

Werneth Primary School pupil premium strategy statement 2020-21

Summary information					
School	Werneth Primary School (The Pinnacle Learning Trust)				
Academic Year	2020-21	Total PP budget	£131,810	Date of most recent PP Review	Nov 2019
Total number of pupils	415	% of pupils eligible for PP	24%	Date for next review of this strategy	March 2021

Historical attainment **2019 data used, as no end of year assessment/national reportable data produced due to Covid-19 school closures	
Reading	Phonics (Year 1) - 44% in 2019; KS1 SATs-43% at the expected standard (or above) in 2019 KS2 SATs- 46% at the expected standard (or above) in 2019
Writing	KS1 SATs-29% at the expected standard (or above) in 2019 KS2 SATs- 54% at the expected standard (or above) in 2019
Maths	KS1 SATs-36% at the expected standard (or above) in 2019 KS2 SATs- 63% at the expected standard (or above) in 2019

Barriers to future attainment (for pupils eligible for PP, including high ability)
<p>72% of all Werneth Primary School pupils have English as an additional language (correct as September 2020). 98% of all Werneth Primary School pupils identify as from non-white British ethnic backgrounds.</p> <ul style="list-style-type: none"> The proportion of EAL pupils at Werneth Primary School is significantly higher than the Oldham Primary School average (35.7% Source: Oldham data pack 2019) This means that the majority of PP pupils face multiple deprivation factors, which can contribute to a vocabulary gap and a lack of experience of English language on entry and a lack of experience of how to manipulate words for effect.
<p>Low levels of oral English language skills of learners –</p> <ul style="list-style-type: none"> 2019 EYFS baseline assessments showed 83% of children were assessed to be ‘Well Below’ on entry to Nursery for speaking (<22-36D) Speech, language and communication needs (SLCN) are the most prevalent SEND across all key stages. Parents’ English language skills - indicators of acute deprivation in the Werneth area include adults without qualifications, high unemployment and high levels of social disadvantage (Source: Oldham ward profile data for Werneth Ward)
<p>Werneth Primary School Academy is located in the Werneth ward of Oldham; in the top 3% of the most deprived wards in England. The school postcode has an IDACI decile of 3, despite the proportion of pupils being eligible for Free School Meals being below the Oldham Primary School averages (Oldham data pack, 2018). The Income Deprivation Affecting Children Index (IDACI) shows that 28.1 of our pupils live in the 10% most income deprived LSOAs (Oldham data pack, 2018) Most children have limited experience of and/or limited ability to articulate their understanding of the world around them: 11% of pupils entered Reception at the age related expectation in Autumn 2019, with 21% of Reception 2019-20 pupils at the age related expectation for their knowledge of the world in Autumn 2019. The vast majority of the Werneth Primary School children do not access sporting and/or cultural (theatre, dance, music) opportunities outside of school provision.</p>

Desired outcomes	
Desired outcomes and how they will be measured	Success criteria
<p>Improve outcomes for PP pupils' in Reading *Also identified as a whole school priority in the 2020-21 School Development Plan</p>	<p>Raised attainment for PP pupils in Reading by: -developing quality first teaching -delivering impactful interventions Werneth Primary School PP pupil achieve more than 6 subgrades progress (on average) across the year in Reading (from Year 1-Year 6) In school data shows that PP pupils' attainment in Reading is broadly in-line with that of non-PP pupils in all year groups There is an increase in the proportion of PPG eligible learners that achieve the expected standard in Reading, including: Phonics- 44% in Year 1 in 2019 KS1 SATs-43% in 2019 KS2 SATs- 46% in 2019</p>
<p>Improve outcomes for PP pupils' in Writing *Also identified as a whole school priority in the 2020-21 School Development Plan</p>	<p>Raised attainment for PP pupils in Writing by: -developing quality first teaching -delivering impactful interventions Werneth Primary School PP pupil achieve more than 6 subgrades progress (on average) across the year in Writing (from Year 1-Year 6) In school data shows that PP pupils' attainment in Writing is broadly in-line with that of non-PP pupils in all year groups There is an increase in the proportion of PPG eligible learners that achieve the expected standard in Writing, including: KS1 SATs-29% in 2019 KS2 SATs- 54% in 2019</p>
<p>Improve outcomes for PP pupils' in Maths *Also identified as a whole school priority in the 2020-21 School Development Plan</p>	<p>Raised attainment for PP pupils in Maths by: -developing quality first teaching -delivering impactful interventions Werneth Primary School PP pupil achieve more than 6 subgrades progress (on average) across the year in Maths (from Year 1-Year 6) In school data shows that PP pupils' attainment in Maths is broadly in-line with that of non-PP pupils in all year groups There is an increase in the proportion of PPG eligible learners that achieve the expected standard in Maths, including: KS1 SATs-36% in 2019 KS2 SATs- 63% in 2019</p>
<p>Develop pupils' language skills</p>	<p>The development of pupils' language skills is evidenced through:</p> <ul style="list-style-type: none"> • An increase in the % of pupils achieving ELG for Speaking • An increase in the % of pupils achieving ELG for Understanding • Speaking progress- almost all pupils making more than expected progress across EYFS (N-R) or Reception (for those children who did not attend Werneth Primary School Nursery) • Understanding progress- almost all pupils making more than expected progress across EYFS (N-R) or Reception (for those children who did not attend Werneth Primary School Nursery) <p>Improvements in pupil comprehension skills, as evidenced through Reading progress and outcomes in Year 2 and Year 6. Conceptual and topic specific vocabulary is mapped through the Humanities curriculum, in order to broaden Year 1-Year 6 pupils' vocabulary.</p>

PP pupils receive pastoral support to enable them to access their learning more effectively	All PP pupils with SEMH needs receive motional assessments and bespoke intervention to develop their SEMH needs. All PP pupils with attendance below 93% receive monitoring and support through school monitoring processes.
Children have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Werneth Primary School.	All PP pupils have access to at least one extra-curricular sports activity throughout the year. All PP pupils receive high quality art teaching from the specialist art teacher (working alongside school staff). PP pupils' attainment in art and design is in line with that of non-PP pupils throughout school. All Year 1-Year 6 PP pupils have access to a range of enrichment experiences and opportunities through school trips, visitors to school and enrichment activities.
Children eligible for PPG have access to a device to support remote learning	All PP pupils can access remote learning. This is supported by: -school and/or DfE funded devices being made available to enable PP eligible pupils to access remote learning via Google Classrooms

Planned expenditure- 2020-21																																											
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation																																						
Improve outcomes for PP pupils' in Reading	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role 2019-20 actions</p> <ul style="list-style-type: none"> -Summer 2019- Work with HTTSA SLE to write WPS approach to Reading policy and guidance (English and KS1 Leads) -English lead to develop whole class shared reading resources, in line with WP approach -PDM re: WPS approach to reading (delivered by English and KS1 leads) -PDM re: the development of pupil responses to question domains in KS2 and KS1 approach to Reading -KS1 and Eng Leads develop documentation for website re: WPS approach to teaching Reading. -CPD for Phonics leaders and to develop the delivery of Phonics -Engagement with HTTSA Phonics leadership programme (DD) <p>-----</p> <p>2020-21 actions</p> <ul style="list-style-type: none"> Provide training on 2020-21 whole school approach to teaching Reading (Sept 2020 INSET) Provide STP monitoring and support to ensure fidelity to agreed approach (inc for staff who are new to WPS in 2020-21 and NQT) -Audit and purchase resources to support Reading (Books linked to Phonics phases, quality texts for shared/guided sessions) -CPD by Phonics lead-ensure fidelity to approach • Targeted staff access Phonics training (Sep). 	<p>End of Key Stage and Phonics data shows that progress and attainment of PPG eligible learners is well below national averages: Phonics (Year 1) - 44% in 2019; KS1 SATs-43% at the expected standard (or above) in 2019 KS2 SATs- 46% at the expected standard (or above) in 2019</p> <p><i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i></p> <p><i>Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.</i></p> <p><i>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</i></p> <p><i>These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.</i></p> <p><i>The strategies should be described and modelled before pupils practise the</i></p>	<p>Full programme of monitoring and support for teaching and learning throughout 2020-21, including: Principal and SIP learning walks in areas identified as school priorities Lesson observations/learning walks and follow up support by English and/or Phonics Lead (2x per year) Book and pupil work monitoring (x3) Pupil voice Target setting meeting – wk 2.11.20 4 x assessment points Moderation of teacher assessments by full SLT, teacher peer-to-peer and local authority (TBC) -Reading moderation to support staff to have accurate judgements, using the new assessment system (Target Tracker-from Aut '20) 3x Pupil progress meetings SLT data/SEF/ SDP review meetings SLT data analysis</p>	<p>Principal</p> <p>English/ Reading lead</p> <p>KS1/Phonics lead</p> <p>SENDCo</p> <p>All class teachers and teaching assistants</p>	<p>PP pupils' reading attainment</p> <table border="1"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020 In year*</th> <th>2020-2021 In year</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>25%</td> <td>25%</td> <td></td> </tr> <tr> <td>Y2</td> <td>31%</td> <td>31%</td> <td></td> </tr> <tr> <td>Y3</td> <td>43%</td> <td>29%</td> <td></td> </tr> <tr> <td>Y4</td> <td>60%</td> <td>67%</td> <td></td> </tr> <tr> <td>Y5</td> <td>41%</td> <td>46%</td> <td></td> </tr> <tr> <td>Y6</td> <td>56%</td> <td>61%</td> <td></td> </tr> <tr> <td>All PP</td> <td>43%</td> <td>43%</td> <td></td> </tr> </tbody> </table> <p>*December, 2019</p> <p>PPG eligible pupils' progress and attainment- Reading</p> <table border="1"> <thead> <tr> <th>Autumn 2 2020</th> <th>PPG vs non-PPG Reading Progress</th> <th>% at ARE</th> </tr> </thead> <tbody> <tr> <td>Whole school (84 pupils)</td> <td>2.0 vs 2.5</td> <td>22 of 84 = 26%</td> </tr> </tbody> </table> <p>December, 2020 Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020) Documentation for School website updated by end Spring, 2 2020</p>		2018-2019	2019-2020 In year*	2020-2021 In year	Y1	25%	25%		Y2	31%	31%		Y3	43%	29%		Y4	60%	67%		Y5	41%	46%		Y6	56%	61%		All PP	43%	43%		Autumn 2 2020	PPG vs non-PPG Reading Progress	% at ARE	Whole school (84 pupils)	2.0 vs 2.5	22 of 84 = 26%
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<ul style="list-style-type: none"> Bespoke Letters and Sounds training for all relevant staff- provided by HTTSA -Planning support & CPD for all staff to use assessment for learning strategies to maximise pupil progress in Phonics -Reading themed week to raise status of reading Provide additional staffing in KS1 and Year 6 to support accelerated progress and raised attainment (equivalent to additional 1.2 teachers) 	<p>Delivery of impactful interventions:</p> <ul style="list-style-type: none"> -Additional phonics/reading sessions for lower prior attaining pupils- see class timetables -Phonics continued for Year 3 and Year 4 in Autumn 2020 due to Covid-19 school closure impact on phonics coverage and prior attainment of 20-21 Year 4 cohort in Phonics -differentiated groups for KS2 guided reading sessions (texts closely linked to prior attainment) -Bespoke Year 6 small group teaching to raise attainment for lower prior attainment group and 1:1 for SEND learners. -Y6 booster sessions from January to May 2021 staffed by teachers and selected teaching assistants <p>SENDCo/Assistant SENDCo surgeries ensure that appropriate action is taken for children that are working behind ARE, including referrals to external agencies:</p> <ul style="list-style-type: none"> - QEST - EP - Paediatrics - NHS SALT - Speech Bubble - OT - VI -Bespoke Year 6 nurture group to raise attainment for lower prior attainment group -Year 6 boosters, led by WPS staff. 	<p><i>strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</i></p> <p>Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</p> <p>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.</p> <p>These studies show that explicit and systematic teaching of the manipulation of phonemes (the smallest unit of sound in a language) and phonemic awareness (the ability to identify phonemes in written words) is crucial and should be continued until children can automatically process this information.</p> <p>Early intervention for pupils with reading difficulties is crucial, as the intensity and duration of reading interventions need to increase as children get older (Lyon, 1999).</p> <p>Engaging parents in their children's learning and access to education has been found through research to support pupil aspirations and attainment. Parents' aspirations appear to be important for pupil outcomes. Supporting parents to develop their skills in literacy and maths, enables them to support their children at home and raise the profile of lifelong learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>Work with parents is particularly helpful in primary and early years (Taylor, 2012).</p> <p>Ofsted Education inspection framework: overview of research. 2019</p>	<p>SENDCo learning walks (x3)</p> <p>Interventions evaluated termly by SENDCo and class teachers</p> <p>3x Pupil progress meetings</p> <p>SLT data/SEF/ SDP review meetings</p> <p>SLT data analysis</p> <p>Termly SEND surgeries, supporting staff to select and implement effective intervention.</p> <p>Meetings led by SENDCo, Assistant SENDCo and relevant external agencies (based on child/cohort need)</p>	<p>SENDCo</p> <p>SENDCo, Assistant SENDCo all class teachers and teaching assistants</p> <p>Principal, core SLT and class teachers</p>	<p>Phonics attainment (Y1)</p> <table border="1"> <tr> <th></th> <th>Pass</th> </tr> <tr> <td>End 2018</td> <td>73%</td> </tr> <tr> <td>End 2019</td> <td>44%</td> </tr> <tr> <td>Currently* on track (32 or >)</td> <td></td> </tr> <tr> <td>2020 Target</td> <td></td> </tr> </table> <p>ReadingEnd of KS1 and KS2 data</p> <table border="1"> <tr> <th></th> <th>2018 - 19 PP at Exp+</th> <th>2020-21 PP on track March</th> <th>2020-21 non-PP on track March</th> </tr> <tr> <td>KS1</td> <td>43%</td> <td></td> <td></td> </tr> <tr> <td>KS2</td> <td>46%</td> <td></td> <td></td> </tr> </table> <p>£1500 redirected from Year 6 booster sessions to purchasing IT devices and technical set up/support to support the remote learning of PP eligible families to ensure that PP eligible families can access remote learning during the Spring 2021 national lockdown.</p> <p>-review of approach to providing additional teaching to support Year 6 children with 'high school readiness', planned March 2021.</p> <p>Modified in January 2021, due to national lockdown. Daily Loom videos, provided by class teachers, to support remote Phonics learning.</p> <p>EYFS remote learning included daily story time to model how to share a book with a child.</p>		Pass	End 2018	73%	End 2019	44%	Currently* on track (32 or >)		2020 Target			2018 - 19 PP at Exp+	2020-21 PP on track March	2020-21 non-PP on track March	KS1	43%			KS2	46%		
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<p>Actions to support parents/carers to support home learning:</p> <ul style="list-style-type: none"> -Phonics workshops for EYFS and KS1 parents to enable them to support phonic development -EYFS reading sessions with parents and pupils to model good practice in sharing a book with their child 	<p>Actions to support parents/carers to support home learning:</p> <p>The Werneth Primary School approach to remote learning (agreed by Teachers wk 21.9.20) is shared with all parents/carers from EYFS-Year 6. The approach gives access to online age-related texts for all children in all year groups. The agreed approach includes details about how school will support remote learning, including the rationale/evidence base for choices of activities, access to remote direct teaching, ways that learning will be assessed and how pupils will receive feedback.</p>	<p>Management release time for Phonics/KS1 lead to provide remote Phonics workshops (led by WPS staff and/or using online resources)</p> <p>EYFS lead management release time to provide remote resources that model good reading practice for parents/carers to share a book with their child (led by WPS staff and/or using online resources)</p>	<p>Teacher consultation (wk 21.9.20) based on Govt/DfE guidance and WPS staff experience of remote learning in Spr/Sum</p> <p>Parent audit of access to technology/ internet (wk 21.9.20). Ordering of devices for disadvantaged learners to ensure access to remote learning materials in the event of a bubble closure/localised /national lockdown</p> <p>-this is supported by class teachers checking engagement with online reading tasks (in Y1-Y6) wk 21.9.20</p>	<p>Phonics/KS1 lead</p> <p>EYFS lead</p> <p>All teachers and staff involved in Phonics delivery</p> <p>Principal and full SLT</p> <p>All class teachers</p>	<p>Home reading approach shared with parents/carers 7.9.20</p> <p>Remote learning policy in place and shared with parents 4.11.20</p> <p>Update provided on 5.1.21 due to national lockdown</p>																						
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Improve outcomes for PP pupils' in Writing	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</p> <p>2019-20 actions:</p> <ul style="list-style-type: none"> -INSET on updated policy and guidance, set out in WPS approach to Writing -INSET on the planning stage of the WPS writing sequence -Planning support & CPLD for NQTs/RQTs to use assessment for learning strategies to maximise pupil progress -Writing moderation to support staff to have accurate judgements, using the new assessment system (INSIGHT-from Aut '19) -Review of cross-curricular writing links, in line with amendments to the foundation curriculum. Support for class teachers and long term planning amended accordingly. -PDM re: increasing active participation and pupils' independence in Writing: Use of Communication in Print and resources to support spelling/independent writing Self-evaluation and active learning in Writing sessions <p>-----</p> <p>2020-21 actions</p> <ul style="list-style-type: none"> Provide training on 2020-21 whole school approach to teaching Writing (Sept 2020 INSET) Have 2 week skills week to reinforce age-related skills in Writing (wk 7.9.20 and 14.9.20) Provide STP monitoring and support to ensure fidelity to agreed approach (inc for staff who are new to WPS in 2020-21 and NQT) -Planning support & CPD for all staff to use assessment for learning strategies to maximise pupil progress in Writing in Autumn 1, 2020 -Implement Pupil Progress Meeting approach that supports teachers to identify objectives to use as targets for children of all prior attainment groups (using Target Tracker KPIs and/or objectives identified through data analysis). -Provide training on active learning approaches. Ensure that children are actively engaged in Writing lessons (strategies selected by SLT reflect Assessment for Learning approaches) Provide additional staffing in KS1 and Year 6 to support accelerated progress and raised attainment (equivalent to additional 1.2 teachers) 	<p>End of Key Stage data shows that progress and attainment of PPG eligible learners is well below national averages:</p> <p>KS1 SATs-29% at the expected standard (or above) in 2019</p> <p>KS2 SATs- 54% at the expected standard (or above) in 2019</p> <p><i>Purpose and audience are central to effective writing.</i></p> <p><i>Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy.</i></p> <p><i>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</i></p> <p><i>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</i></p> <p><i>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Pupils should practise sentence combining and other sentence construction techniques.</i></p> <p>Education Endowment Foundation (2017)</p> <p>Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</p>	<p>Full programme of monitoring and support for teaching and learning throughout 2020-21, including:</p> <p>Principal and SIP learning walks in areas identified as school priorities</p> <p>Lesson observations/learning walks and follow up support by English and/or SLT (2x per year)</p> <p>Book and pupil work monitoring (x3)</p> <p>Pupil voice</p> <p>Target setting meeting – wk 2.11.20</p> <p>4 x assessment points</p> <p>Moderation of teacher assessments by full SLT, teacher peer-to-peer and local authority (TBC)</p> <p>-Writing moderation to support staff to have accurate judgements, using the new assessment system (Target Tracker-from Aut '20)</p> <p>3x Pupil progress meetings</p> <p>SLT data/SEF/ SDP review meetings</p> <p>SLT data analysis</p> <p>See 2020-21 actions section of this plan</p> <p>All staff received 'Word Aware' and Communication in Print training in Summer 2019. Follow up training for staff that are new to WPS in 20-21.</p>	<p>Principal</p> <p>English lead</p> <p>SENDCo & Assistant</p> <p>SENDCo</p> <p>All class teachers and teaching assistants</p>	<p>PP pupils' Writing attainment</p> <table border="1"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020 In year*</th> <th>2020-2021 In year</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>25%</td> <td>25%</td> <td></td> </tr> <tr> <td>Y2</td> <td>31%</td> <td>19%</td> <td></td> </tr> <tr> <td>Y3</td> <td>29%</td> <td>21%</td> <td></td> </tr> <tr> <td>Y4</td> <td>60%</td> <td>60%</td> <td></td> </tr> <tr> <td>Y5</td> <td>36%</td> <td>36%</td> <td></td> </tr> <tr> <td>Y6</td> <td>39%</td> <td>48%</td> <td></td> </tr> <tr> <td>All PP</td> <td></td> <td>35%</td> <td></td> </tr> </tbody> </table> <p>*December, 2019</p> <p>PP pupils' writing progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG vs non-PPG Writing Progress</th> <th>% PPG at ARE</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>1.8 vs 2.2</td> <td>23 of 84 = 28%</td> </tr> </tbody> </table> <p>December, 2020</p> <p>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020)</p> <p>Writing</p> <p>End of KS1 and KS2 data</p> <table border="1"> <thead> <tr> <th></th> <th>2018-19 PP at Exp+</th> <th>2020-21 PP on track March</th> <th>2020-21 non-PP on track March</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>29%</td> <td></td> <td></td> </tr> <tr> <td>KS2</td> <td>54%</td> <td></td> <td></td> </tr> </tbody> </table>		2018-2019	2019-2020 In year*	2020-2021 In year	Y1	25%	25%		Y2	31%	19%		Y3	29%	21%		Y4	60%	60%		Y5	36%	36%		Y6	39%	48%		All PP		35%			PPG vs non-PPG Writing Progress	% PPG at ARE	Whole school	1.8 vs 2.2	23 of 84 = 28%		2018-19 PP at Exp+	2020-21 PP on track March	2020-21 non-PP on track March	KS1	29%			KS2	54%		
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<p>-Full programme of training, monitoring and support provided to ensure fidelity to approach agreed in 2019-20. See calendar for details.</p>					
<p>Delivery of impactful interventions: SENDCo/Assistant SENDCo surgeries ensure that appropriate action is taken for children that are working behind ARE, including referrals to external agencies: - QEST - EP - Paediatrics - NHS SALT - Speech Bubble - OT - VI -Bespoke Year 6 nurture group to raise attainment for lower prior attainment group -Year 6 boosters, led by WPS staff.</p>			<p>Termly SENDCo surgeries ensure that teachers receive bespoke support and guidance about how to provide learning that is well matched to the individual/group needs of children with SEND within their class. The effectiveness of interventions are reviewed (at least) termly by the SENDCo/Assistant SENDCo & teacher. Termly PPMs identify objectives to focus on raising attainment for LPA children.</p>	<p>Principal English lead SENDCo & Assistant SENDCo All class teachers and teaching assistants</p>	
<p>Actions to support parents/carers to support home learning: The Werneth Primary School approach to remote learning (agreed by Teachers wk 21.9.20) is shared with all parents/carers from EYFS-Year 6. The agreed approach includes details about how school will support remote learning, including the rationale/evidence base for choices of activities, access to remote direct teaching, ways that learning will be assessed and how pupils will receive feedback.</p>	<p>Engaging parents in their children's learning and access to education has been found through research to support pupil aspirations and attainment. Parents' aspirations appear to be important for pupil outcomes. Supporting parents to develop their skills in literacy and maths, enables them to support their children at home and raise the profile of lifelong learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ Work with parents is particularly helpful in primary and early years (Taylor, 2012). Ofsted Education inspection framework: overview of research. 2019</p>	<p>Teacher consultation (wk 21.9.20) based on Govt/DfE guidance and WPS staff experience of remote learning in Spring/Summer 2020. Parent audit of access to technology/ internet (wk 21.9.20). Ordering of devices for disadvantaged learners to ensure access to remote learning materials in the event of a bubble closure/localised/national lockdown -this is supported by class teachers checking engagement with online reading tasks (in Y1-Y6) wk 21.9.20 Parents are aware of what to expect for home learning and all resources available through Purple Mash</p>		<p>Principal and full SLT All class teachers</p>	
				TOTAL=	£24,540

Planned expenditure- 2020-21																							
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?																		
Improve outcomes for PP pupils' in Maths	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</p> <p>2019-20 actions</p> <p>-Review of policy/WPS approach to Maths, supported by Harmony Trust SLE- Sum '19</p> <p>-Maths lead to deliver PDMs/INSET on:</p> <ul style="list-style-type: none"> effective challenge and differentiation; progressions from concrete-pictorial-abstract progression through fluency-problem solving-reasoning Learning multiplication facts use of part-whole & bar modelling <p>-Maths lead to deliver training PDMs/INSET for Teaching Assistants on:</p> <ul style="list-style-type: none"> progressions from concrete-pictorial-abstract progression through fluency-problem solving-reasoning <p>-Planning support & CPLD for NQTs/RQTs to use assessment for learning strategies to maximise pupil progress</p> <p>-Maths moderation to support staff to have accurate judgements, using the new assessment system (INSIGHT-from Aut '19)</p> <p>2020-21 actions:</p> <p>Provide training on 2020-21 whole school approach to teaching Maths (Sept and Nov 2020 INSET)</p> <p>Review of 2019-20 objective covered/not covered</p> <p>Provide STP monitoring and support to ensure fidelity to agreed approach (inc for staff who are new to WPS in 2020-21 and NQT)</p> <p>-Planning support & CPD for all staff to use assessment for learning strategies to maximise pupil progress in Maths in Autumn 1, 2020</p> <p>-Implement Pupil Progress Meeting approach that supports teachers to identify objectives to use as targets for children of all prior attainment groups (using Target Tracker KPIs and/or objectives identified through data analysis).</p> <p>-Provide training on active learning approaches. Ensure that children are actively engaged in Maths lessons (strategies selected by SLT reflect Assessment for Learning & use of equipment, as stated in Maths Policy)</p> <p>-Full programme of training, monitoring and support provided to ensure fidelity to approach agreed in 2019-20. See calendar for details.</p>	<p>End of Key Stage data shows that progress and attainment of PPG eligible learners is well below national averages:</p> <p>KS1 SATs-36% at the expected standard (or above) in 2019</p> <p>KS2 SATs- 63% at the expected standard (or above) in 2019</p> <p>Improving mathematics in Early Years and KS1 – Guidance Report January 2020 https://educationendowmentfoundation.org.uk/publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p> <p>Improving Mathematics in Key Stages Two and Three Guidance Report https://educationendowmentfoundation.org.uk/publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	<p>Full programme of monitoring and support for teaching and learning throughout 2020-21, including: Principal and SIP learning walks in areas identified as school priorities</p> <p>Lesson observations/learning walks and follow up support by English and/or SLT (2x per year)</p> <p>Book and pupil work monitoring (x3)</p> <p>Pupil voice</p> <p>Target setting meeting – wk 2.11.20</p> <p>4 x assessment points</p> <p>Moderation of teacher assessments by full SLT, teacher peer-to-peer and local authority (TBC)</p> <p>-Writing moderation to support staff to have accurate judgements, using the new assessment system (Target Tracker-from Aut '20)</p> <p>3x Pupil progress meetings</p> <p>SLT data/SEF/ SDP review meetings</p> <p>SLT data analysis</p> <p>See 2020-21 actions section of this plan</p> <p>Maths Lead to support KS2 to amend teaching sequence to ease pressures on shared use/cleaning of Maths equipment caused by Covid-19 risk assessment</p> <p>Purchase of Mathematical equipment and resources to enable greater use of concrete resources in Maths</p>	<p>Principal</p> <p>Maths lead</p> <p>SENDCo & Assistant SENDCo</p> <p>All class teachers and teaching assistants</p>	<p>PP pupils' Maths progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG vs non-PPG Maths Progress</th> <th>% PPG at ARE</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>1.2 vs 1.6</td> <td>5 of 84 = 6%</td> </tr> </tbody> </table> <p>Expected progress is 1.0 subgrades (from Autumn 1 to Autumn 2, 2020)</p> <p>**Due to White Rose LTP sequence, progress in Maths is likely to be slower than in Reading and Writing. This is because the sequence means that objectives are not covered (and therefore cannot be assessed) until later in the academic year.</p> <p>Maths</p> <p>End of KS1 and KS2 data</p> <table border="1"> <thead> <tr> <th></th> <th>2018-19 PP at Exp+</th> <th>2020-21 PP on track March</th> <th>2020-21 non-PP on track March</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>36%</td> <td></td> <td></td> </tr> <tr> <td>KS2</td> <td>63%</td> <td></td> <td></td> </tr> </tbody> </table>		PPG vs non-PPG Maths Progress	% PPG at ARE	Whole school	1.2 vs 1.6	5 of 84 = 6%		2018-19 PP at Exp+	2020-21 PP on track March	2020-21 non-PP on track March	KS1	36%			KS2	63%		
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	Provide additional staffing in KS1 and Year 6 to support accelerated progress and raised attainment (equivalent to additional 1.2 teachers)				
	<p>Delivery of impactful interventions: SENDCo/Assistant SENDCo surgeries ensure that appropriate action is taken for children that are working behind ARE, including referrals to external agencies:</p> <ul style="list-style-type: none"> - QEST - EP - Paediatrics - NHS SALT - Speech Bubble - OT - VI -Bespoke Year 6 nurture group to raise attainment for lower prior attainment group -Y6 booster sessions from January to May 2021 staffed by teachers and selected teaching assistants 		<p>Termly SENDCo surgeries ensure that teachers receive bespoke support and guidance about how to provide learning that is well matched to the individual/group needs of children with SEND within their class.</p> <p>The effectiveness of interventions are reviewed (at least) termly by the SENDCo/Assistant SENDCo & teacher.</p> <p>Termly PPMs identify objectives to focus on raising attainment for LPA children.</p>	<p>Principal English lead SENDCo & Assistant SENDCo All class teachers and teaching assistants</p>	<p>£1500 redirected from Year 6 booster sessions to purchasing IT devices and technical set up/support to support the remote learning of PP eligible families to ensure that PP eligible families can access remote learning during the Spring 2021 national lockdown. -review of approach to providing additional teaching to support Year 6 children with 'high school readiness', planned March 2021.</p>
	<p>Actions to support parents/carers to support home learning: The Werneth Primary School approach to remote learning (agreed by Teachers wk 21.9.20) is shared with all parents/carers from EYFS-Year 6. The agreed approach includes details about how school will support remote learning, including the rationale/evidence base for choices of activities, access to remote direct teaching, ways that learning will be assessed and how pupils will receive feedback. This also involves information about end of year age-related objectives relating to counting, times tables and number end of year for each year group, so that parents/carers are clear about what numbers facts their child needs to know by July 2021.</p>	<p>Engaging parents in their children's learning and access to education has been found through research to support pupil aspirations and attainment. Parents' aspirations appear to be important for pupil outcomes. Supporting parents to develop their skills in literacy and maths, enables them to support their children at home and raise the profile of lifelong learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>Teacher consultation (wk 21.9.20) based on Govt/DfE guidance and WPS staff experience of remote learning in Spring/Summer 2020.</p> <p>Parent audit of access to technology/ internet (wk 21.9.20). Ordering of devices for disadvantaged learners to ensure access to remote learning materials in the event of a bubble closure/localised/national lockdown -this is supported by class teachers checking engagement with online reading tasks (in Y1-Y6) wk 21.9.20</p> <p>Parents are aware of what to expect for home learning and all resources available through Purple Mash</p>	<p>Principal and full SLT All class teachers</p>	
				TOTAL=	£29,360

Planned expenditure- 2020-21

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation																																										
<p>Develop pupils' language skills</p>	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role -additional staffing in the EYFS to develop pupils' CLL skills -all teachers to plan speaking and listening/drama activities (as part of all English genre planning) and to deliver speaking and listening interventions -training for staff new to EYFS on characteristics of effective learning, the role of the adult, observations and assessments and EYFS outcomes -train staff on EAL pedagogy and practice (ESCAL EAL Champions/Specialists CPLD ELKLAN, WELLCOMM, Communication Champion Network, bespoke SALT training with Speech Bubble Therapist) -INSET/PDM on the use of the KS2 shared reading approach to expand and develop pupils' vocabulary- follow up support for individual teachers, led by English Lead -MTP and Humanities conceptual and topic specific vocabulary progression map in place for Humanities to support the development of subject-specific vocabulary (by Sept 2020). Principal and SIP learning walks in areas identified as school priorities Lesson observations/learning walks and follow up support by Humanities Lead and/or SLT Book and pupil work monitoring (x3) Pupil voice Humanities INSET day (Sept 2020), 2 x PDMs and Clive Davies (Focus Education consultant) bespoke support for all class teachers</p>	<p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: • reading books aloud and discussing them; • activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to develop reading comprehension; • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing.</p> <p>Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</p> <p>Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993). Another central, but often underestimated, aspect of reading comprehension is prior knowledge about the topic of the reading. The more knowledge readers have about the topic of a text, the better they will understand it (Willingham, 2012; Lipson & Cooper, 2002). Ofsted Education inspection framework: overview of research. 2019</p>	<p>EYFS lead to provide induction for staff new to EYFS All staff to have an understanding of the ELKLAN strategies through CPD. 3x staff with a level ELKLAN 3 qualification. Key practitioners in EY work closely with the LA Communication Champion Network and attend regular external CPD training sessions to ensure best practice is shared and adhered to. EY provision and strategies used are in line with the requirements/ recommendations set out by the LA. All children are WELLCOMM assessed on entry to EY and individual speech and language targets and interventions are set accordingly. WPS 'Our approach to' Reading, Writing and Maths (policy and guidance) reflective of providing opportunities for speaking and listening.</p> <p>Full programme of monitoring and support for teaching and learning throughout 2020-21, including: Principal and SIP learning walks in areas identified as school priorities Lesson observations/learning walks and follow up support by Humanities Lead and/or SLT Book and pupil work monitoring (x3) Pupil voice Humanities INSET day (Sept 2020), 2 x PDMs and Clive Davies (Focus Education consultant) bespoke support for all class teachers SLT data/SEF/ SDP review meetings</p> <p>See 2020-21 actions section of this plan</p>	<p>Principal English lead KS1/Phonics lead EYFS teaching team- all Nursery and Reception staff SENDCo All class teachers and teaching assistants</p>	<p>Attainment</p> <table border="1" data-bbox="1854 220 2168 400"> <thead> <tr> <th>Speaking</th> <th>% ARE Sep 20</th> <th>% ARE July 20</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>1/10= 10%</td> <td></td> </tr> <tr> <td>Non-PP</td> <td>1/65= 1.5%</td> <td></td> </tr> </tbody> </table> <p>Progress</p> <table border="1" data-bbox="1854 454 2168 536"> <thead> <tr> <th>Speaking</th> <th>Av Progress*</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>3.1</td> </tr> <tr> <td>Non-PP</td> <td>4.9</td> </tr> </tbody> </table> <p>*4 points is expected progress (Sep – July)</p> <p>Attainment</p> <table border="1" data-bbox="1854 671 2168 874"> <thead> <tr> <th>Understanding</th> <th>% ARE Sep 20</th> <th>% ARE July 20</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>1/10= 10%</td> <td></td> </tr> <tr> <td>Non-PP</td> <td>2/65= 3%</td> <td></td> </tr> </tbody> </table> <p>Progress</p> <table border="1" data-bbox="1854 928 2168 1010"> <thead> <tr> <th>Understanding</th> <th>Av Progress*</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>4.6</td> </tr> <tr> <td>Non-PP</td> <td>5.2</td> </tr> </tbody> </table> <p>*4 points is expected progress (Sep – July)</p> <p>Reading End of KS1 and KS2 data</p> <table border="1" data-bbox="1854 1174 2168 1385"> <thead> <tr> <th></th> <th>2018 -19 PP at Exp+</th> <th>2020-21 PP on track March</th> <th>2020-21 non-PP on track March</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>43%</td> <td></td> <td></td> </tr> <tr> <td>KS2</td> <td>46%</td> <td></td> <td></td> </tr> </tbody> </table>	Speaking	% ARE Sep 20	% ARE July 20	PP	1/10= 10%		Non-PP	1/65= 1.5%		Speaking	Av Progress*	PP	3.1	Non-PP	4.9	Understanding	% ARE Sep 20	% ARE July 20	PP	1/10= 10%		Non-PP	2/65= 3%		Understanding	Av Progress*	PP	4.6	Non-PP	5.2		2018 -19 PP at Exp+	2020-21 PP on track March	2020-21 non-PP on track March	KS1	43%			KS2	46%		
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	<p>Delivery of impactful interventions: SENDCo/Assistant SENDCo surgeries ensure that appropriate action is taken for children that are working behind ARE, including referrals to external agencies: - QEST - EP - Paediatrics - NHS SALT - Speech Bubble - OT</p> <p>--Speech Bubble/SALT interventions -Elklan -Wellcomm - RWI - Fresh Start - Toe by Toe - Numbers Box - SEMH / Trauma informed schools - Lego Therapy - Colourful semantics -Bespoke Year 6 small group teaching to raise attainment for lower prior attainment group</p>		<p>Termly SENDCo surgeries ensure that teachers receive bespoke support and guidance about how to provide learning that is well matched to the individual/group needs of children with SEND within their class.</p> <p>The effectiveness of interventions reviewed (at least) termly by the SENDCo/Assistant SENDCo & teacher.</p> <p>Termly PPMs identify objectives to focus on raising attainment for LPA children.</p>	<p>Principal SENDCo & Assistant SENDCo All class teachers and teaching assistants</p>	
			<p>SEND team keep records of the training attended by support staff who deliver interventions. Training provided by:</p> <ul style="list-style-type: none"> - NHS SALT - EP - EAL Champions <p>Through Speech Bubble SALT, SENDCo is now able to provide group training for all TA's to upskill all practitioners. Training focus:</p> <ul style="list-style-type: none"> • Early sentence structure (Derbyshire language 2-4-word level), vocabulary & grammar (pronouns & Past tenses) • Memory & abstract language • Wordaware • Colourful semantics 	<p>Principal SENDCo & Assistant SENDCo All class teachers and teaching assistants</p>	
				TOTAL=	£9200

Planned expenditure- 2020-21

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?
<p>PP pupils receive pastoral support to enable them to access their learning more effectively</p>	<p>A review of the pastoral support provision for all pupils undertaken by the incoming Principal in Autumn 1. This will involve: -the impact of pastoral support from a range of quantitative and qualitative indicators -discussions with all teaching staff. -a review of the number of children rated as in need of pastoral support in Autumn 2020 (post Covid closure) -the possibility/barriers placed upon schools to engage with parents and carers caused by the Covid-19 pandemic, including any national and local restrictions and/or the Werneth Primary School risk assessment procedures</p> <p>Continue to improve attendance</p> <ul style="list-style-type: none"> Review all children’s attendance. Children below 93% will be targeted accordingly in line with school policy Continue to work with the school attendance team, including attendance panels, Fast Track to Attendance, home visits and parent meetings. Termly comparison and targeting of PP children requiring additional support <p>Continue to develop social and emotional support for targeted children highlighted in pupil progress meetings</p> <ul style="list-style-type: none"> Targeted children to work with pastoral worker on a weekly basis. Pastoral worker timetable updated termly following PP Meetings. All children to have SEMH assessments using Motional and Motional Programmes and progress to be tracked by re-assessing after the intervention/support. Social Skills Groups to run 3x per week SEMH group work to run each week for identified children 	<p>School attendance although historically in-line with national average declined in 2018-19. If children are not in school, they cannot learn. EEF research shows that working with parents can have a positive impact on children’s attainment.</p> <p>Pastoral support around behaviour and SEMH can improve children’s overall wellbeing and ability to accessing learning once barriers have been removed. Research shows that good quality support and intervention can enable children to make progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>School sees a number of children attending without breakfast in the mornings, therefore a breakfast club is essential to enable all children to access a breakfast and be ready to learn. Breakfast club also supports those families who require support around routines, enabling them to drop children off at school for breakfast and not be late for school. Breakfast club also offers additional opportunities for children to socially engage with one another. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	<p>Attendance monitoring by Assistant Principal and Attendance Support.</p> <p>Assistant Principal will monitor and line manage the pastoral worker and review outcomes at PP meetings.</p> <p>Assistant Principal will work with HLTA parental link lead to ensure parenting sessions are regularly on offer and accessed well. Timetables will be updated each term.</p> <p>Assistant Principal will report on outcomes and progress of this section of the plan in the BAPD Report on a termly basis.</p> <p>Assistant Principal will attend CHAI group once per term.</p>	<p>Assistant Principal – KLM</p> <p>Principal</p>	
				TOTAL=	£18,600

Planned expenditure- 2020-21					
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?
Children have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Werneth Primary School.	<p>A review of the 2019-20 cultural offer for all pupils will be undertaken by the incoming Principal in Autumn 1, 2020. This will involve:</p> <ul style="list-style-type: none"> -the impact of activities forming part of the Werneth Primary School cultural offer from a range of quantitative and qualitative indicators -discussions with all teaching staff -a review of what experiences/enrichment activities children received in 2019-20 -the possibility/barriers placed upon schools to access school trips/visitors to school/ cultural experiences/enrichment activities caused by the Covid-19 pandemic, including any national and local restrictions and/or the Werneth Primary School risk assessment procedures <p>School trip and enrichment activity subsidy- equivalent to 1 x curriculum related trip for each class.</p> <p>After school clubs (not already costed through the Sports Premium) are made available to all children free of charge. These include curriculum related enrichment activities:</p> <ul style="list-style-type: none"> Children's Shakespeare Festival for Year 5 Claire Mather Artist experience for all year groups, as part of the training and support for the re-launched Art and Design curriculum (Spring 2020) 	<p>School data shows that almost no children access sporting and/or cultural (theatre, dance, music) opportunities outside of school</p> <p>The Income Deprivation Affecting Children Index (IDACI) shows that 28.1 of our pupils live in the 10% most income deprived LSOAs (Oldham data pack, 2018)</p> <p>11% of pupils entered Reception at the age related expectation in Autumn 2019, with 21% of Reception 2019-20 pupils at the age related expectation for their knowledge of the world in Autumn 2019.</p> <p>EEF Arts Participation (April, 2018) <i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>Monitor access to the trips, visits, experiences for PP learners.</p> <p>Monitor access to extra-curricular opportunities for PP learners.</p>	<p>Principal</p> <p>PE Subject Lead</p> <p>Art Subject Lead</p>	<p>September 2020- to understand what provision can be put in place due to Covid-19 risk assessment and/or local/national restrictions</p> <p>£6000 redirected from supplementing school trips to purchasing IT devices and technical set up/support to support the remote learning of PP eligible families to ensure that PP eligible families can access remote learning during the Spring 2021 national lockdown.</p>
				TOTAL=	£13,500
				GRAND TOTAL=	£130,260
					£1,550 contingency redirected to purchase IT devices (Jan '21)