



## Forty Hill C.E. School - Pupil Premium Strategy Statement 2020-21

### Our Vision

that our safe and welcoming  
Christian community gives  
every child every opportunity to be

**fulfilled, healthy and successful.**



At Forty Hill, we have high aspirations and ambitions for all of our children (“*every child*”) and we believe that no child should be left behind. We are determined to ensure that our children are given “*every opportunity*” to realise their full potential and be “*fulfilled, healthy and successful*”.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Our school data is positive for outcomes for PP pupils but we continue to build on this to diminish the difference between PP pupils in the school and all pupils nationally. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how we

will measure impact and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted teaching and interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach their highest levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil’s achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group. As part of our overall strategy to ensure that our Pupil Premium children are not disadvantaged compared to their peers, we allocate a large proportion of our funding to enrichment programmes designed to further develop confidence and skills for our pupils to succeed in all areas of the curriculum and society.

At Forty Hill, we deploy a Pupil Premium Strategy that not only seeks to support and benefit our children eligible for the Pupil Premium funding, but also a whole school approach to this strategy, aiming to ensure all of our children make good progress from their starting points. We are proud of this ethos and aim to utilise the small amount of pupil premium funding to support our wider school aim of inclusivity and giving every child the opportunity to flourish and live life to the full. *Jesus said: “I have come that they may have life, and have it to the full” John 10:10*

# Forty Hill C.E. School - Pupil Premium Strategy Statement 2020-21



1. Summary information					
<b>School</b>	Forty Hill C.E. School		<b>Headteacher</b>		Josh Newham
<b>Academic Year</b>	2020-21	<b>PP budget</b>	£40,350	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	207 + 24 Nursery	<b>Number of eligible PP pupils</b> <i>* please note that the allocation is for the 2020-21 financial year and therefore figures may differ</i>	30 (14%)	<b>Date for review of this strategy</b>	June 2021
<b>Carry over from 2019-20</b> <i>Due to coronavirus pandemic, see 2019-20 report</i>	£7,047	<b>Total PP Budget</b>	£47,397		
2. Current attainment					
<p>Current attainment data cannot be provided from 2019-2020 due to the Coronavirus pandemic, where all schools closed in March 2020. Statutory assessments did not take place in the summer of 2020 and internal data was not recorded for the summer term. Therefore, we are unable to use data as a source of evidence and comparison for this Pupil Premium Strategy. However, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that the previous Pupil premium expenditure has had.</p> <p><i>July 2021 - Due to the coronavirus pandemic, statutory assessments did not take place in summer 2021. End of year internal data was gathered in June 2020 and used as a tool to show impact.</i></p>					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
<b>A.</b>	Data from 2019 suggests that pupils eligible for PP are making less progress than those not eligible for pupil premium in all subjects				
<b>B.</b>	A significant proportion of our pupils eligible for PP have low levels of confidence in their own ability, resulting in a need to boost and challenge them academically and socially				
<b>C.</b>	A significant proportion of our pupils eligible for PP have low levels of competency in communication, literacy and language upon entry to the school				
<b>D.</b>	Lockdown from March – September has resulted in a number of PP children having limited opportunities to excel academically compared to some of their non-PP peers				
External barriers					
<b>E.</b>	Pupils eligible for PP have had less access (particularly exaggerated due to Lockdown) to enrichment opportunities and opportunities to boost confidence, affecting well-being and expectations for learning				
<b>F.</b>	A significant proportion of our pupils eligible for PP have low attendance levels for the previous academic year				
4. Desired outcomes			Success criteria		
<b>A.</b>	Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP		The gap between PP and non-PP pupils is narrowed further or diminished		
<b>B.</b>	Higher levels of self-confidence, challenge and opportunities within school impacting on expectations for learning		Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning in order to make accelerated progress towards ARE		

<b>C.</b>	Improve communication and oral language skills for children across the school <i>(ETSP Priority for 2020-2021)</i>	Pupils eligible for PP develop their communication and language skills to better support their academic success in the classroom, which is reflected in the data
<b>D.</b>	Pupils eligible for PP are given opportunities to excel academically	The gap between PP and non-PP pupils is narrowed further or diminished
<b>E.</b>	Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost confidence, well-being and expectations for learning	At least 80% of pupils eligible for PP meet ARE and pupil surveys reflect increase in well-being.
<b>F.</b>	Pupils eligible for PP regularly attend school, enabling them to be successful learners.	Pupils eligible for PP have attendance figures in excess of 96% <i>(will need to be reflective of any Covid-19 issues)</i>

## 5. Planned expenditure 2020-21

### i. 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	Staff lead	When will you review implementation?
<p><b>A.</b> Rates of progress in all areas</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	- Inspirational staff CPD and resources in order to inspire children to write and develop their literacy and numeracy skills	<p>We are aware that our Pupil Premium Children do not have access to some of the inspiration that our non-PP have. Technology and experiences are becoming more and more expensive and many of our children do not get to experience aspects of life that can inspire their creativity. Writing can be affected by this lack of imagination and creativity and so we wish to help inspire our children with a range of resources, opportunities and support to do so.</p> <p>By purchasing resources, online subscriptions, as well as resources for mastery, we can support our teachers to engage our pupils to improve attainment in writing and mathematics. These include:</p> <ul style="list-style-type: none"> <li>• Twinkl</li> <li>• Phonics Play</li> <li>• Letter Join</li> <li>• Classroom Secrets</li> <li>• Literacy Shed Plus</li> <li>• White Rose Premium Maths resources</li> </ul> <p>Additionally, some of the PP money will be used to pay for inspiring visitors to work alongside our teachers to develop our children's ideas and strategies for writing. We have found that this was successful last year and believe it will only continue to support our children, particularly following varied experiences during lockdown.</p> <p><b>January 2021 review – All of the above subscriptions have been utilised in school and now for home learning during the second lockdown. We have not been able to host inspiring visitors but have booked a professional poet to support our Arts Trophy during lockdown.</b></p> <p><b>July 2021 – all resources continue to be used.</b></p>	<ul style="list-style-type: none"> <li>- Resources</li> <li>- Subscriptions</li> <li>- Visitors</li> <li>- Performance Management of all staff to identify areas of need</li> </ul>	HT & DHT	January 2021 and July 2021
Subscriptions £600, Inspiring visitors / experts £900			<b>Budgeted Cost</b>	<b>£1,500</b>	

<p><b>A.</b> Rates of progress in all areas</p> <p><b>C.</b> Improve communication and oral language skills</p> <p><b>D.</b> Opportunities to excel academically</p>	<p>- Support children in their learning by targeted, supported and personalised learning within the classroom</p>	<p>Deploying highly skilled additional adults to support the learning within the classroom, allows the teacher to implement greater differentiation and targeted support for children, whether falling behind or in need of stretching.</p> <p>At Forty Hill, we are striving to ensure that we have a highly skilled and motivated TA in every class, despite budget cuts, as we believe in the benefit that their support has on the whole class, particularly those in need of challenge and support in all areas of the curriculum.</p> <p>Following lockdown, the decision was made to appoint an additional teaching assistant to support children across the school. This will allow us to have a TA in every class for most parts of the day, as well as a highly skilled teaching assistant to lead targeted teaching and interventions where needed.</p> <p>January 2021 review – Support staff have been invaluable in supporting the targeted teaching and interventions needed for catch up and general misconceptions that children have. We are continuing to utilise support staff during lockdown to provide online targeted teaching and interventions.</p> <p>July 2021 – Phonics results showed that the utilisation of key support staff to support teaching and learning was incredibly effective.</p> <p>Phonics results in July: Year 1 – 29/30; Year 2 – 29/29. All pupil premium children (11 children across the two classes) passed the phonics test.</p>	<p>- Deployment of TAs for writing and maths support as well as additional targeted teaching</p> <p>- Deployment of additional TAs across the school for targeted teaching</p> <p>- Deployment and skillset of TAs will be reviewed as part of performance management</p>	<p>HT &amp; DHT</p>	<p>January 2021 and June 2021</p>
<p><i>Cost of 1 x TA x 4 afternoons per week.</i></p>			<p><b>Budgeted Cost</b></p>	<p><b>£4,500</b></p>	

<p><b>B.</b> Self-confidence, challenge and opportunities  <b>C.</b> Improve communication and oral language skills  <b>E.</b> Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> <li>- increase awareness of mental health and wellbeing</li> <li>- Provide support for pupils who require it</li> </ul>	<p>The context of our school, as well as the context of society in general, is changing dramatically, particularly now following lockdown and during the coronavirus pandemic. Social media and the internet is increasing our children’s negative perceptions of themselves, particularly in the area of mental health and own personal wellbeing. Two Wellbeing Weeks will be held at school (including staff) to develop a greater understanding of mental health issues.</p> <p>Nurture groups will be utilised to support children (particularly those eligible for PP) to promote good mental health and wellbeing (see targeted support for funding). Leuven scales will be analysed for each class to enable us to identify those children who need support with wellbeing and engagement. Appropriate interventions and targeted support will be put in place accordingly.</p> <p>A Speak Easy system has been introduced to give all pupils the opportunity to talk about their feelings, worries and concerns. This is looked after by a highly trained member of support staff who takes time to talk to those children who need this.</p> <p>Pastoral support plans are developed for those that need and parent meetings are held to support parents.</p> <p>January 2021 review – The Speak Easy initiative supported us to identify children who needed regular talk time and some safeguarding issues that needed to be dealt with by the Safeguarding team. Mrs Watson has been utilised to support parents and children during this difficult time and during the second lockdown. Leuven scales have been used to measure the engagement and wellbeing of our pupils. At baseline and CP2, children were identified for nurture groups led by John Gilbert or Mrs Watson. John Gilbert has continued these nurture groups during the second lockdown.</p> <p>July 2021 – Leuven Scale Impact report for PP children show that the vast majority of our PP children are engaged and have good wellbeing.</p> <table border="1" data-bbox="546 962 1520 1246"> <thead> <tr> <th></th> <th>&lt; 3 for wellbeing Oct 2020</th> <th>&lt; 3 for engagement Oct 2020</th> <th>&lt; 3 for wellbeing July 2021</th> <th>&lt; 3 for engagement July 2021</th> </tr> </thead> <tbody> <tr> <td>Whole School Totals</td> <td>16 children</td> <td>45 children</td> <td>10 children</td> <td>22 children</td> </tr> <tr> <td>Pupil Premium totals</td> <td>2 children</td> <td>3 children</td> <td>2 children</td> <td>4 children</td> </tr> </tbody> </table> <p>Nurture groups led by John Gilbert and Mrs Watson have supported many of our PP children to share and articulate their feelings.</p>		< 3 for wellbeing Oct 2020	< 3 for engagement Oct 2020	< 3 for wellbeing July 2021	< 3 for engagement July 2021	Whole School Totals	16 children	45 children	10 children	22 children	Pupil Premium totals	2 children	3 children	2 children	4 children	<ul style="list-style-type: none"> <li>- Wellbeing Weeks</li> <li>- Policy and procedures</li> <li>- Staff CPD</li> <li>- Nurture Groups</li> <li>- Speak Easy</li> </ul>	<p>HT &amp; DHT, DW</p>	<p>January 2021 and June 2021</p>
	< 3 for wellbeing Oct 2020	< 3 for engagement Oct 2020	< 3 for wellbeing July 2021	< 3 for engagement July 2021																
Whole School Totals	16 children	45 children	10 children	22 children																
Pupil Premium totals	2 children	3 children	2 children	4 children																
<p>Contribution to cost of 1 x HLTA x 2 days; cost of Nurture Group resources, cost of wellbeing week resources</p>				<p><b>Budgeted Cost</b></p>	<p><b>£6,000</b></p>															

<p><b>A.</b> Rates of progress in all areas</p> <p><b>B.</b> Self-confidence, challenge and opportunities</p> <p><b>C.</b> Improve communication and oral language skills</p> <p><b>D.</b> Opportunities to excel academically</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<p>- Develop the curriculum and teaching strategies to enable all of our pupils (PP and non-PP) to flourish.</p>	<p>Developing our curriculum, with our clear intent and rationale behind why we do what we do, is a key priority area for the school this academic year, At Forty Hill, we challenge our staff to provide the best possible learning experience for our children based on the context of their class. Our new topic based approach, building on the skills outlined in the national curriculum support the children to become fulfilled, healthy and successful, as stated in our vision. Our Reaching Out Programme (see website for more details), as well as our SMSC and British Values curriculum, enables our children to value their learning and share their experiences. An updated PSHE policy has been written to fit the context of our school and opportunities are sought throughout the academic year to engage with local and national priorities.</p> <p>The Recovery Curriculum has been designed by our Leader of Learning in order to support teachers to support pupils in their return to school.</p> <p>Priorities from our SDP 2020-21 are:</p> <ul style="list-style-type: none"> <li>• To implement a recovery curriculum based on the needs of the children following school closure</li> <li>• To adapt, reorganise and structure the history, geography, art and DT (topic) curriculum to ensure complete coverage and progression of skills</li> <li>• To develop and support staff understanding, and delivery of, the updated topic curriculum</li> <li>• To ensure uniformity and clarity of the teaching of discreet subjects within our cross curricular approach to topic</li> <li>• To develop the assessment of non-core subjects</li> <li>• To provide children with exciting and high quality stimulus within Literacy in order to inspire good quality writing and a love of reading</li> <li>• To continue to promote the wider curriculum and SMSC and evidence the impact it has on the children in light of Covid-19</li> <li>• To further develop the schools' outside environment</li> <li>• To utilise the PSHE Curriculum to support our children upon return to school</li> <li>• To monitor and support the wellbeing of our children</li> <li>• To continue to evidence the teaching of British values</li> <li>• To continue to develop children's understanding of danger and risk, both online and in the real world</li> <li>• To develop the school's RSE Curriculum</li> </ul> <p>In addition to the above, we pride ourselves on developing our children as individuals and celebrating their talents through our Arts Trophy, SMSC and British Values curriculum, PSHE and P4C.</p> <p>Pupil Premium will contribute to resources and our Leader of Learning Salary to ensure that we are providing the best experiences and opportunities for our children.</p> <p>January 2021 review – The curriculum can still be utilised but will need to be tweaked to support further catch up needed on the return to full schooling.</p> <p>July 2021 – The curriculum continues to be adapted and tailored to suit the needs of all of our children.</p>	<p>- Developing skills progression</p> <p>- Focus Weeks</p> <p>- CPD for Staff</p> <p>- Mastery and challenge</p> <p>- Monitoring cycle</p> <p>- New curriculum</p> <p>- Reaching Out</p>	<p>HT, DHT, Leader of Learning</p>	<p>January 2021 and June 2021</p>
<p>SMSC and Curriculum Resources, Contribution to Leader of Learning Salary (£19,436)</p>		<p><b>Budgeted Cost</b></p>	<p><b>£5,000</b></p>		

**Quality of Teaching for All - Total Budgeted Cost £17,000**

**ii. Targeted Support**

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><b>A.</b> Rates of progress in all areas <b>D.</b> Opportunities to excel academically</p>	<p>- Objective led targeted teaching, interventions and booster groups</p>	<p>All PP children (including under attaining and more-able) will be able to access good quality targeted teaching, identified by teachers in Pupil Progress Meetings and class assessments. Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught. Year 6 children will have additional support in the build up to SATs using <a href="https://www.cgpbooks.co.uk/">https://www.cgpbooks.co.uk/</a> Targeted groups led by Head, Deputy and Leader of Learning to challenge and support the more-able PP across the school following discussions at Pupil Progress Meetings. <i>January 2021 review – CGP revision guides will not need to be purchased for SATs but we may utilise some funding to purchase catch up books when necessary.</i> <i>Support staff continue to be used effectively to provide high quality targeted teaching and interventions both in school and during the lockdown.</i> <i>July 2021 – CP6 data for PP children</i> <i>Reading Data–22/29 children achieved ARE (76%) and 7/29 achieved Greater Depth (24%)</i> <i>Writing Data – 18/29 children achieved ARE (62%) and 3/29 achieved Greater Depth (9%)</i> <i>Maths Data – 20/29 children achieved ARE (69%) and 5/29 achieved Greater Depth (17%)</i></p>	<p>- Support staff used to provide targeted teaching and interventions across the school where identified - At least 80% of children eligible for PP will meet ARE</p>	<p>DHT/SENCO, Deployed Support Staff Year 6 teacher</p>	<p>January 2021 and June 2021</p>
<p><i>CGP Revision books for PP children in Year 6 = £33; Contribution to TA support with targeted teaching across the school</i></p>			<p><b>Budgeted Cost</b></p>	<p><b>£5000</b></p>	

<p><b>A.</b> Rates of progress in all areas</p> <p><b>B.</b> Self-confidence, challenge and opportunities</p> <p><b>C.</b> Improve communication and oral language skills</p> <p><b>D.</b> Opportunities to excel academically</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<p>- Enrichment opportunities for Pupil Premium pupils across the school through the ETSP</p>	<p>Enrichment opportunities have always been a source of strength at Forty Hill. We are proud to work with the Enfield LA and ETSP to ensure that opportunities boost children's confidence and academic ability in different areas of the curriculum as well as supporting their wellbeing.</p> <p>In previous years we have taken part in debating, maths masterclasses and spelling bees. This year, it is a little less clear as to how we can participate in some enrichment opportunities due to the coronavirus pandemic. However, through the ETSP, we have already been informed of opportunities such as a spelling bee, science fayre, debating and art.</p> <p>January 2021 review – These events have moved to online and been very successful. This includes during lockdown.</p> <p>July 2021 – Continued to access events online.</p>	<p>- Enrichment opportunities for identified children with PP who would benefit from extra input in order to secure ARE or to support their mental health and wellbeing by exposure to different opportunities.</p> <p>- TAs deployed to work with the children and train them before events</p>	<p>DHT Maths lead</p>	<p>January 2021 and June 2021</p>
<p><i>ETSP enrichment events for targeted pupils = £180; TA support for participating in these events</i></p>				<p><b>Budgeted Cost</b></p>	<p><b>£1000</b></p>



<p><b>A.</b> Rates of progress in all areas</p> <p><b>B.</b> Self-confidence, challenge and opportunities</p> <p><b>C.</b> Improve communication and oral language skills</p> <p><b>D.</b> Opportunities to excel academically</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<ul style="list-style-type: none"> <li>- Nurture Group and LASS for language and social skills as well as development of communication and academic potential</li> <li>- Online Literacy and Numeracy Support programme</li> <li>- Mentoring, Behaviour and Inclusion Support</li> <li>- Consistent approach to nurture</li> </ul>	<p>Behaviour is a form of communication and we wish to ensure that children are able to articulate their feelings. In turn, this will have an impact on children's attitude to school life and attendance. A nurture group for pupils eligible for PP led by John Gilbert will take place to ensure that pupils develop self-confidence and self-awareness, particularly after the lockdown experience for many.</p> <p>A LASS group will be run in order to improve communication and social skills for targeted children</p> <p>An online Literacy and Numeracy support program will enable children, staff and the parents to access resources for the promotion of Literacy, communication and Numeracy skills (IDL)</p> <p>As part of our involvement with the Close the Word Gap project, language for thinking intervention will take place this year to support PP children.</p> <p><b>January 2021 review – LASS was due to start in January. IDL continues to be used during lockdown and data suggests that it is being well utilised at home. Nurture groups are continuing during lockdown. JI continues to spend a great deal of time managing SEN provision both in school and at home.</b></p> <p><b>July 2021 – LASS did not take place but the member of support staff was utilised for targeted teaching across the school, particularly with KS1 phonics. Phonics results in July: Year 1 – 29/30; Year 2 – 29/29. All pupil premium children (11 children across the two classes) passed the phonics test.</b></p> <p><b>Mrs Watson has three mornings a week for talk time and has a full timetable. Mrs Watson also has been providing language for thinking sessions for PP children where there is a potential vocabulary gap.</b></p>	<ul style="list-style-type: none"> <li>- Resources and cost of intervention programme</li> <li>- Progress measured through data systems, including Pre-Key Stage Standards, Early Learning Goals and National Curriculum objectives</li> <li>- Children will develop communication skills to be able to access the next stages in their learning</li> <li>- Nurture group for PP children at lunchtimes</li> <li>- Parent support as required</li> </ul>	<p>SENCO and relevant staff</p>	<p>January 2021 and June 2021</p>
<p><i>LASS and Intervention Groups = £2500; IDL subscription = £500; John Gilbert Nurture Group £1500</i></p> <p><i>Contribution to SENDCo salary for overseeing, resourcing and managing this targeted support = £4000</i></p>					<p><b>Budgeted Cost</b></p> <p><b>£8,500</b></p>
<p><b>A.</b> Rates of progress in all areas</p> <p><b>D.</b> Opportunities to excel academically</p>	<ul style="list-style-type: none"> <li>- DSR Groups for Year 2, 3 and 4</li> </ul>	<p>Following lockdown and the return to school, some children have suffered with lost learning and we have seen the need to plug the gaps, particularly in basic comprehension and fluency.</p> <p>Daily Supported Reading (DSR) groups will take place in Year 2 from September to December.</p> <p>In addition, a DSR group in year 3 and 4 will support specifically targeted PP children to enable them to catch up with their peers and any lost learning.</p> <p><b>January 2021 review – DSR took place in Year 2 up until December. We will review the provision needed once we return to full schooling.</b></p> <p><b>July 2021 –KS1 Reading R: 8/11 children (73% achieved ARE)</b></p>	<ul style="list-style-type: none"> <li>- DSR resources</li> <li>- Support staff allocation</li> </ul>	<p>DHT</p>	<p>January 2021 and June 2021</p>

Cost of 3 x TA x 30 mins per day for 4 days			Budgeted Cost		£3,397
F. Regularly attend school, enabling them to be successful learners	- Support families with poor attendance	<p>We are aware that a proportion of our PP children had poor attendance in the last academic year. Whilst some of our pupils have very legitimate reasons for this absence, we need to ensure that we support the families to bring the children to school regularly. Incentives have been introduced such as a whole school attendance award and display. Further targeted support is needed to support individual children and their families. This includes: regular contact with and meetings with the EWO and the families in question; follow up phone calls on the first day of absence; invitation to Breakfast Club with a heavy discount or free of charge.</p> <p>July 2021 – Pupil Premium attendance is 95% for the academic year. This is below the 97% whole school attendance but an improvement from 2019-20 (92%)</p>	<ul style="list-style-type: none"> <li>- Breakfast Club</li> <li>- Regular contact</li> <li>- EWO involvement</li> </ul>	DHT/SENCO, Deployed Support Staff	June 2021
<b>Budgeted Cost</b>					<b>£850</b>
<b>Targeted Support - Total Budgeted Cost</b>					<b>£18,747</b>
iii. Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
E. Boost confidence, well-being and expectations	- To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish	<p>We wish for all children and their parents to feel fully engaged in all aspects of school life, particularly after the lockdown and restrictions in place during the coronavirus pandemic. We hope to be able to commence after school clubs and trips from October Half Term or Christmas. We will have to take advice on this.</p> <p>Last year, 54% of PP children attended clubs in the Autumn term and 67% of PP children attended clubs in the Spring term. Our aim is for at least 67% again and so we have budgeted for this amount for two terms (spring and summer).</p> <p>Similarly, with trips, we will fund trips for PP children as soon as they commence.</p> <p>January 2021 review – Clubs and trips have not been able to take place due to the restrictions of the pandemic.</p> <p>July 2021 – Trips did not take place (other than residential for Y6 – see below). However, all PP children were offered an outside club in the Summer Term. 57% of the children attended. Although lower than last year, it must be noted that only one KS1 club (Art) was available due to restrictions.</p>	<ul style="list-style-type: none"> <li>- Trips subsidy</li> <li>- Extra-curricular clubs subsidy</li> <li>- School uniform subsidy if required</li> <li>- Resources as appropriate and required</li> </ul>	HT, DHT/SENCO, SBM, Welfare & Admin Officer	June 2021

<i>Cost of 1 club per pupil per term (£1000), trips estimate (£400)</i>			<b>Budgeted Cost</b>	<b>£1,500</b>
<p><b>B.</b> Self-confidence, challenge and opportunities</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<p>- To provide the opportunity for all Y5 and Y6 pupils to attend a school journey</p>	<p>We wish for all Y5 and Y6 pupils to attend the school journeys so that they can bond together and develop social skills to equip them for Secondary School and future life. Last year, both of these trips were cancelled due to the coronavirus pandemic, but we are hopeful that they will be able to take place this academic year.</p> <p><a href="http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada">http://www.pgl.co.uk/en-gb/school-trips/primary-schools/centres/little-canada</a></p> <p><a href="https://www.cuffleycamp.co.uk/">https://www.cuffleycamp.co.uk/</a></p> <p>January 2021 review – Clubs and trips have not been able to take place due to the restrictions of the pandemic.</p> <p>July 2021 – Year 5 outdoor learning day and Year 6 PGL was paid for our PP children.</p>	<p>- School journey Y6 (Isle of White) subsidy</p> <p>- School journey Y5 (Cuffley Camp) subsidy</p>	<p>HT, SBM</p> <p>June 2021</p>

<i>Cost of Y6 children for PGL(approx. £930) and Y5 children to Cuffley Camp (approx. £720)</i>			<b>Budgeted Cost</b>	<b>£1,650</b>
<p><b>A.</b> Rates of progress in all areas</p> <p><b>B.</b> Self-confidence, challenge and opportunities</p> <p><b>C.</b> Improve communication and oral language skills</p> <p><b>D.</b> Opportunities to excel academically</p> <p><b>E.</b> Boost confidence, well-being and expectations</p>	<p>- Specialist Teacher to work with more able pupil premium children to develop oracy, communication and language</p> <p>- The Forty Hill College for Y5&amp;6</p> <p>- Forest Schools</p>	<p>A number of our pupil premium children are considered more able in our assessment and data tracking. In order to develop and refine their communication, language and oracy skills, as well as to further enrich their exposure to current affairs and deep questioning and thinking, we wish to work with a well-known local teacher (John Gilbert) who will support these children in lessons and in dedicated teaching time.</p> <p>Forty Hill College is our popular and successful initiative to raise achievement of all pupils in the wider curriculum area and teach life- and basic- skills in Year 5 and 6 to children who may not have experienced these areas (such as cooking, art, sport, sewing and drama) before. Contribution for resources and salaries helps us to ensure that all pupils, including PP children in these year groups can benefit from this experience.</p> <p>We are proud of our Forest Schools programme for the whole school and we wish to spend some of our PP money on this to develop the children’s sense of wellbeing and enrichment.</p> <p>January 2021 review – All of these initiatives have been carrying on in school up until December and during the in-school provision (Forest School) and at home (nurture group). College has not been able to take place during the lockdown.</p> <p>July 2021 – All initiatives have continued throughout the summer term, including college.</p>	<p>- John Gilbert to work with more able pupil premium children across the school</p> <p>- Forty Hill College</p> <p>- Forest Schools</p>	<p>HT, DHT and Class Teachers</p> <p>January 2021 and June 2021</p>

<i>John Gilbert = £3,500; Forty Hill College contribution = £1000; Forest Schools contribution £4000</i>			<b>Budgeted Cost</b>	<b>£8,500</b>
--	--	--	----------------------	---------------

<b>Other Approaches - Total Budgeted Cost</b>				<b>£11,650</b>
---	--	--	--	----------------

<b>Forty Hill CE School Pupil Premium 2020-21 Total Budgeted Cost</b>				<b>£47,397</b>
---	--	--	--	----------------

*In reality, the total cost far exceeds our pupil premium allocation. However, our approach, as outlined on the first page, is a whole school and every child approach, aiming that all children can become fulfilled, healthy and successful through the correct provision.*