

**Pupil Premium Spending Plan
Appendix i. Example Statements**



	Name	Barriers to Learning	Desired Outcome(s)	Action and Cost	Review
1	Example Child	<ul style="list-style-type: none"> • Struggles to form relationships. • Poor literacy/maths skills • Limited access to language. • Lack of access to resources (e.g. internet). • Poor attendance. • Low aspirations. • Low expectations. • Low self-esteem. • Limited home support. • Narrow life experiences • Distance from school (lateness and absence). 	<p>Related to barriers to learning.</p> <p>¹ If the barrier was <i>Poor attendance and frequently late</i>, the desired outcome would be <i>To improve attendance and reduce instances of lateness.</i></p> <p>² If the barrier was <i>Narrow life experiences</i>, the desired outcome would be <i>To increase access to out of school activities.</i></p>	<p>Related to the desired outcome(s).</p> <p>¹ If the desired outcome was <i>To improve attendance and reduce instances of lateness</i>, the action and cost could be <i>Arrange transport to school on Friday morning (£x/day).</i></p> <p>² If the desired outcome was <i>To increase access to out of school activities</i>, the action and cost could be <i>Arrange for child to attend local Judo class (£x/week).</i></p>	<p>Brief termly review of the impact of the PP spending after discussion with phase leader.</p>

**Pupil Premium Spending Plan
Appendix ii. Cohort Case Study**



	Name	Barriers to Learning	Desired outcome(s) linked to barriers and child's interests	Action and Cost	Review
1	Example Child	<ul style="list-style-type: none"> Poor Maths skills. Narrow life experiences. 	<p>To improve confidence and fluency in Maths skills.</p> <p>To improve access to out of school music activities.</p>	<p>After school interventions with teacher (£22/hour x 20 = £440).</p> <p>Music tutoring (£17/week x 10 = £170).</p>	<p>Maths intervention to continue until end of academic year.</p> <p>Music tutoring may continue with a different tutor – currently attending violin after school club.</p>

Detail of actions and subsequent outcomes for the pupil:

Example Child panics when using number facts to calculate. His understanding of maths concepts was good but answers were still often incorrect.

Weekly Maths intervention focussed on spotting patterns in different times tables and identifying strategies to remember other number facts (such as Jigsaw numbers from CLIC). They were supported through answering questions where this knowledge could be applied.

Example's class teacher has remarked that his confidence when using number facts in class is improving – he is now answering questions faster than before with more accuracy. This has had a knock-on effect in his written work. For example, Example's weekly Big Maths test scores have shown a steady improvement and they are close to moving onto the next level after being stuck at the current level all year. Ideally, according to the class teacher, these interventions would continue with the use of pupil premium and will also be supplemented by the class TA carrying out *Power of 2* Maths interventions 3x a week.

Example Child showed great skill when playing the violin under the supervision of the class music teacher. It was recommended that he attend the after school club to develop this further but he was unable to due to his parents' work commitments.

Instead, we organised for a recommended music tutor to come to school to provide one-to-one teaching for Example. Example has commented how much he enjoyed the sessions and that he feels he is learning a lot – he has looked forward to them every week. His parents have recently bought him his own violin, which he practices on at home.

Unfortunately, the tutor was unable to commit to a further set of sessions due to their personal circumstances. Example is however now able to attend the after school club. If this changes, we will explore other options to allow him to continue with his tuition.