badges, certificates and Rosettes - Uniform vouchers - Additional time for attendance panels etc - Development of a strategy to decrease extended leaves/holidays 	<p>lower than non pupil premium children at school.</p> <ul style="list-style-type: none"> ✓ The % of Pupil premium children who were PA was 0.5% lower last year. ✓ The % of PAs is too high. 				
E	<p>Priority 4: Behaviour Focus: whole school</p> <ul style="list-style-type: none"> • Additional team member added to the pastoral team, (Learning mentor) to support the reestablishment of the high standards and expectations which were in place before closure. • Focus on Trauma Informed Practice with Inclusion Staff undertaking external training. • Whole School Topic linked to People Who Change the World and Step Up September to support children in reconnecting with learning and school expectations. <p>Whole School Behaviour Policy:</p> <ul style="list-style-type: none"> - Whole school effort and behaviour reports each term. - Ongoing development of the house point system to motivate all children. - Whole school Good to be Gold system to support the positive ethos - Class action plans for behaviour completed. • On going development of lunchtimes and family lunch approach. • Introduction of new PSHE curriculum (Jigsaw) for 2020-21 	<p>DFE report on behaviour clear on the importance of whole school rigorous systems for praise and consequence. The school has maintained good behaviour for a number of years but is now targeting for outstanding behaviour overall. Research informed practice linked to Trauma is being developed nationally and across Sheffield as a local approach.</p>	<p>Ongoing monitoring and tracking/ analysis of behaviour and attendance data to identify whole school developments and their impact</p>	<p>DM SL ZH</p> <p>Targeted Support Team</p> <p>Core team and Phase leaders</p> <p>ZH</p> <p>SC and MH</p>	<p>Termly evaluation of data</p> <p>Termly behaviour walks, including discussions with children.</p> <p>Annual questionnaire</p> <p>End of year review of policy.</p>	<p>Continued</p> <p>New</p>
E	<p>Priority 4: Behaviour Focus: Pupil Premium Focus</p> <ul style="list-style-type: none"> • Targeted Support Team to monitor all PP children through behaviour data and complete termly RAG rating. • Investment in pastoral care team to support our most vulnerable and disadvantaged children through: <ul style="list-style-type: none"> - 1 to 1 intervention support and IBP support through dedicated pastoral Lead and Learning Mentor. - Small group interventions appropriate to need: anger management, theraplay, Art Therapy, SEAL work, forest school alternative provision etc - In class support as appropriate to support access to the curriculum 	<p>Research, including the recently released report by Tom Bennett for the DFE, show that good behaviour is vital for achievement. This includes whole school developments and effectively delivered, time linked interventions. Trust reviews, OFSTED, SIAMs and ongoing analysis of behaviour data demonstrates that behaviour is good overall.</p>	<p>TST meet termly</p> <p>MA to monitor through ongoing sampling of behaviour records and interventions:</p> <p>Quality Assure individual plans</p>	<p>DM JB MA SL</p>	<p>Half termly data analysis</p> <p>Termly monitoring of interventions</p> <p>Termly behaviour walks and reporting to Governors.</p>	<p>Continued</p>

	<ul style="list-style-type: none"> - Life skills work for identified pupils • Advice and guidance for class teachers linked to behaviour - Family support, Parenting programme and home visits • Identify a small targeted group of pupils to mentor/support parents linked to behaviour and learning – Supporting homework, parenting programmes and accessing clubs. • Continuation of Free Breakfast club provision • All children new to school, Nursery and Reception children to receive their first jumper and reading bag for free. All year 6 children to receive their jumper, free of charge 	Data does show however, that some children find it more challenging to behave well enough to access all learning and Social and Emotional Learning interventions are then important. The EEF toolkit recognises high impact of meta-cognition development approaches.	Termly data analysis. Monitoring of effort and behaviour grades Monitor involvement/engagement in lessons			
F	<p>Enrichment: To support outcomes A-E the curriculum will ensure all children, including pupil premium children have a wider range of experiences which support talk and language and support increased enjoyment, engagement.</p> <ul style="list-style-type: none"> • <i>Part funding additional trips, visits and visitors into the school to widen experiences linked to themes.</i> • <i>Curriculum enrichment to include: Forest School work, Drama, drumming/mask making workshops, Space dome, dance workshops, Art project workshops, animal workshops theatre company visits etc</i> • <i>More opportunities to contribute to the curriculum, with PP targeted for Junior leadership, mini police, spirit council etc</i> • <i>Targeted local visits and trips for identified groups, using the minibus, to support language acquisition in new contexts.</i> • <i>Music enrichment through one day of expert music teaching</i> • <i>Extra Curricular activity for targeted groups of children linked to Cooking, IT, Art, Rainbow Talk, reading club and Drama (In addition to Sports activities)</i> 	<ul style="list-style-type: none"> ✓ Outdoor learning experiences especially those involving collaborative learning experiences are shown to have a positive impact on learning (EEF toolkit.) ✓ Evidence within school from discussions with children shows that many PP children have limited first hand experiences. ✓ Real life experiences impact on all areas of the curriculum. ✓ There has already been a significant impact in the areas of the arts following our work with bought in artists and musicians. 	<p>Work sampling</p> <p>Data analysis</p> <p>Discussions with children to monitor engagement and enjoyment.</p> <p>Monitoring of overview of curriculum enhancements</p> <p>Monitoring of swimming data.</p> <p>Review of club registers etc</p>	MD RK AD MA RK/DM/MA	Termly review	Continued
G	<p>Children and Parental Engagement with Learning</p> <p>Appointment of a lead for Distance Learning and PP to take the strategy forward</p> <p>1. Remote learning during school closure will be prepared for and implemented, building on success of Virtual School</p> <ul style="list-style-type: none"> - An audit of access to the internet is completed for each class and discussions with parents who cannot access to take place. - A number of low cost Tablets are purchased ready for use by PP when appropriate. 	<ul style="list-style-type: none"> ✓ The recent EEF report linked to parental engagement demonstrates the importance of involving parents within learning across school. ✓ Previous workshops have been very 	<p>Half termly review meetings</p> <p>Review of register</p> <p>New Leader for distance learner to create an action plan</p>	AC ZH MA	Planned in September Ongoing Reviewed following closures Followed by Half Termly	New And continued

	<ul style="list-style-type: none"> - Quality paper packs are created where a family do not have internet access. 2. Ongoing engagement - Exploration of online tools: blogs, Dojo, Seesaw etc to consider how learning can be more consistently shared with parents, through online portfolios etc and opportunities for remote learning can be more easily developed. - Development of a parental strategy for engagement with curriculum through workshops, family learning and short courses etc Target use of the outdoors and forest, arts, Maths, use of knowledge organisers and attendance. - Develop ongoing use of virtual teaching/learning: Y5 Summer school, videoed units of work used for interventions etc - 	<p>successful in engaging parents.</p> <p>✓ There is a need for a strategy for remote learning linked to school closure but the benefits of Virtual School have been evident during lockdown</p>					<p>New</p> <p>Continued</p>
<p>Total Expenditure Costs not included in areas above: Total: £14,500</p>							

Abbreviations:

PP: Pupil premium SEND: Special Educational Needs and Disabilities PSE: Personal, Social and Emotional EAL: English as an Additional Language
NTE: New to English VIP: Vocabulary Improvement Programme LEAP: Language Enrichment Activity Programme TA: Teaching Assistant LPD: Lead Practitioner DSAT
CPD: Continuous Professional Development MITA: Maximising Impact of Teaching Assistants EEF: Education Endowment Fund NTP: National Tutoring Programme