



As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.

Pupil Premium Report and Strategy Statement

At Witham St Hughs Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>



| 1. Summary information 2019-20 | | | | | |
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| Academy | Witham St Hughs Academy | | | | |
| Pupil Premium Leader | Emily Broadley | | | | |
| Academic Year | 2019-20 | Total PP budget | £34,320 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 392 | Number of pupils eligible for PP | 26 | Date for next internal review of this strategy | September 2020 |

Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

| Year Group | Numbers of Pupils eligible for Pupil Premium/ percentage | Cost of initiatives/ projects | Achievement Review and Evaluation of Impact | Next Steps |
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| R | 2 3% | Small group teacher and teaching assistant intervention - £2000 | <p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in all areas for one pupil and most areas for the other pupil. For one pupil, managing feelings and behaviour and language progress was not as strong as other pupils and this needs to be a focus for this pupil next year.</p> | <ul style="list-style-type: none"> Managing feelings and behaviour proved a barrier for one pupil – opportunities to develop this further with guided support in Year 1 to be provided. Language is an area of focus for one pupil – this pupil to remain in |



Witham St Hughs Academy

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| | | | <p><u>Small Group Intervention</u> PP pupils receive daily small group intervention as required. This is focused on managing feelings and behaviour and language for one pupil where in these elements he has made less progress than his peers. Small group intervention is available at any time for these pupils where teachers observe a misunderstanding or risk of falling behind.</p> <p><u>Small group phonics teaching</u> Pupils receive small group phonics teaching and intervention where appropriate to ensure they are keeping up with their peers. Phonics teaching follows the Read, Write Inc programme and pupils are assessed regularly against the RWI assessments.</p> <p>Attendance: Pupil Premium 97% Non-PP 99% Persistent Absence: Pupil Premium 0% Non-PP 0%</p> | <p>a small Read, Write Inc group in Y1 with his progress tracked closely and monitored by both pupil premium lead and phonics lead in school.</p> |
| 1 | 1 1% | <p>Small group teacher and teaching assistant intervention - £2000</p> | <p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>There has not been a Phonic Screening Check for 2020 however the Y1 pupil premium child was on-track to pass this check.</p> <p>Based on Teacher Assessments, the pupil eligible for Pupil Premium has made good progress in reading, writing and maths and was on track to meet age related expectations across all areas.</p> | <ul style="list-style-type: none"> • Ensure pupil remains making good progress and achieving age related expectations in Year 2. • Small group intervention to be offered if assessments indicate any risk of |



Witham St Hughs Academy

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| | | | <p>Attendance: Pupil Premium 100% Non-PP 98%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 1.7%</p> <p><u>Evaluation of the strategy</u> Attainment from Early Years Foundation Stage has been maintained and Pupil Premium group are achieving as well as non-Pupil Premium group.</p> | <p>pupil falling behind.</p> <ul style="list-style-type: none"> • Pupil premium leader and KS1 leader to monitor this pupil's progress carefully. |
| 2 | 4 6% | Small group teacher and teaching assistant intervention - £2000 | <p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments as of March 2020.</p> <p>Based on Teacher Assessments as of March 2020, pupils eligible for Pupil Premium have all made good progress in reading and writing. In maths, progress was good for 3/4 pupils but less than good for 1 pupil.</p> <p>Attendance: Pupil Premium 93% Non-PP 98%</p> <p>Persistent Absence: Pupil Premium 25% Non-PP 3.5%</p> <p><u>Evaluation of the strategy</u> Attainment from Year 1 has been maintained for all pupils eligible for Pupil Premium in reading and writing and for the majority in maths. They are doing as well as the non-Pupil Premium group.</p> | <ul style="list-style-type: none"> • Focus on maths in Year 3 for one pupil in particular at risk of falling behind. • Small group maths intervention to be continued. • Attendance to be monitored for one pupil in this group. • Pupil premium leader and KS1 leader to monitor these pupil's progress and attendance carefully. |
| 3 | 5 | Small group teacher and | In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. | <ul style="list-style-type: none"> • Focus on maths and reading in |



Witham St Hughs Academy

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| | 8% | <p>teaching assistant intervention - £2000</p> <p>1:1 support from professional counsellor (3 pupils) - £600</p> <p>SMEH support from distinct groups leader - £2000</p> | <p>Based on Teacher Assessments as of March 2020, pupils eligible for Pupil Premium have all made good progress in writing. In reading and maths, 4/5 pupils have made good progress from their KS1 assessments. Attainment for the Pupil Premium group in this year group is in line with the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 96% Non-PP 98%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 3.3%</p> <p><u>Evaluation of the strategy</u></p> <p>Attainment from KS1 has been maintained for all pupils eligible for Pupil Premium in writing and for the majority in maths and reading. They are doing as well as the non-Pupil Premium group.</p> | <p>Year 4, particularly in light of the Multiplication Tables Check at the end of Year 4.</p> <ul style="list-style-type: none"> • Book Blog • Accounts carefully monitored for these pupils. • Small group intervention focused on maths and reading. • Clear SEMH needs in this PP cohort – monitor impact of counselling sessions. |
| 4 | 4 7% | <p>Small group teacher and teaching assistant intervention - £2000</p> <p>Specialist pupil premium</p> | <p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments as of March 2020, pupils eligible for Pupil Premium have all made good progress in all areas – reading, writing and maths. Attainment for the Pupil Premium group in this year group is slightly above the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 98% Non-PP 98%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 5.1%</p> | <ul style="list-style-type: none"> • Ensure pupils continue to make good progress and achieve or exceed age related expectations in Year 5. • Small group intervention to be offered if |



Witham St Hughs Academy

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| | | teacher 1:1 intervention - £3000 | <p><u>Evaluation of the strategy</u> Attainment from KS1 has been maintained for all pupils eligible for Pupil Premium in reading, writing and maths. They are doing as well as, and sometimes performing above the non-Pupil Premium group.</p> | <p>assessments indicate any risk of pupils falling behind.</p> <ul style="list-style-type: none"> • Pupil premium leader and KS2 leader to monitor these pupil's progress carefully. |
| 5 | 3 6% | <p>Small group teacher and teaching assistant intervention - £2000</p> <p>Specialist pupil premium teacher 1:1 intervention - £3000</p> <p>1:1 support from professional counsellor (1 pupil) - £200</p> | <p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments as of March 2020, pupils eligible for Pupil Premium have all made good progress in writing. In reading and maths 2/3 pupils have made good progress. Attainment for the Pupil Premium group in this year group is in line with the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 99.6% Non-PP 97%</p> <p>Persistent Absence: Pupil Premium 0% Non-PP 6.5%</p> <p><u>Evaluation of the strategy</u> Attainment from KS1 has been maintained for all pupils eligible for Pupil Premium in writing and for the majority in maths and reading. They are doing as well as the non-Pupil Premium group.</p> | <ul style="list-style-type: none"> • Focus on maths and reading in Year 6, particularly in light of the end of KS2 SATs assessments. • Book Blog Accounts carefully monitored for these pupils. • Small group intervention focused on maths and reading. • Some SEMH needs in this PP cohort – monitor impact of counselling sessions. |



Witham St Hughs Academy

| 6 | 7 16% | <p>Small group teacher and teaching assistant intervention - £2000</p> <p>Specialist pupil premium teacher 1:1 intervention - £3000</p> <p>SMEH support from distinct groups leader - £2000</p> | <p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments as of March 2020.</p> <p>Based on Teacher Assessments as of March 2020, 5/7 pupils eligible for Pupil Premium have made good progress in reading. 6/7 pupils have made at least good progress in writing, with 3/7 pupils making more than expected progress in writing. All pupils have made good progress in maths. Attainment for the Pupil Premium group in this year group is in line with the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 98% Non-PP 97% Persistent Absence: Pupil Premium 0% Non-PP 5%</p> <table border="1" data-bbox="645 826 1682 1011"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>71 %</td> <td>92%</td> <td>100%</td> <td>97%</td> <td>86%</td> <td>86%</td> <td>71%</td> <td>92%</td> </tr> <tr> <td>GD</td> <td>43%</td> <td>44%</td> <td>14%</td> <td>25%</td> <td>29%</td> <td>17%</td> <td>14%</td> <td>44%</td> </tr> </tbody> </table> <p><u>Evaluation of the strategy</u> Attainment from KS1 has been maintained for all pupils eligible for Pupil Premium in maths and for the majority in reading and writing. Some pupils have made more than expected progress in writing. They are doing as well as the non-Pupil Premium group.</p> | | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS Non PP | ARE | 71 % | 92% | 100% | 97% | 86% | 86% | 71% | 92% | GD | 43% | 44% | 14% | 25% | 29% | 17% | 14% | 44% | <ul style="list-style-type: none"> • Clear handover to Secondary school settings to ensure continuation of support on offer for these pupils. |
|-----|--------------|---|--|----------------|------------|----------------|------------|----------------|----------|--------------|---------|-------------|-----|------|-----|------|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| | Reading PP | Reading Non PP | Writing PP | Writing Non PP | Maths PP | Maths Non PP | GPVS PP | GPVS Non PP | | | | | | | | | | | | | | | | | | | | | | | |
| ARE | 71 % | 92% | 100% | 97% | 86% | 86% | 71% | 92% | | | | | | | | | | | | | | | | | | | | | | | |
| GD | 43% | 44% | 14% | 25% | 29% | 17% | 14% | 44% | | | | | | | | | | | | | | | | | | | | | | | |



Review and evaluation of the impact of whole school strategies not already mentioned.

| Strategy | Number of pupils | Cost | Impact | Next Steps/recommendations |
|--|------------------|----------|--|--|
| Nurture/ lunchtime Provision | 10 | £3000 | Pupils are able to manage feelings and behaviours during lunchtime. Fewer accidents, incidents and arguments taking place on the main playground meaning the midday team can focus on the safety of other pupils and facilitate positive play. | Continue next year – new resources may be needed to keep this time engaging for pupils. |
| Reading enjoyment and comprehension – My Book Blog | 300 | £2500 | Pupil enjoyment of reading is high. Pupils are active participants in selecting new My Book Blog books and choose to spend class budget/enterprise earnings on this. Book Blog evenings inspire a love of reading for all. | Continue with this next year, particularly in light of changing recommendations with regards to Book Bands. |
| Sensory Experiences | 30 | £1000 | Pupils are able to access a range of sensory resources which facilitate discussion with the SENDTA. Positive interaction with peers are observed during this time and interventions can be made in a range of ways. | Expand this provision to include a wider range of pupils. |
| Forest School Experiences | 392 | £2000 | Pupils practice life skills and experience success in a range of ways beyond those that are available within the classroom. Communication and problem solving skills are developed. | Now that baselines are established, Forest School to be ‘bush craft’ focused using tools. |
| Times Table Rockstars | 392 | £50 | Pupils are more actively engaged in their times table practice with the competition element enjoyable for pupils. Times table recall is notably strong, particularly in KS2. | Continue and re-launch in September – initiate inter-class competitions. |
| Theatre Visits | 60-392 | Variable | Visits out to the theatre for certain year groups as well as theatre companies visiting school. This has resulted in an increased love of reading and inspired some high quality writing from pupils. | Continue to plan a range of theatre visits and companies to visit school. Literacy leader to monitor impact. |

Summary: how well are eligible pupils doing? Is the difference diminishing?

- **Pupil premium pupils make good progress at Witham St Hughs Academy. They achieve largely in line with their peers.**

Summary of Proposed Actions for the 2020/21

- **Small group intervention, specialist pupil premium teacher provision, SEMH support and detailed tracking of individual pupils.**



Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

| 1. Summary information for 2020-21 | | | | | |
|------------------------------------|-------------------------|---|---------|---|------------|
| Academy | Witham St Hughs Academy | | | | |
| Pupil Premium Leader | Emily Broadley | | | | |
| Academic Year | 2020/21 | Total PP budget | £34,320 | Date of most recent PP Review | June 2020 |
| Total number of pupils | 407 | Number of pupils eligible for PP | 26 | Date for next internal review of this strategy | March 2021 |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>) | External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>) |
| a) Communication and language skills on entry to school are low. | a) Disrupted home life for some identified children including pastoral issues |
| b) Parental support for out of school learning | b) Wider experiences for some children are limited |
| c) Low self-esteem and high anxiety | c) Financial barriers |
| d) Memory and retention in learning | |
| e) Social Skills and Learning Behaviours e.g. listening/ sharing/ remaining on task. | |



Witham St Hughs Academy

| 3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs. | | | | | | |
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| What do we want to achieve? | | | How? | What is the rationale for this chosen strategy? | How will it be monitored | Cost? |
| Year Group | What do you want to achieve and how they will be measured | Success criteria | How will the intervention or provision be delivered? | Refer to research from EEF or other research to justify the choice of strategy. | | Provide simple breakdown of proportionate or full costs. |
| Year R | Raise attainment in basic social, communication and literary skills by achieving GLD in these areas at the end of FS. | 100% of eligible Pupil Premium pupils to meet the ELG in reading 100% of eligible Pupil Premium pupils to achieve ELG in language and communication skills. | 1:1 daily language sessions with an adult. This is to also include the development of sound recognition and reading. Lego Therapy and Sensory Room experiences to develop language and communication skills. | The EEF has found that High quality interventions in Early Years has positive benefits. +5 months. An audit of the Early Years Foundation Stage provision showed that communication and language skills are typically poor upon entry. This then has a later impact upon reading skills. | DHT to analyse RWI and Language development milestones data each half term. DHT alongside the EYFS team to monitor quality of provision and provide summary report to Pupil Premium Leader. | 1 additional TA in FS for all interventions. £2,200 1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £2,200 |
| Year 1 | Raise attainment in reading and phonics by measuring the outcomes at the end of Y1. Raise attainment in language and | 100% of pupils will pass the phonics screen. 100% of pupils will meet the EXS in Reading by the end of Y1. | 1:1 daily intervention sessions with an adult. This is to also include the phonological awareness, retention and decoding. | The EEF has found that High quality interventions in has positive benefits. +5 months. All Pupil Premium pupils will have the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. | HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms. | 1 TA in Y1 for all interventions. £2,200 |



Witham St Hughs Academy

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| | managing feelings and behaviour by measuring the outcomes at the end of Y1. | 100% will make Good progress in reading as judged against the FS outcomes. 100% of pupils will meet the GLD for managing feelings and behaviour. | 1:1 daily intervention sessions with an adult in relation to MFB – ensuring that gaps from school closures are addressed. | Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. | | |
| Year 2 | Maintain high attainment in reading, writing and maths by measuring end of KS1 data. | Pupil will achieve EXS across all 3 areas. Pupil to achieve GDS in 1 given area. | 1:1 daily intervention sessions with an adult with the focus on EXS targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis where appropriate. 1:1 time with TA to address misconceptions if appropriate. | The EEF has found that High quality interventions in has positive benefits. +5 months All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. | HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms. | 2 TA's in Y2 for all interventions. £2,200 |
| Year 3 | To increase the number of PP pupils meeting EXS as a combined measure in Y3. To raise PP attainment in mathematics in Y3. | 75% of pupils will meet the EXS for all areas at the end of Y3. 75% of pupils will meet EXS within mathematics in Y3. | 1:1 daily intervention sessions with an adult with the focus on EXS targets from the NC and individual assessments. Book Blog is to be used on a 1:1 basis with these pupils. | The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon GD outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept | HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms. | Pupil premium Teacher 1:1 for all interventions. £2,200 |



Witham St Hughs Academy

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| | To raise attendance for a particular PP pupil in Y3. | Attendance will be above 90% for all PP pupils. | | in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. | | |
| Year 4 | <p>To increase the number of PP pupils meeting EXS in mathematics at the end of Y4.</p> <p>To increase the number of PP pupils meeting EXS in reading at the end of Y4.</p> <p>To support significant SEMH needs within the cohort.</p> | <p>75% of pupils will meet the EXS in reading at the end of Y4.</p> <p>75% of pupils will meet the EXS in mathematics at the end of Y4.</p> <p>SEMH questionnaire monitoring shows improvement in managing SEMH needs.</p> | <p>1:1 daily intervention sessions with an adult with the focus on EXS targets from the NC and individual assessments.</p> <p>Book Blog is to be used on a 1:1 basis with these pupils.</p> <p>Sensory Room and Pastoral Time on a small group basis including activate before registration time where appropriate.</p> | <p>The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon GD outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year.</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p>Sensory Room and 1:1 Pastoral Time/ Activate approach before School.</p> <p>Pupil will have small group opportunities within the Sensory room with the Pastoral Leader.</p> <p>Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.</p> | HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms. | <p>Pupil premium Teacher 1:1 for all interventions. £2,200</p> <p>1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £2,200</p> |
| Year 5 | To increase the number of pupils meeting the GDS in reading, writing and mathematics. | <p>100% of pupils to meet the EXS in reading, writing and mathematics.</p> <p>50% of pupils to achieve GDS in at least one core area.</p> | <p>1:1 daily intervention sessions with an adult with the focus on GDS targets from the NC and individual assessments.</p> <p>Book Blog is to be used on a 1:1 basis with these pupils.</p> | <p>Interventions and Impact groups</p> <p>The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon EXS outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for</p> | HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms. | <p>Additional After School Time Tuition £1,000</p> <p>Pupil premium Teacher 1:1 for all interventions. £2,200</p> |



Witham St Hughs Academy

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| | | | <p>Sensory Room and Pastoral Time on a small group basis including activate before registration time.</p> <p>1:1 Tuition time with the PP Teacher.</p> <p>Targeted lunchtime provision for 1 pupil.</p> | <p>interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p>These sessions will support memory and retention with a focus on a narrow range of basic skills in mathematics. It will include pre learning for the following day's session. The EEF suggests that this can add 5 months to the pupil's outcomes.</p> <p>Sensory Room and 1:1 Pastoral Time/ Activate approach before School. Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.</p> <p>1.1 Lunch time intervention/ Pastoral Needs/ Social and Emotional Learning Resources and Additional support has been sourced to support the needs of one pupil at Lunch time. This has had a positive impact with positive play and behaviours now observed. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.</p> | | <p>1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £1,500</p> |
| Year 6 | <p>To increase the number of pupils meeting the EXS in reading, writing and mathematics.</p> | <p>100% of pupils to meet the EXS in reading, writing and mathematics.</p> <p>50% of pupils to achieve GDS in at</p> | <p>1:1 daily intervention sessions with an adult with the focus on EXS targets from the NC and individual assessments.</p> | <p>Interventions and Impact groups The EEF has found that High quality interventions in has positive benefits. +5 months. These impact groups will have a particular focus upon EXS outcomes. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual</p> | <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p> | <p>Additional Tuition £1,000</p> <p>Pupil premium Teacher 1:1 for all interventions. £2,200</p> |



Witham St Hughs Academy

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| | To increase the number of pupils meeting the GDS in reading, writing and mathematics. | least one core area. | <p>Book Blog is to be used on a 1:1 basis with these pupils.</p> <p>Sensory Room and Pastoral Time on a small group basis including activate before registration time.</p> <p>1:1 Tuition time with the PP Teacher after school sessions.</p> | <p>needs throughout the year. Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.</p> <p>These sessions will support memory and retention with a focus on a narrow range of basic skills in mathematics. It will include pre learning for the following day's session. The EEF suggests that this can add 5 months to the pupil's outcomes.</p> <p>Sensory Room and 1:1 Pastoral Time/ Activate approach before School. Pupil will have small group opportunities within the Sensory room with the Pastoral Leader. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance.</p> | | 1 SEND and Pastoral TA for Sensory experiences and Lego Therapy. £1,500 |
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| Whole School Initiatives/the wider curriculum | How? | What is the rationale for this chosen strategy? | How will it be monitored? | Cost? |
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| My Book Blog | On-line tool to monitor and encourage pupils to read more books. | Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils. | English Leader to monitor reading statistics from on- | Proportionate cost plus leadership time cost £2,500 |



Witham St Hughs Academy

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| | | | line information. Report to SLT. | |
| Forest School Learning | Forest School Learning will take place 6 times and year with a further 6 sessions at other sites for PP pupils. | The EEF recommend that this has the potential to add 4 months to the learning outcomes. This equally is aimed to develop the social skills with these pupils. | Forest School Leader to measure the impact upon PP pupils and report to SLT | £2,000 |
| Inclusion – Residential trip funding support | Financial support for residential trip cost if required | To promote inclusion of all pupils in all aspects of the curriculum – finance should not be a barrier. | SBM | Variable – Circa £1500 |
| RWI subscription | To develop talk through stories, access to support for parents to work with children at home, phonics leader to run parent workshops to develop a love of reading | To ensure all pupils can read fluently and with enjoyment | 6 weekly RWI screening by class teachers and phonics lead to measure and track progress. Attendance at parent events. | £1000 |
| | | Total | | £7,000 |

Date: 1st September 2020

Pupil Premium Leader: Emily Broadley