

Bishop Aldhelm's Core Principles

Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

1) To know each pupil and meet their individual needs

- Venn diagrams to identify type of provision required.
- Regular progress meetings
- DcPro contains all data that can be used readily by teachers and SLT.

Quality teaching for all: To ensure all pupils have access to highest quality teaching

2) To enrich the vocabulary and experiences of all pupils

- All subjects start with vocabulary
- Knowledge organisers and long term plans focus on vocabulary
- Clearly displayed in classrooms
- Private Speech and Language Therapist
- Pre-teaching context and vocabulary lessons

3) For children to have resilience and stickability in order to challenge themselves

- Learning values shared explicitly with children.
- Stormbreak sessions in all classes and as interventions
- Learning mentors in KS2

4) To close the gap as early as possible by focussing resources on the entry year to school.

- Speech and language therapist focus.
- TalkBoost and TalkAbout intervention
- Focused interventions and support

Targeted support: To ensure that those who are behind catch up

Loved by God



United in Learning

5) To have a relentless and persistent focus on making every year count.

No pupil leaves a year group without an understanding of the essential knowledge, skills and vocabulary that has been taught that year.

- Issues identified quickly and actions put in place
- Regular planned formal and informal monitoring quickly identify any areas where further work is needed.
- Remember posters and knowledge organisers with key knowledge, skills and vocabulary shared in school and at home.

To address barriers that may affect pupil's ability to access learning and the wider curriculum

6) For disadvantaged pupil to have an attendance rate in line with national expectations

- Work with Family Support Worker.
- Attendance letters and meetings.
- Individualised support

7) To provide resources and experiences to disadvantaged pupils to allow them to access their learning

- Positive discrimination with regards to clubs and interventions.
- Pre-teaching context sessions
- Real-life learning opportunities/ tasks around school.

8) To support all pupils who we feel are disadvantaged, regardless of whether or not they receive the pupil premium

- Funding towards all trips
- 3 non-fiction topic focused books to keep a year

Pupil Premium Strategy Statement 2020-2021

1. Summary Information											
School											
Total number of pupils	607	Number of PP pupils	107	Total PP Budget	£143,500	Date of review of PP strategy	September 2020	Name of Pupil Premium lead.	Lizzie Sharpe	Name of Governor	Su Spence

2. Current Attainment- Based on July 2019																	
	EYFS and Key Stage 1								Key Stage 2								
	% GLD in EYFS	<i>Phonics Test</i>	EXS+ Reading	KS1 Progress Reading	EXS+ Writing	KS1 Progress Writing	EXS+ Maths	KS1 Progress Maths	EXS + Reading	GDS Reading	KS2 Progress Reading	EXS + Writing	GDS Writing	KS2 Progress Writing	EXS +Maths	GDS Maths	KS2 Progress Maths
Pupil Premium	63%	70%	50%	86%	36%	86%	43%	71%	71%	29%	-0.6	79%	14%	-0.6	86%	21%	0.1
2019 National	71.8%	82	75%		69%		76%		73%	27%	0.3	78%	20%	0.3	79%	27%	0.4
GAP against National	-8.8%	-12%	-25%		-33%		-33%		-2%	+2%	-0.9	+1%	-6%	-0.9	+7%	-6%	-0.3

Planned expenditure and impact								
Academic year		2020/2021						
Quality teaching for all: To ensure all pupils have access to best quality teaching Core Principles: 1. To know each child and meet their individual needs (Removal of individual barriers inside the classroom) 2. To build supportive relationships with the families of each disadvantaged child 3. For children to have resilience and stickability in order to challenge themselves				Overall Impact				
				2020-21	2021-22	2022-23		
Desired impact	Chosen action / approach	Rationale/ Barriers	Impact measures and milestones					
All teachers use attainment and holistic data to plan effectively for disadvantaged pupils in order to reduce any barriers.	<ul style="list-style-type: none">Venn diagrams to show the type of support required for PP children in every class.Teachers know the background, academic pathway and support given to date of each PP child in their class and use that information to plan for themTeachers supported to identify barriers for individual pupils and to plan learning that meets the needs of these pupilsBromCom assessment tables, including previous Key Stage attainment data, used by teachers to plan appropriate support.Focused pastoral support where required.Deployment of AHT for core morning and planning support based on data.	<p>To have one place that teachers can go to to see how a child has achieved in previous years and what support they have received.</p> <p>This detailed information will enable class teachers, and all involved, to gain a quick overview of the child and make next-steps easier to plan as well as being able to evaluate what has worked/ not worked for the child historically.</p>	<p>October 2020- Venn Diagrams to be completed</p> <p>March 2020- Venn Diagrams updated termly as part of data and pupil progress meetings.</p> <p>Teachers demonstrate high aspirations for their pupils.</p> <p>Teachers are able to identify barriers to attainment and plan actions/strategies to overcome them.</p> <p>Strategies set on report cards link to children's specific needs.</p> <p>Where interventions are in place, at least expected progress for the sessions is made. Where this doesn't happen, adaptations are made and alternative strategies are used.</p>	<p>Venn diagrams helped teachers to channel the type of support that a child needed- this was evidenced in pupil progress meetings and monitoring.</p> <p>Monitoring showed that where children weren't reading at home, additional reading with adults was made in school as a result PP children were making expected progress in their reading.</p> <p>End of year data showed that where interventions took place, 90% of the children made at least expected progress.</p>				
All pupils are exposed to high quality teaching on a daily basis	<ul style="list-style-type: none">Whole staff CPD on QFT.In class coaching & mentoring by AHTs + SLEs.Gap analysis of skillsMonitoring schedule looks at key groups	<p>"Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds." Supporting the attainment of disadvantaged pupils Briefing for school leaders DfE, November 2015</p>	<p>November 2020: New planning format in place.</p> <p>May 2021: Observations show that quality first teaching strategies as outlined in the school's policy, are used to support learners.</p> <p>Teachers that require additional support receive this and where in place, practice is improving.</p> <p>Autumn 2022: Monitoring by internal and external professionals shows that teaching across the school is good or better in all areas.</p>	<p>Monitoring in the summer 2021, showed that the quality of teaching was strong across the school. Where areas were picked up through the monitoring, action plans were put in place and these areas were addressed.</p> <p>AHTs were deployed to the year groups with the most need throughout the year. As a result, staff were supported to high quality lessons.</p>				
For PP children to make at least expected progress from their previous Key Stage starting point in reading.	<ul style="list-style-type: none">Additional reading opportunities with adults in school.Investigations into potential specific barriersPhonics interventionSALT interventionPrecision teachingComprehension sessions	<ul style="list-style-type: none">Specific learning difficultiesLack of availability to appropriate texts at home.Phonic knowledgeLanguage barriers	<p>The difference between % of PP children making at least expected progress in reading and progress of national others is diminishing.</p> <p>Baseline 2019 data: Gap of -0.9 Reading PP progress -0.6 / National 0.3</p>	<p>Data from baseline this year showed that PP children made the following progress (black= expected progress and above, blue = above expected progress). This helped to keep children in line/ accelerate towards their expected Key Stage progress.</p> <table><tr><td></td><td>R%</td></tr></table>		R%		
	R%							

	<ul style="list-style-type: none">Memory activities built into lessonsDyslexia GoldAdditional KS2 teacher for focus group core teaching.	<ul style="list-style-type: none">Lack of practise at homeLimited vocabulary		<table><tr><td>EYFS</td><td>100 0</td></tr><tr><td>1</td><td>100 65</td></tr><tr><td>2</td><td>100 73</td></tr><tr><td>3</td><td>100 47</td></tr><tr><td>4</td><td>86 29</td></tr><tr><td>5</td><td>100 40</td></tr><tr><td>6</td><td>95 52</td></tr></table>	EYFS	100 0	1	100 65	2	100 73	3	100 47	4	86 29	5	100 40	6	95 52				
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For PP children to make at least expected progress from their previous Key Stage starting point in writing.	<ul style="list-style-type: none">Spelling ShedDyslexia Gold- spellingPrecision TeachingTouch type teachingDictation technologyAdditional KS2 teacher for focus group core teaching.	<ul style="list-style-type: none">Specific learning difficultiesSpelling	<p>The difference between % of PP children making at least expected progress in writing and progress of national is diminishing.</p> <p>Baseline 2019 data: Gap of -0.9 Reading PP progress -0.6 / National 0.3</p>	<p>Data from baseline this year showed that PP children made the following progress (black= expected progress and above, blue = above expected progress).</p> <table><tr><td></td><td>W%</td></tr><tr><td>EYFS</td><td>100 0</td></tr><tr><td>1</td><td>95 55</td></tr><tr><td>2</td><td>100 50</td></tr><tr><td>3</td><td>100 47</td></tr><tr><td>4</td><td>100 43</td></tr><tr><td>5</td><td>100 47</td></tr><tr><td>6</td><td>95 71</td></tr></table>		W%	EYFS	100 0	1	95 55	2	100 50	3	100 47	4	100 43	5	100 47	6	95 71		
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Children experience a high quality early education in their reception year in school.	<ul style="list-style-type: none">Speech and language therapist to focus support on EYFS.TalkBoost intervention to close speech and language gap.Phonics books available at appropriate levels to be sent home.Additional reading for PP children.Free-flow is planned and purposeful and meets the interests and needs of the childrenEarly Adopter Framework in place September 2020.	<p>Research published by DfE by Professor Cathy Nutbrown concludes that "...high quality early years provision narrows the gap between disadvantaged children and others."</p>	<p>% of PP children reaching GLD increases and difference between PP and national is diminishing</p> <p>Children make at least expected progress through EYFS.</p>	<p>All children made at least expected progress in word reading, writing and number.</p> <table><tr><td></td><td>R%</td><td>W%</td><td>M%</td></tr><tr><td>EYFS</td><td>100 0</td><td>100 0</td><td>100 30</td></tr></table>		R%	W%	M%	EYFS	100 0	100 0	100 30										
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Children who begin KS2 without having passed the phonics screen / are not at ARE for reading are effectively taught and supported to close the gap	<ul style="list-style-type: none">Children who did not meet ARE for reading and/or did not pass the phonics screen are supported through high quality class teaching.Children in year 3 who still have decoding difficulties are supported with Word Horner.Dyslexia Screening Tests in Year 3 to identify traits and strategies.Additional reading with AHT through the week.Additional phonics lesson weekly with year 3 teacher.	<ul style="list-style-type: none">Difficulty retaining phonics.Speech and language needs- difficulty with recognising and saying the phonic sound	<p>The % of pupils working below expectations is reduced.</p> <p>October 2020: Gap of 21% between PP children and non PP children achieving ARE in reading.</p> <p>December 2020: Repeat phonics screens show improved results progress from Spring data for all children showing that they have caught up lost learning from the summer term.</p>	<p>October 2020: Of the 17 children who didn't pass in Year 1, 4 have now 'passed'.</p> <p>December 2020: Of the 17 children who didn't pass in Year 1, 7 have now 'passed'. This gives a pass rate of 88% for the year group.</p> <p>July 2021: 92% of the cohort have passed their phonics screener. Those who are</p>																		

	<ul style="list-style-type: none"> Precision teaching 'sight' words for those who struggle to retain phonics. 		<p>Book and planning looks show specific phonic teaching and provision.</p> <p>July 2021: At least 70% of the remaining group to 'pass' their phonic screener. This would be a year group pass % of 95%.</p> <p>Summer 2021: To aim for the gap between PP and non PP children achieving ARE in reading in Y3 to reduce to below 10%.</p>	<p>still working below are on set intervention (Word Horner), additional reading and a structured scheme. Progress in phonics has been made by all of these children.</p> <p>Gap between PP and non PP children achieving ARE in reading in Year 3 has reduced to 14% (was 21%).</p>		
To ensure that poor vocabulary does not act as a barrier for disadvantaged pupils	<ul style="list-style-type: none"> Vocabulary pre-teach each week for maths, English and topic Word of the day TalkBoost intervention used to develop children's speech and language skills when needed. Context sessions to ensure the context and background of a topic is discussed in depth- can be done as a whole class and an intervention. Maths vocabulary discussed the week before and real life situations used. The vocabulary used in phonics and handwriting lessons is ambitious. Knowledge organisers with vocabulary and definitions, shared with families. Home learning has a talk focus each week. 	<p>Communication trust showed that vocab and communication can be a significant barrier for pupils from disadvantaged backgrounds. Pupils need a 95-98% comprehension rate to understand a text in reading and need to widen their vocabulary throughout the school in order for them to be able to achieve this</p> <p>Vocabulary needs explicit teaching if pupils are to acquire it (Alex Quigley & Beck and McGowan)</p>	<p>Learning walks of reading show vocabulary being explicitly taught.</p> <p>Conferenced pupils can explain and use vocabulary from class working walls and planning.</p> <p>Book scrutiny show new vocabulary is being used in writing.</p> <p>Longer term this should show an increase in disadvantaged attainment in reading and writing assessments.</p> <p>October Reading Baseline 2020: EYFS- 50% Year 1- 17% Year 2- 22% Year 3- 31% Year 4- 65% Year 5- 43% Year 6- 35%</p> <p>Summer 2021 reading targets: Year 1- 60% Year 2- 44% Year 3- 60% Year 4- 65% (2 new PP joined with EHCP) Year 5- 60% Year 6- 60%</p>	<p>December Reading: (increase since baseline) EYFS- 50% Year 1- 37% (+20%) Year 2- 33% (+11%) Year 3- 36% (+5%) Year 4- 56% (-9%) Year 5- 43% (0%) Year 6- 37% (+2%)</p> <p>July 2021 Reading (increase since December) EYFS- 50% (+0%) Year 1- 60% (+23%) Year 2- 40% (+7%) Year 3- 47% (+11%) Year 4- 52% (-13%) Year 5- 60% (+17%) Year 6- 67% (+30%)</p>		
Total budgeted cost				£101,895	£	£
Targeted support: To ensure that those who are behind catch up Core Principles: 4. To close the gap as early as possible by focussing resources on entry years to the school. 5. To ensure no child leaves a year group without an understanding of the essential knowledge that has been taught that year				Overall Impact		
				2020-21	2021-22	2022-23
Desired impact	Chosen action / approach	Rationale/ barriers	Impact measures and milestones			
Children affected by school closures are quickly identified along with their area/s of need. Resources and interventions selected from a raft of approaches we currently use and	<ul style="list-style-type: none"> We have a variety of established approaches and interventions that we will look to use and expand where needed, including: Word hornet 	<p>"The consequences of the pandemic will be far reaching—for all children, but particularly for those from socially disadvantaged families. There have been wide disparities in engagement"</p>	<p>We will be measuring progress and attainment from October baseline and at termly intervals throughout the year.</p> <p>Children on specific interventions will also be assessed using the assessments associated with those programmes / more often</p>	<p>Gaps in learning were established quickly in March 2021 when children returned.</p> <p>Future planning was written based on the gaps and monitoring showed that this</p>		

new approaches considered if needed	<ul style="list-style-type: none">Support to ensure quality of teaching (particularly for NQT and RQT teachers)We will consider the use of the following once we have completed our assessments, formal and informal:Wellbeing programmesAccess to technology1:1 and/or small group tutoringAs always, pupil premium pupils will have priority when selecting pupils to receive support.3rd Space Learning for Year 5 children	<p>Covid 19 Support Guide for Schools, June 2020 Education Endowment Foundation</p> <ul style="list-style-type: none">Completion of home learning tasks inconsistent between childrenAccess to technology at home.	to ascertain impact and consider allocation.	<p>effectively addressed the gaps.</p> <p>Parents were written to advising of the gaps and ways to support at home.</p> <p>Interventions had a positive impact with 90% of children making at least expected progress in the sessions.</p> <p>PP children were priotised for interventions.</p>																														
To accelerate the progress of PP children in EYFS and Year 1 who are not on track with their phonics.	<ul style="list-style-type: none">All PP children to read at least 3 times a week to an adult.Individual interventions where required, focused on specific speech sounds.Children to take home two books, one at their phonic level and one for the love of reading.Staff to model reading and foster an enjoyment books of - adults will hold reading sessions where they share books during the days as part of the free flow - children will also be encouraged to bring in their books so we are meeting their interests.Children will be given additional phonic practise with an adult - phonics activities will be included in the outside area.Parent presentations shared on website about supporting phonics and reading at home.Phonics packs sent home to encourage practice at home.Additional Year 1 teacher to support with phonics	<ul style="list-style-type: none">Decodable books not always readily available at home.Speech and language needs- difficulty with hearing the words.Additional reading and practise of phonics not always happening at home.	<p>The gap between PP and non PP children passing their phonic has diminished.</p> <p>Baseline from 2019 data: Gap 11.9% (PP 70, National 81.9%)</p> <p>March 2021 target: EYFS- 70% on target Year 1- 70% on target</p>	<p>December 2020: 4/7 PP children in EYFS are on track with their phonics.</p> <p>July 2021: EYFS- 50% of PP children on track with phonics (increase in total number of PP children since December- total of 10)</p> <p>June 2021: 50% of PP children on track with their phonics. 85% of all Year 1 children passed the mock phonic test. 85% of PP children passed the mock phonic test. No gap.</p>																														
To accelerate the progress of PP pupils who are not achieving ARE in the core subjects so that they begin to catch up.	<ul style="list-style-type: none">Positive discrimination- PP children selected first for interventionsPersonalised interventions based on identified needs- Venn diagrams.Use of technology to support writing e.g. Clicker 8 and Dictation Apps.Scaffolding strategiesPower of 2 maths interventionToe- by – toe English interventionWord Wasp/Hornet- English interventionHomework club available for children to attend after school	<ul style="list-style-type: none">Opportunities not always taken to reinforce learning at home e.g. through homework.Lack of vocabularyIndependence and resilienceMemory skillsSpecific learning difficultiesParental knowledge of methods	<p>The gap between PP and Non PP pupils achieving ARE in core subjects is diminishing.</p> <p>December 2020: PP children to have made at least expected progress from their starting point.</p> <p>Spring 2021: PP children to have continued to make at least expected progress from their starting point. 20% to have made above expected progress.</p>	<p>December: % of PP children who made expected/+ and above expected progress (in blue)</p> <table><tr><td></td><td>R%</td><td>W%</td><td>M%</td></tr><tr><td>EYFS</td><td>100 0</td><td>100 0</td><td>88 0</td></tr><tr><td>1</td><td>100 45</td><td>95 25</td><td>100 45</td></tr><tr><td>2</td><td>100 44</td><td>100 22</td><td>100 22</td></tr><tr><td>3</td><td>100 28</td><td>100 0</td><td>100 14</td></tr><tr><td>4</td><td>94 6</td><td>94 17</td><td>94 0</td></tr><tr><td>5</td><td>100</td><td>100</td><td>100</td></tr></table>		R%	W%	M%	EYFS	100 0	100 0	88 0	1	100 45	95 25	100 45	2	100 44	100 22	100 22	3	100 28	100 0	100 14	4	94 6	94 17	94 0	5	100	100	100		
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	<ul style="list-style-type: none">• Use of learning behaviour awareness• Pre-teaching context sessions and experiences• Dyslexia Screeners to identify any barriers.• AHT deployment	<ul style="list-style-type: none">• Lack of secure number knowledge• Acceptance that it's ok to be bad at maths.• Lack of use of online learning platforms.	Summer 2021: PP children to have continued to make at least expected progress from their starting point. 50% to have made above expected progress from baseline.	<table><tr><td></td><td>7</td><td>21</td><td>14</td></tr><tr><td>6</td><td>90 37</td><td>95 42</td><td>100 37</td></tr></table> <p>July 2021:</p> <table><tr><td></td><td>R%</td><td>W%</td><td>M%</td></tr><tr><td>EYFS</td><td>100 0</td><td>100 0</td><td>100 30</td></tr><tr><td>1</td><td>100 65</td><td>95 55</td><td>100 65</td></tr><tr><td>2</td><td>100 73</td><td>100 50</td><td>100 64</td></tr><tr><td>3</td><td>100 47</td><td>100 47</td><td>100 47</td></tr><tr><td>4</td><td>86 29</td><td>100 43</td><td>100 38</td></tr><tr><td>5</td><td>100 40</td><td>100 47</td><td>100 60</td></tr><tr><td>6</td><td>95 52</td><td>95 71</td><td>95 67</td></tr></table>		7	21	14	6	90 37	95 42	100 37		R%	W%	M%	EYFS	100 0	100 0	100 30	1	100 65	95 55	100 65	2	100 73	100 50	100 64	3	100 47	100 47	100 47	4	86 29	100 43	100 38	5	100 40	100 47	100 60	6	95 52	95 71	95 67		
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Desired impact	Chosen action / approach	Rationale/ barriers	Impact measure and milestones																																											
To ensure that financial constraints do not provide barriers to pupil learning and enrichment opportunities	<ul style="list-style-type: none">• An allocation of pp funding is set aside to support with additional circumstances.• Positive discrimination – PP children are prioritised for clubs, opportunities and events.• Technology is provided for children who do not have access usually, to complete home learning when not in school.• All PP children to be offered a free club in school during the year.• Homework club offered to children.	<ul style="list-style-type: none">• Lack of access to technology to complete work at home.• Children not attending clubs outside of school• Limited experiences outside of school.	<p>By Autumn 2020: Technology audit completed to know where resources need to be provided for self-isolation.</p> <p>By Spring 2021: All PP children have access to resources that they are able to use to support home learning.</p> <p>By Summer 2021 (later than planned due to Coronavirus restrictions on clubs): All PP children access an extra curricula club in school.</p>	<p>Autumn 2020: Physical resource packs provided during self-isolation to those that have not had technology. Parental feedback has been very positive about the support and resources in place.</p> <p>January 2021: All PP children had access to technology to complete remote learning. 30 laptops were purchased by the school and these were all loaned out.</p> <p>June 2021: All PP children in Year 1-6 have been invited to multi skills clubs. Personal invites sent to those who haven't signed up.</p>																																										
Pupil Premium children's attendance is in line with non-pupil premium children.	<ul style="list-style-type: none">• Attendance audits• Letters and phone calls sent to families.• Family support worker to support with individual cases.• Regular attendance meetings with parents at school level, including class teachers.	<ul style="list-style-type: none">• Concerns regarding school attendance, particularly during the coronavirus.• Resilience to situations.	<p>Autumn 2020: New format of attendance meetings to start to take place.</p> <p>By Summer 2021: Attendance for PP children is at 95% (discounting isolation due to Coronavirus).</p> <p>By Summer 2022:</p>	<p>December 2020: PP attendance 94.1% (all children- 96.6%). Gap of 2.5%.</p> <p>April 2021: PP attendance 93.9% (all children-96.5%). Gap of 2.6%.</p> <p>June 2021:</p>																																										

			Attendance for PP children is in line with non PP children.	PP attendance 94.4% (all children 96.6%). Gap of 2.2%. Gap reducing.		
There is a higher engagement with parents with home learning expectations.	<ul style="list-style-type: none"> PP Report Cards- 3 times a year. Inclusion Presentations Targeted support in year groups to parents Resources sent home to support with home learning. Lookout club places available for homework for support 	<ul style="list-style-type: none"> Parents knowledge of current teaching approaches. Acceptance of own previous poor schooling experiences. Resources and technology availability at home 	<p>November Baseline 2020: 58% of PP children engage in weekly home learning regularly.</p> <p>By Spring 2021: All parents contacted/met for parents evening meetings. Aim for 70% of PP children to engage with regular home learning.</p> <p>By Summer 2021: All parents sign report cards, acknowledging their child's targets and support. Aim for 75% of PP children to engage with regular home learning. Homework club provided for PP children to support gaps in home learning.</p>	July 2021: 75% of PP children regularly handed in home learning in the summer term.		
Total budgeted cost				£15,000	£	£

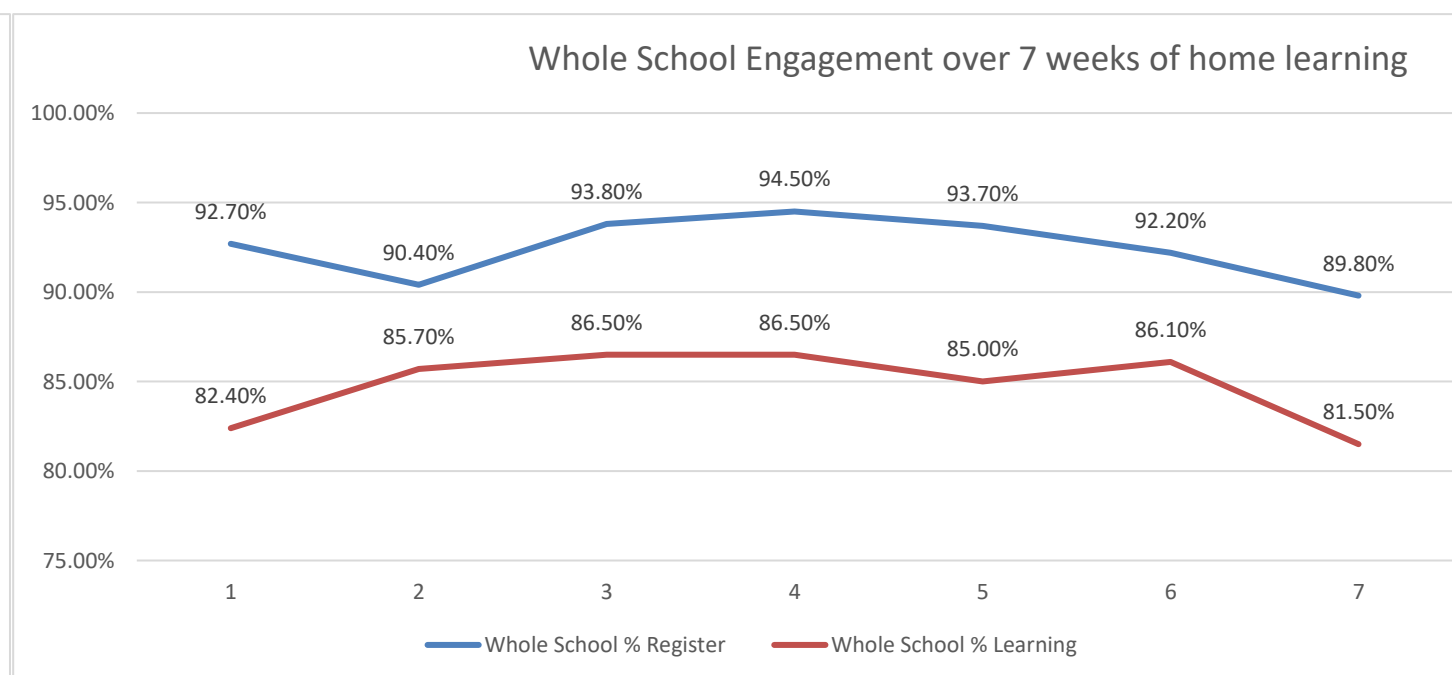
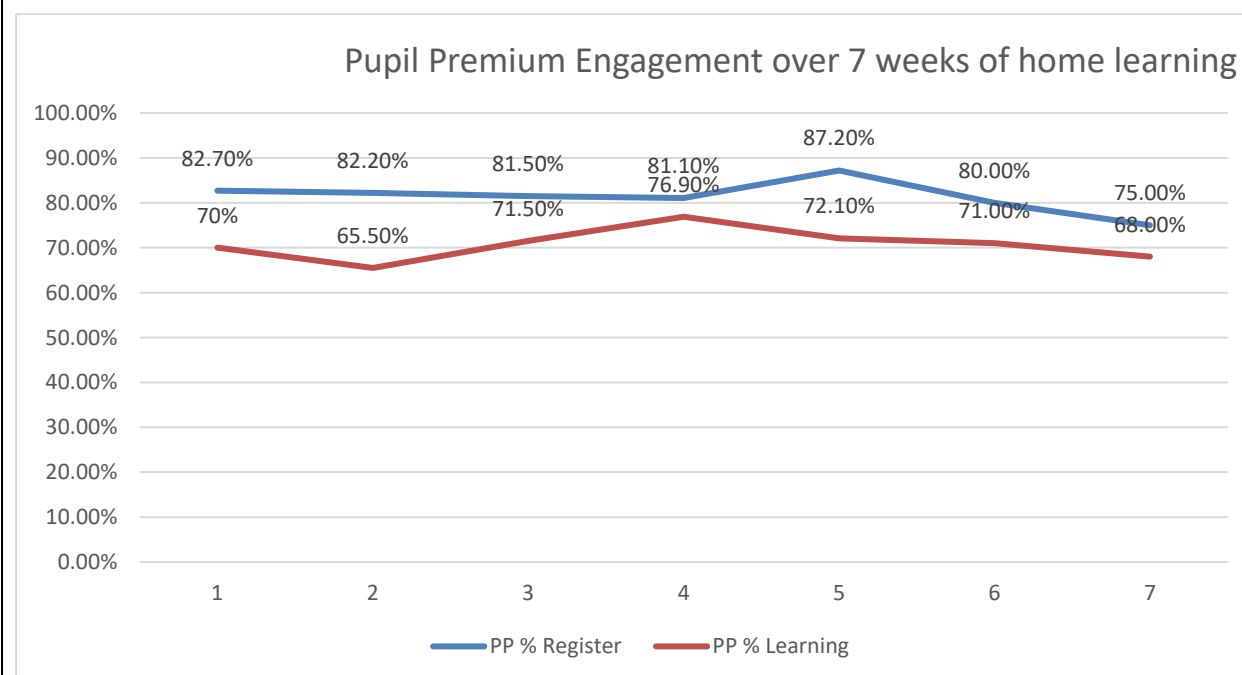
Covid-19 Additional Provision for Pupil Premium Children

Based on the 3 R's:
Restoration into school life

Securing **Relationships**

Relationships are a driver of human development (Osher *et al* 2019). Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive, and trustful are a positive developmental force between children and their physical and social contexts. Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning. (Bornstein & Leventhal, 2015; Bronfenbrenner & Morris, 2006).

Responding to need



Action	Impact
Restoration: <ul style="list-style-type: none"> Additional phone calls by deputy head to parents and PP children who had not engaged in as much learning prior to returning + check-ins throughout the week (4x year 3 girls) 	All parents and girls grateful for the contact. All girls back in, on time, on the first morning back.
Relationships: <ul style="list-style-type: none"> continued group facetimes All PP children contacted weekly by pastoral and inclusion team 	Increase in % of PP children engaging in online sessions and completing work. All PP children returned to school on time.
Responding to need: <ul style="list-style-type: none"> All PP families offered laptops and additional internet Food parcels + vouchers Resource packs delivered 	All children in school had access to technology to complete their work.