



Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

The Pupil Premium is a grant provided from central Government, direct to schools. It is additional to the school's delegated budget and is targeted to support those pupils who are most vulnerable and enable them to close the gap in achievement. The Pupil Premium is allocated to pupils who are eligible for free school meals (FSM) or children who have been or are currently a Child in care of the Local Authority.

Our priorities

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

In September 2020. On return to school post COVID 19 closure, assessment has highlighted the following priorities:

All Pupils	Pupils eligible for the Pupil Premium Grant
Initial assessment has highlighted the following priorities on return to school post COVID closure: <ul style="list-style-type: none">• Writing, Spelling and Grammar• Phonics• Reading• Vocabulary, skills and knowledge application• Capacity to work with increased independence	Initial assessment has highlighted the following priorities on return to school post COVID closure for pupils in receipt of PPG – these will be addressed within this strategy: <ul style="list-style-type: none">• Effective access to remote learning technology and provision to support learning both at home and in school• Reading• Writing• Spelling and Grammar

<ul style="list-style-type: none"> • Access to further improved remote learning in the event of closure 	<ul style="list-style-type: none"> • Phonics • Vocabulary, skills and knowledge application • Capacity to work with increased independence
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Barriers to future attainment

The following data sources have been used to ascertain the future barriers in attainment for PPG pupils:

The following data sources were used to identify barriers to attainment at CVPS:

- Internal assessment and reporting software – Target Tracker and initial pupil progress reviews
- Half termly Pupil Progress Meetings (PPM’s)
- The EEF families of school’s database
- Staff, pupil and parent consultations on return to school
- Attendance records
- Most recent school Ofsted report
- IDSR - 3 Year Report
- Guidance from external partners

➤ BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor speech and language skills, particularly vocabulary from on entry - Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1
B	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children

C	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
D	Development and understanding of independent learning skills – consolidation of the characteristics of effective learning so that learners demonstrate self-motivation skills and know how to learn for themselves

ADDITIONAL BARRIERS

External barriers:

E	Attendance – PP and SEND pupils historically have lower attendance than non pp and non-SEND (this has been exacerbated by Covid with remote learning previously not accessed)
F	Parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships
G	Social, emotional and economic needs for an increasing number of families post Covid19

Our implementation process:

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

The Pupil premium was initially introduced in April 2011. Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for Free School meals in the last six years. This is known as the “Ever 6” model.

Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), Children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

Our key objective in using the pupil premium grant is to diminish the difference between pupil groups. A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. **We have used existing research and findings of studies taken from Education Endowment Foundation (2019), Sutton Trust and Ofsted to enable us to make the best decisions to ensure consistently good provision for our pupil premium children.**

The funding for pupil premium is distributed following a comprehensive analysis of individual needs through school tracking data, pupil progress meetings, internal monitoring and discussions with parents.

Total amount of PPG received per pupil:	
Ever 6	£1345
Free School Meals	£1345
Service children	£310
Adopted pupils	£2,345
LAC	£2,345

1. Summary information					
School	Chapelford Village Primary School				
Academic Year	2020-21	Total PP budget	£116,863	Date of most recent PP Review	09/20
Total number of pupils	591	Number of pupils eligible for PPG September 2020	86	Date for next internal review of this strategy	Termly and Final review in September 2021

2. Current attainment 2019 (Outcomes 2019 due to COVID 2020) – see schools own data Autumn 2020 update			
Early Years Outcomes 2019	All PP 6 Pupils	PP Non SEND 5 Pupils	All Pupils 77
Reading ELG	50%	40%	74.7%
Writing ELG	50%	40%	76%
Number ELG	50%	40%	77.3%
Space Shape and Measure ELG	50%	40%	77.3%
GLD	50%	40%	73.3%
Year 1 Phonics Screen 2019	All PP 8 Pupils	PP Non SEND 5 Pupils	All Pupils 85
Working at the expected level - Phonics	50%	60%	85.7%

Key Stage 1 outcomes 2019	All PP 16 Pupils	PP Non SEND 12 Pupils	All Pupils 89
% achieving the expected level in reading	75%	92%	78.7%
% achieving the expected level in writing	56%	67%	71.9%
% achieving the expected level in mathematics	62.5%	75%	79.7%
% achieving the expected levels in reading/writing/maths combined	50%	58%	62%
% achieving greater depth in reading	1.25%	17%	27%
% achieving the greater depth level in writing	0%	0%	16.8%
% achieving greater depth in mathematics	19%	25%	22.5%
Key Stage 2 outcomes 2019	All PP 12 Pupils	PP Non SEND 7 Pupils	All Pupils 58
% achieving the expected level in reading	75%	88%	86%
% achieving the expected level in writing	75%	88%	86%
% achieving the expected level in mathematics	75%	88%	85%
% achieving the expected levels in reading/writing/maths combined	75%	88%	83%
% achieving SS 110+ in reading	16%	25%	28%

% achieving the greater depth level in writing		25%	38%	35%
% achieving SS 110+ in mathematics		25%	25%	35%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1			
B.	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children			
C.	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.			
D.	Development and understanding of independent learning skills – consolidation of the characteristics of effective learning so that learners demonstrate self-motivation skills and know how to learn for themselves			
External barriers				
E.	Attendance – PP and SEND pupils historically have lower attendance than non-pp and non-SEND (this has been exacerbated by COVID with remote learning previously not accessed)			
F.	Parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships			
G.	Social, emotional and economic needs for an increasing number of families post Covid19			
4. Desired outcomes		Success criteria (Data Review Autumn 2020 due to COVID closure to fully assess impact)		
A.	Improved language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1	<ul style="list-style-type: none"> Evidence of rapid progress being made across EYFS, Yr1 & KS1 so that all non-SEND pupils meet ARE expectations. All pupils' needs are identified. Referrals are made and external support is implemented by teachers and teaching assistants. Pupils working on speech and language aims make good progress from their starting points. 		

B.	Significant support for SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children	<ul style="list-style-type: none"> Given starting points, pupils show good progress with 80% of all PP pupils with 100% of non-SEND PP pupils achieving ARE SEND pupils make at least expected progress from their varying and complex starting points Good access for PP pupils to support for emotional difficulties
C.	Closing the significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.	<ul style="list-style-type: none"> There will be systematic revision of key areas of knowledge, understanding and vocabulary in all curriculum subjects. There will be experiences provided during the academic year as soon as restrictions allow. If restrictions remain there will be creative alternatives.
D.	Development and understanding of independent learning skills – consolidation of the characteristics of effective learning so that learners demonstrate self-motivation skills and know how to learn for themselves	<ul style="list-style-type: none"> Confident learners who are self-motivated and demonstrate high meta cognition skills Pupils have opportunities to access wider learning opportunities Progress in SDQ scores from play therapy
E.	Improved attendance – PP and SEND pupils historically have lower attendance than non-pp and non-SEND (this has been exacerbated by COVID with remote learning previously not ..	<ul style="list-style-type: none"> 97% attendance of vulnerable groups. Regular contact and support will be given
F.	Improved parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships	<ul style="list-style-type: none"> All children eligible for PPG will have access to a digital device. All parents will be supported by in enabling their children to access online learning.
G.	Support given for the Social, emotional and economic needs for an increasing number of families post Covid19	<ul style="list-style-type: none"> School staff have an awareness of changes in the circumstances of families in the school. Advice is given regarding families accessing free school meals. More complex difficulties are addressed with an Early Help Assessment if relevant.

5. Planned expenditure

Academic year	2020-2021 – funding £116,875
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all – Mastery Learning

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of expenditure for 2020 - 21
<p>Improved Communication, language and listening skills</p>	<p>Dedicated specialist lead for Speech and Language Small group and 1:1 support targeted support using: - Nuffield Early Language Intervention</p>	<p>Improved CLL skills across EYFS and KS1 using well-researched speech and language programmes</p>	<p>Specialist S and L lead Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes</p>	<p>EYFS Leader of Learning SENDCo</p>	<p>Speech and language are now coming into school again and staff throughout the school are implementing the various plans with individual children. Lego Group, Social Communication Training at different age-levels being accessed by relevant staff across the school.</p> <p>Support in upper school with children struggling with SEMH difficulties.</p> <p>Due to this in response Jane Fay, our play therapist, was in touch with parents during lockdown in order to offer support to children she had been working with at the time of lockdown. She stayed in touch during that time. Moving onto online therapy involves Jane accessing different training and different insurance/risk assessments. That has all taken place before the new term. See individual impact data in school.</p> <p>CAMHS Link Worker remained available and SENDCO was able to get specific advice throughout lockdown. This advice was also expanded into general advice for parents to have via the website and through phone calls with class teachers. Class teachers in turn could recommend phone calls to parents who had specific concerns regarding mental health.</p> <p>Skilled staff members – with advanced speech and language qualifications.</p>

<p>Continue to further improve reading stamina and comprehension skills.</p>	<p>To embed the whole school guided reading strategy using the Maddy Barnes approach to guided reading (CLIMB) Literacy Box Comprehension Box Dazzle Boxes Quality texts Reading plus for identified pupils Fresh start Pre and post learning supported by teacher/TA</p>	<p>Securing reading, comprehension and processing skills whilst promoting stamina.</p>	<p>Key priority on the school development plan Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision.</p>	<p>Reading Leader SLT</p>	<p>Training for staff in order to deliver intervention programs ensured teacher's subject knowledge was strong and as a result all lessons were at least good. All TAs are trained in phonics and they also receive training from Davina Woods to equip them to deliver reading with children.</p> <p>After school booster sessions for identified children ensuring that gaps were closed (see data)</p> <p>Reading support through re-reads and speed adjustments allowing PP children to make good progress from various starting points</p> <p>Linda Neal has worked with individual year groups to identify needs and to provide support for the lowest 20% in reading and writing and share resources. Looked at assessments and next steps and this is a do, plan, review cycle throughout the year. This support is for class teachers and this will be followed by planned CPD for teaching assistants – this is following the 'Every Child a Reader' philosophy.</p> <p>Year groups are now mixing across the year group. Fresh Start and tutoring took place and data shows this success. Teacher feedback showed an increase in student confidence and assessments showed increased application of skills. This is monitored closely.</p> <p>A skilled Teaching Assistant worked with PP children in a Breakfast Club to target reading and support fluency and engagement in reading.</p> <p>Early Year TAs ran additional early intervention groups for phonics and reading.</p> <p>Booster sessions took place for year 6 children with HLTAs on a weekly basis – for reading, writing and maths to consolidate basic skills.</p>
<p>To further sustain and embed work previously achieved in increasing the</p>	<p>Further embed the maths mastery curriculum Work with Sarah Skelley – Maths</p>	<p>Embedding of maths' mastery curriculum including fluency, problem solving and reasoning to secure</p>	<p>Key priority on SIP – led by maths lead, SLT and First for Maths Consultants.</p>	<p>Maths Leader SLT</p>	<p>Sarah Skelley has worked closely with year groups leaders looking at challenge and making good progress.</p> <p>She has been working with new staff looking at CPD</p>

<p>maths attainment at higher levels.</p> <p>This consolidation is needed due to 19-20 school closure. Review January 2021</p>	<p>consultant to support QFT, Parent Maths Workshop, Pre and post learning to diminish the difference</p> <p>In line with EEF Toolkit recommendation reduce class size in Year 6</p>	<p>higher standards and to empower pupils to work confidently at greater depth.</p>	<p>Clear focus on pupil progress outcomes through high expectation and target setting</p> <p>Accurate provision mapping</p> <p>Challenge thoroughly sharply differentiated tasks and activities</p> <p>Highly effective first teaching with rapid support and ongoing assessment.</p> <p>Effective use of new resources to consolidate concrete learning</p> <p>Effective staff training and development.</p>		<p>Tracking progress through school – looking specifically at what a ARE and GD would look like in that particular skill across the school. Sarah Skelley has been involved in monitoring and tracking of skills and progress for low ability, PP child, ARE and GD child. Checking that the provision across school is consistent and compliant in all areas of Maths.</p> <p>SLT look at what support is needed for fluency, increase in competence in mathematical vocabulary – offered drop-in sessions for modelling with a reasoning focus. This has been offered to all staff. The maths team have been supporting ECT across all Key Stages to support planning and next steps for all ability groups with meetings on a fortnightly basis.</p> <p>Induction sessions have taken place for new staff- looking at concrete, pictorial and abstract movement in children’s learning.</p> <p>Introduced ‘Sticky Maths’ which is structured overlearning to enhance long term memory retention.</p> <p>Time tables invited sessions for year 4 – these are now being extended across Key Stage 2.</p> <p>Parents Evenings looking at various Maths skills have taken place via Zoom.</p>
<p>To embed the mastery approach to Reading and writing through Pathways to Write (Literacy</p>	<p>To embed the writing mastery approach working with Linda Neil as a pilot school for the Pathways to Write – high quality text</p>	<p>Reading and Writing attainment at the end of KS 1 at ARE and ARE+ and ARE+ at KS 2</p>	<p>Key priority on the school development plan</p> <p>Monitoring, evaluation and reporting of revised strategy</p>	<p>English Team SLT</p>	<p>A consistent approach is now in place across the school with Pathways to Write which is supported by Pathways to Progress – support materials and strategies to support lower ability children and diminish gaps.</p> <p>Recovery Documents were used for recalibration designed to support children after Lockdowns and gaps that occurred nationally after this period of time with disturbed school attendance.</p>

<p>Company) across the whole school.</p> <p>This consolidation is needed due to 19-20 school closure. Review January 2021</p>	<p>based approach – exposing all pupils to challenging texts. CPD for all staff to develop subject knowledge. In house and external moderation. Lesson study</p> <p>In line with EEF Toolkit recommendation reduce class size in Year 6</p> <p>Quality text resources.</p>		<p>through observations, assessments and effectiveness of provision</p>		<p>Texts were specifically chosen to lead children back into learning – PSHE related work enhanced English Learning.</p> <p>CPD is ongoing with Linda Neal offering support for subject leaders, Year Group Leaders, Classroom Teachers and TAs. Reading was looked at and there were double reading sessions and double phonics/spelling sessions.</p> <p>Moderation takes place termly – both internal and external. Moderation findings go with assessment data to feed into Pupil Progress Meetings. The PP children’s progress is highlighted and discussed with SLT – comparing this progress with non-PP and look for disparity between the two.</p> <p>Linda Neal supported identified groups of teachers to plan and deliver lessons together and offer opportunities to observe other practitioners teaching similar lessons.</p> <p>Small group teaching took place in Year 6 to reduce class sizes in line with EEF recommendations.</p>
Total budgeted cost					£43,075
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	Review of expenditure for 2020 - 21
SEND pupils secure strong progress given their needs and abilities	<p>1:1 interventions small group support using pre learning techniques target work to consolidate learning Use of bespoke learning packages to</p>	<p>Support for individual pupils’ needs 1:1 and small group pre and post learning activities to enable pupils to access learning</p>		SENDCO	<p>School has a non-pupil facing SENCO which means that there is a good degree of flexibility in the working week enabling any work to be timely and proactive. The school believes that it is important to support the children as individuals and that means supporting the parents and staff to make those reasonable adaptations that are needed.</p> <p>Class teachers access training in English and Maths from professionals to enable them to make effective differentiation in their quality-first teaching. In addition to</p>

	<p>support learning and progress</p> <p>Additional TA time to support learners with specific difficulties</p> <p>Packages may include</p> <p>Fisher Family trust</p> <p>Precision teaching</p> <p>Additional phonics work</p>				<p>this there is additional coaching when children have specific learning differences that require a more individualised approach or curriculum.</p> <p>Training has been accessed by teaching and support staff on Dyslexia, Autism and ADHD as well as Early Life Trauma training and ACES.</p> <p>There are interventions that are put in place for children that support learning as well as those with an SEMH focus.</p> <p>There were 25 referrals for the Neuro-Pathway looking specifically at possible ASD and ADHD. There were also 5 referrals to CAMHS to access assessment for OCD and Tics. These referrals were a close collaboration between parents, class teacher and SENCO. Parents are also signposted to support from ADDvanced Solutions and the School Nursing team as well as Early Help.</p> <p>Additional reading and phonic work is accessed by many children with Pupil Premium funding.</p>
<p>Closing the gaps in knowledge caused specifically by the school closure in 2019 – 20 academic year.</p>	<p>1:1 interventions or small group support using pre-learning techniques.</p> <p>Additional teachers support to accelerate progress and address gaps for PP in Years 1 - 6 with a particular focus on phonics, reading and writing.</p> <p>Target work to further challenge or consolidate learning</p> <p>In line with EEF Toolkit</p>	<p>Securing and extending class based learning</p> <p>So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts</p>	<p>Highly skilled teacher and Ta deployment</p> <p>Staff skills and training developments</p> <p>Planned timetable for provision</p> <p>Monitoring provision and outcomes</p>	<p>SLT Leaders of Learning</p>	<p>Class sizes in year 6 were reduced with groups receiving targeted teaching and assessment to accelerate progress. Tuition supported this as well as target groups for children in receipt of Pupil Premium funding. Impact of interventions was closely monitored at Pupil Progress Meetings. The PP children’s progress is highlighted and discussed with SLT – comparing this progress with non-PP and look for disparity between the two.</p> <p>Particular attention was given to phonics/spelling and reading where these sessions were twice a day instead of once and additional booster sessions and interventions took place.</p>

	recommendation reduce class size in Year 6				
Total budgeted cost					£39,000
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	Review of expenditure for 2020 - 21 Also see Pupil Premium data
Confident, independent and resilient learners who demonstrate a thirst for learning and positive attitudes to all aspects of learning. They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.	Embedding of school values curriculum, development of Empowering Learning Skills. Continuation of residential, visits, school holiday support, extracurricular clubs and visitors to school enhance knowledge and learning and broaden experiences for pupils Developing and embedding Character Learning in the form of Commando Joe, after school club, lunch support, lessons throughout school.	Increased numbers of pupils requiring additional support to promote self- esteem and emotional wellbeing. Pupils demonstrate high meta cognition skills and are strong self- regulated learners	Weekly monitoring Pupil discussions Reports and impact of therapies and Character Education.	H/T SENDCO SLT	<p>The School's Values Curriculum has continued to be developed and has been extended by the addition of Character Education which is being delivered through Commando Joe Education. After School Clubs and Targeted Interventions have proved successful and this will now be extended to whole class delivery. This all continued until lockdown showing positive impact in relationships.</p> <p>Training on Emotion Coaching, Early-Life Trauma and its effects on early brain development as well as ACES Training (Adverse Childhood Experiences) was updated with teaching staff and delivered to new staff at the end of the Summer Term in time for the new academic year. All staff have access to the notes from training and resources. Staff feedback is positive that they feel more confident in supporting children in this area.</p> <p>Safeguarding Manager made contact with children identified as vulnerable. This involved direct weekly contact which was then reported to the local authority throughout the whole of lockdown. Class teachers were involved with vulnerable children in their class and worked closely with the safeguarding team to be proactive to any child not accessing learning and reactive to any new situation – working closely with outside agencies.</p> <p>All Pupil Premium children had free access to HAF funded holiday places and support to access this. Children also have free access to school-run clubs.</p>

<p>Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absences – attendance target 97% for all groups</p>	<p>Continue to develop and refine whole school attendance strategy Allocation of additional hours to support vulnerable families – designated family support role in school Breakfast Club (when possible with restrictions)</p>	<p>Attendance overall is broadly in line with national average Attendance low for SEN support and FSM - lowest 10% Persistent absence was high for FSM and SEN Support – highest 10% Reduction of attendance service by the local authority</p>	<p>Weekly monitoring and discussions Regular follow up to absence</p>	<p>H/T SENDCO SLT</p>	<p>Attendance for Pupil Premium children was difficult to monitor in this academic year due to COVID but most individual cases identified improved over Autumn and Spring before closure.</p> <p>There continued to be a member of staff that parents, teachers and professionals can access more easily. Where possible parents can now access meetings/phone calls on the day they raise a concern. This continued throughout lockdown. Class teachers could highlight children that were not accessing online learning and phone support was offered.</p> <p>Access to online learning was facilitated where possible and support given to the most vulnerable families this included delivering paper pack and resources to support learning at home.</p>
<p>Supporting parents and pupils to access highly effective remote learning.</p>	<p>Device allocated to all PP children who require access to online learning. Assistance to access the internet if that is required.</p>	<p>Online working is becoming a feature of learning in school. This has been pushed up the agenda by the lockdown and the need for remote learning at that time.</p>	<p>Close monitoring of the use of online learning by PP children and teachers to discuss quality of work submitted with designated member of staff.</p>	<p>H/T SENDCO SLT</p>	<p>The Pupil Premium children had devices to access learning at home as well as any support needed to make learning successful. This included free internet access, home visits to support and virtual assistance.</p> <p>This assistance continues whenever children may need to isolate and access learning but there is also support to access homework online.</p>
<p>Appropriate provision in place for those pupils whose emotional needs are causing concern.</p>	<p>Rapid referral for educational psychologist assessments so that appropriate provision is put in place 1:1 support Play therapies Cognitive behaviour therapy</p>	<p>Previous success of rapid referrals to ensure appropriate provision is in place To support emotional health and wellbeing of identified learners</p>	<p>Monitoring and evaluation of outcomes and provision</p>	<p>SENDCO</p>	<p>Drawing and Talking Therapy, Play Therapy, Sand Therapy, Individual Intervention Therapy have all been offered and accessed by vulnerable pupils throughout the year – some of these therapies now take place outside to meet risk assessments.</p> <p>Specific bespoke advice can be accessed via the CAMHS Link Worker via consultations and emails. These have led to parents accessing SEMH-focused parenting courses, courses on tics, OCD and Tourettes. Children have accessed these assessments and the ongoing support.</p> <p>Children with early-life trauma are supported with relevant therapies, referrals and support.</p>

<p>Support for families hit by increased economic needs due to COVID.</p>	<p>A designated member of staff that parents, teachers and professionals can access more easily. Where possible parents can now access meetings/phone calls on the day they raise a concern. Class teachers able to highlight children that were not accessing online learning and phone support offered.</p>	<p>This was introduced during lockdown and has had positive feedback from parents, teachers and external professionals. Led to rapid referrals and support offered.</p>	<p>Record of support on CPOMS for SLT to monitor.</p>	<p>H/T SENCO SLT</p>	<p>Families have accessed a wide variety of support through school. The difficulties that have been financial strain, domestic violence, parental conflict, neighbour disputes, police concerns and a wide range of social care interventions.</p> <p>Food Bank vouchers have been given out as well as addition support from local charities has been accessed on behalf of various families.</p> <p>Early Help continues to be a valuable gateway into these areas.</p>
<p>Total budgeted cost</p>					<p>£34,800</p>

GLOSSARY OF TERMS USED: -

PP – Pupils who are eligible for additional funding through free school meals, services children, Looked after children

CLL – communication, language and literacy in the Early Years – Reception class

EFF – Education Endowment Foundation Teaching Toolkit

EYFS – Early Years Foundation Stage – the Reception class

KS1 – Years 1 and 2

KS2 – Years 3,4,5 and 6

ARE – Age related expectations

GD – Greater depth – the level exceeding age related expectations

Maddy Barnes – Literacy training consultant

SLT – Senior Leadership Team

TA – Teaching Assistant

S&L – Speech and Language

CBT – Cognitive Behavioural Therapy

GAPS – Spelling, punctuation and grammar

ECAR – Every child a reader intervention programme