

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Forest and Sandridge
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	81 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2021
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J MEAD
Pupil premium lead	James Mead
Governor / Trustee lead	Simon Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78596
Recovery premium funding allocation this academic year	£9135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87731

Part A: Pupil premium strategy plan

Statement of intent

Nurture, Grow, Flourish

**“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future”
Jeremiah 29:11**

At Forest & Sandridge CE School our **INTENT** is to enable ALL children to FLOURISH through all the opportunities we provide them with. By FLOURISH we mean:

- Live their lives by the values instilled in them at school
- Fulfil their potential and realise the plans for their lives – academic, moral, emotional, spiritual
- Develop a love for learning and learning skills for life built upon a deep and broad knowledge base
- Enjoy their own uniqueness – made in God’s image... recognising their own self and aspirations as well as the aspirations of others
- Have a strong sense of hope for their future

Key Strategies adopted by Forest and Sandridge in supporting pupils who are eligible for Pupil Premium Funding.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Forest and Sandridge:

- Carefully ringfence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
 - Draw on research evidence (such as the EEF) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate their best teachers to teach intervention groups to improve Mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.

- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

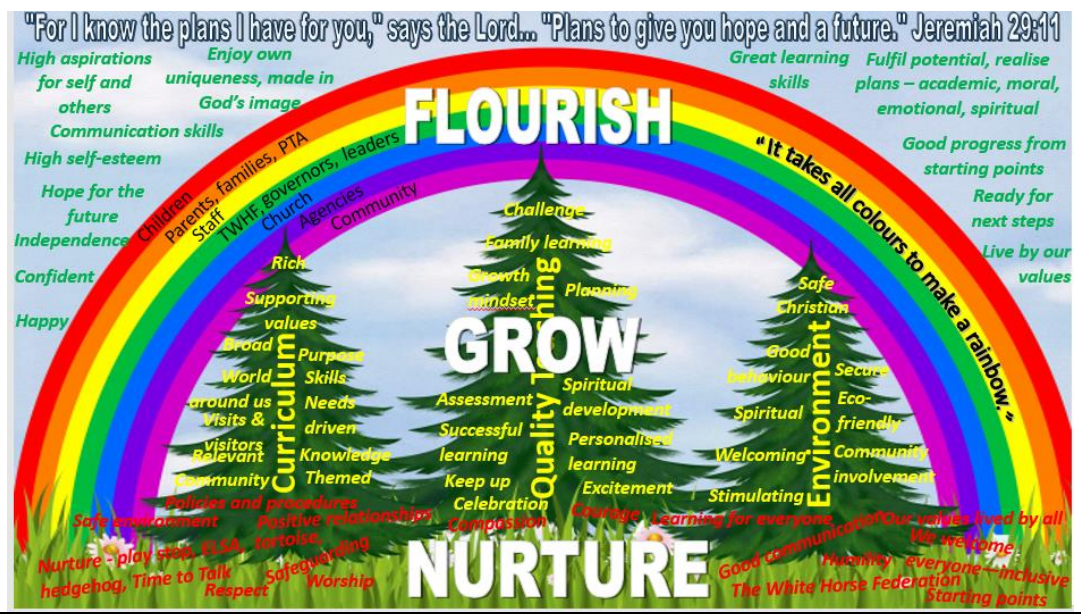
We ensure that the children know exactly what they need to do to improve – ie their targets. The parents are also involved and invited to discuss the support offered and shown how to continue that learning at home.

Below are just some of the processes and strategies employed by staff at Forest and Sandridge to maximise progress and attainment for pupils eligible for pupil premium.

- Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.
- High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. As a strategic approach is taken all staff have professional respect for the school's Pupil Premium Project and its outcome.
- Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.
- Literacy support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.
- Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.
- The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events
- Attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

All staff at The Forest and Sandridge acknowledges that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally we are looking at the long-term picture to ensure that achievement gaps do not widen before the end of a key stage. Although we have a strong desire for all children to reach age related expectations on occasion and for some children this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

Our vision underpins all we do ... it is essential for children to feel safe, secure and happy in order to achieve their best; to be able to FLOURISH... to achieve **IMPACT**.



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional health and wellbeing
2	Poor attitude towards learning and low aspirations
3	Cross over with SEND including ASD, ADHD, SEMH, C&L
4	Further gaps in learning due to school closure and Covid 19 Pandemic (see section 5 for actions previously taken attempting to limit this.
5	Lack of extra enrichment opportunities at home (cultural capital)
6	Attendance and lateness of Pupil Premium Children
7	Lack of parental engagement and support at home

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.</p>	<ul style="list-style-type: none"> • Pupil Premium children will be engaged in their learning with very rare low-level disruption. • All PPG children to get onto the value recognition board weekly in class. • When 'Value think cards' are used children quickly change their behaviour. • Pupils will have a sense of belonging and emotional maturity will be achieved. • Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated showing consistently a growth mind-set. • Pupils will be socially confident and maintain friendships • Pupils will be recognised regularly in Golden Book Celebration worship. • Provisions to support children – Morning Nurture, ELSA Support, play therapy and counselling.
<p>Children will show positive attitudes towards their learning and our curriculum will motivate and captivate learners in order for them to achieve their full potential.</p>	<ul style="list-style-type: none"> • PPG provision to be embedded across the school for all PPG children to track: intent, implementation and impact of provision • Children to be engaged in learning • Children to show successful learning skills in every lesson across the curriculum • Age-related skills and knowledge to be achieved in every subject across the curriculum • Children to have access to a range of enrichment activities. • Themes in school to be planned with vulnerable children at the forefront ensuring they experience and have access to every learning opportunity • PPG children to have access to extra curricula activities e.g. music lessons, trips, residential etc.
<p>PP children with SEND to achieve at least as well as their Non-PP SEND peers</p>	<ul style="list-style-type: none"> • Teachers to use individual SEND Aspire learning journeys/MSP to identify the children's areas of need and targeted provision • SENCO and PP Lead to regularly discuss the SEND PP children and the progress they are making • Children with SEND who are also PP to be discussed specifically at PPMs, irrespective of their level of attainment – Aspire Learning Journeys will be reviewed at this point.

	<ul style="list-style-type: none"> • Teachers and TAs to have a good understanding of the most vulnerable children in their class and the strategies needed to remove any potential barriers. • Alternative provision to be in place, where appropriate, to ensure all children can access the curriculum.
<p>All staff will be aware of PP children and will plan to ensure progress is made through quality first teaching and robust interventions.</p>	<ul style="list-style-type: none"> • To ensure that all pupil premium children have access to consistently high quality teaching and learning across all subject areas. Where interventions are needed, teachers to plan these carefully through use of Pupil Premium Provision Map. • Book Looks to show evidence of Quality First Teaching. • Planning Scrutiny to show evidence of Quality First Teaching. • Learning Walk to show evidence of Quality First Teaching. • Provision maps to show high-quality targeted interventions. • Progress in Reading Age and Maths Ages of Pupil Premium children. • An increase in Pupil Premium children who are On Track + in Reading, Writing and Maths. • Children to make valued added progress during their time in Forest and Sandridge. • • All children to make good progress in reading, writing and maths. • Clear progress from Baseline to KS1/KS2. • Staff to be aware of key groups and provide timely interventions and support to ensure rapid progress in reading, writing and maths. • Resources available to support teaching will be of a high quality and will help scaffold the learning.
<p>For all vulnerable children to have access to our broad and balanced curriculum whilst fully engaging in all areas of school life.</p>	<ul style="list-style-type: none"> • Themes to engage the interest of our vulnerable learners. • Learning resources readily available for all children. Where gaps in experience are recognised, • Teachers to consider and implement a range of pre-learning experiences and contexts that may need to be addressed to ensure children have full access to our curriculum. • For any vulnerably to not hinder a child's school experience e.g. breakfast club, trips, residential etc. • Gaps in learning have been identified and addressed whilst ensuring new skills are embedded.

<p>Attendance of all pupils to meet National. Average Attendance diminished between Pupil Premium and Non-Pupil Premium.</p>	<ul style="list-style-type: none"> • Pupil Premium attendance will be at least 97% • The difference in attendance between PP and Non PP children is diminished • Attendance tracking and monitoring to be in place with weekly attendance meetings, actions as required with individual families. Termly meetings with EWO (Vicky Gale) to review attendance interventions and monitoring. • Attendance lead to monitor attendance regularly and review procedures from Attendance Network meetings across the year.
<p>Parents to be more engaged with school activities both in school and at home.</p>	<ul style="list-style-type: none"> • Parental engagement with events such as the family learning mornings and parents evenings will be good whether their child is PP or non PP • Specific 'PP only' events for parents in school will be well attended such as 'coffee mornings' and Family Jigsaw • Parents to attend school regularly for 'Learning Mornings' • Parents to attend all parents meetings. • Tapestry programme to be used in EYFS to engage parents with their child's learning. • Parents to be invited to school regularly for updates and changes e.g. new behaviour policies, Vision and Values.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Thrive Approach curriculum to support/improve children mental wellbeing.</p> <p><u>Chosen Approach</u> Develop a wellbeing curriculum focusing on the Thrive Approach.</p> <p>RECOVERY PREMIUM</p>	<p>Improving children’s wellbeing and attitudes to school can enhance learning experience and life chances. “Essential life skills are important in determining life chances and can be measured in a robust and comparable way.” EEF Attainment Gap Report 2018</p>	<p>1,2,3</p>
<p>KS1/KS2 Reading Fluency Training</p> <p>RECOVERY PREMIUM</p>	<p>This CPD, delivered by advisers from the Herts for Learning team, will provide key practitioners at WKPS a thorough overview of the transformational teaching strategies used within their Key Stage 2 Reading Fluency Project, which draws upon proven reading strategies to improve pupils’ trajectory towards the expected standard (EXS) in reading in KS2.</p> <p>KS2 pupils have made an average of 2 years 3 months’ progress in their reading comprehension age through this intervention. In KS1 75% of pupils on the project made more than 6 months’ progress in reading comprehension age. 66% of KS1 children moved up at least one book band. On average pupils made 9 months progress in Reading accuracy age using this training.</p>	<p>3,4</p>
<p>Whole School Approach.</p> <p><u>Chosen Approach</u> A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutinies, learning walks and lesson observations. Providing targeted training and CPD both in house and</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation 2018)</p>	<p>4,5</p>

externally for teachers and TA's. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as HA.		
<p>Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture.</p> <p>Chosen Approach</p> <p>Subject leaders have adapted our curriculum to ensure progression within years and across the school. Foundation subjects are well planned and delivered to the highest standard ensuring a broad and balanced curriculum that celebrates all learning and promotes creativity.</p>	Children are exposed to a broad and balanced curriculum taught by highly knowledgeable adults and given wider opportunities for exploring arts and culture.	4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of targeted interventions planned through Pupil Progress Provision Planning to support the catch-up of Pupil Premium children in Reading, Writing and Maths.</p> <p><u>Chosen Approach</u></p> <p>Pupil Progress Provision Planning used to plan high-quality catch up intervention sessions for identified Pupil Premium children. Teacher or HLTAs to provide</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catchup strategy.” EEF Covid-19 Support Guide for Schools 2020</p>	3,4,5

<p>interventions and therefore increase attainment and progress, narrow the gap between vulnerable groups. More disadvantaged children to achieve On Track +/- Greater Depth at end of KS2.</p>		
<p>To provide a curriculum that excites and engages all our children but especially those who are disadvantaged.</p> <p><u>Chosen Approach</u> Curriculum enrichment opportunities to be provided throughout the year to ensure lack of experiences does not narrow our curriculum. We will subscribe to WRLH resources to ensure themes come alive and all children have access to a good range of books.</p>	<p>The EEF recognises 'maximising learning' as key to maximising progress the children make. 'Great teaching' will ensure children make good progress.</p>	4,5,7
<p>Ensuring all children have access to high quality resources to ensure high quality first teaching is achievable. There will be a big focus on ensuring children have access to high quality reading books.</p> <p><u>Chosen Approach</u> Wiltshire Learning Resources Hub</p>	<p>Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. 'What happens in the classroom makes the biggest difference'</p> <p>EEF Attainment Gap Report 2018 EEF Covid-19 Support Guide for Schools 2020</p>	3,4,5,7
<p>Subsidise Balance Ability so that all children in Reception can learn to ride a bike.</p> <p><u>Chosen Approach</u> Balance Ability</p>	<p>Damian Hinds, in his August 2018 speech cited 'making more extra-curricular activities available' as one of the 'seven key truths' in raising attainment of Disadvantaged learners.</p>	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £42815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children to have access to high quality reading resources and for the classroom environment to promote a love of learning to support children to have a real love of reading.</p> <p><u>Chosen Approach</u></p> <p>Restock, revamp reading areas.</p> <p>Reading Lead to lead on this ensuring all classroom reading areas are inviting for all children and well stocked with rich, age appropriate texts.</p> <p>RECOVERY PREMIUM</p>	<p>EEF states that ‘Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.’</p>	<p>4,5,7</p>
<p>For families and pupils who are vulnerable or anxious to be supported.</p> <p><u>Chosen Approach</u></p> <p>Employing a Home school Support TAs to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.</p> <p>Themed mornings for PP families once every term.</p> <p>SLT to work closely with specific families to ensure good relationships and links are built.</p>	<p>Parental engagement is shown by the EEF TT as having a moderate impact on progress in learning.</p> <p>Our Home School Support TAs are highly effective and have supported a great number of families since starting and is highly valued by those they work with. Case studies show great impact on the families supported by the home school support TAs in their individual circumstances. Evidence also shows a positive impact on the engagement of families involved. (Feedback 2020/21)</p>	<p>7</p>
<p>Supporting and encouraging PP children in KS1 and 2 in exploring and developing characteristics to</p>	<p>The EEF Teacher Toolkit highlights the positive impact of ‘Social and Emotional’ learning and on average children make 4 months extra progress.</p> <p>Moran (2010), Geddes (2005)</p>	<p>1,2</p>

<p>achieve emotional maturity.</p> <p><u>Chosen Approach</u></p> <p>ELSA provision in place to explore emotions and responding to emotions.</p>	<p>and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills and embedded them within classrooms</p>	
<p>Supporting pupils to achieve good emotional health and wellbeing.</p> <p><u>Chosen Approach</u></p> <p>Relate, time to talk counsellor</p>	<p>The EEF Teacher Toolkit highlights the positive impact of 'Social and Emotional' learning and on average children make 4 months extra progress.</p>	1,2
<p>PP children are engaged in all aspects of school life and in a wide range of experiential learning</p> <p><u>Chosen Approaches</u></p> <p>Subsidising costs of residential visits and school trips.</p> <p>School contributions to school Uniform.</p> <p>Offering subsidised music lessons to PP children.</p> <p>Bespoke projects offered to PPG children e.g. Melksham Art Sculpture Project.</p>	<p>The EEF Teacher Toolkit recognises that arts participation has a positive impact on disadvantaged children's progress.</p>	5,7
<p>PP children all come in to school ready to learn.</p> <p><u>Chosen Approaches</u></p> <p>HSS, AP and Attendance lead will work with families to help with attendance and morning routines to avoid lateness to school.</p> <p>Weekly attendance meetings will monitor the punctuality and attendance of all children, and focus on PP children.</p> <p>All class teachers will be aware, with the Venn diagrams of the children in</p>	<p>Improved attendance in school means that the children are in school at every possible opportunity to access their learning.</p> <p>The EEF Teacher Toolkit recognized that parental engagement has a moderate impact on a child's progress.</p>	5,6,7

<p>their classes who have attendance issues.</p> <p>A reduced cost for extended provision is offered so that parents can ensure children get to school and are looked after at the end of the school day</p>		
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Total budgeted cost: £ 87731

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcome 1: All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points – diminishing the difference.

Impact:

Data analysis completed ahead of September 2021, showed that there are significant gaps in attainment between Pupil Premium and Not Pupil Premium. School closures over the past two years are predicted to have had a huge impact on Pupil Premium children's attainment. Research* confirming this as follows: NFER Interim Report January 2021 (Assessing the extent to which Year 2 pupils' attainment in Reading and Maths has been impacted by school closures) suggests a large attainment gap of 7 months in both subjects (an extra widening of 2 months from similar studies in recent years. RS Assessment February 2021 (A white paper analysing attainment among primary pupils in England after Lockdown 1) suggests Year 6 Pupil Premium could now be around 7 months behind Non-PP in Maths, a widening of 2 months since 2019. Kogan Lavertu January 2021 (A study on attainment in English) suggests declines in attainment in counties where unemployment is highest.

The majority of parents attended remote parent evenings where their children's progress was explicitly discussed and areas for development following the lockdown were advised. Teaching across the school is of a high quality and we have reviewed the teaching and learning principles.

TAs have been used with greater flexibility this year to ensure the needs of the children are being met as they arise. Regular TA meetings have been held by Deputy to ensure TAs have a good understanding of any updates relating to quality first teaching, behavior etc. Children speak highly of the support available to them.

Due to a change in leadership the DLL oversaw the timetabling of HLTAs to support the provision in place for all children. The school employed an additional HLTA to provide support in class and phase leaders managed this time effectively.

During the most recent lockdowns, teachers have kept in daily contact with children through Dojo and Teams for online learning. Some families, many of which were PPG, received iPads and laptops to ensure children were able to access learning.

Attainment has been tracked through robust PPM and effective assessment procedures using key progress indicators by all teachers and SLT following the lockdown in term 3 and 4. Staff have been directed to support both in and out of school in order to best support children.

All year groups have interventions to support those children that need to make accelerated progress. SEN children have detailed intervention provision maps that are monitored regularly by our Senco and show all children making progress against their targets. Key Skills books have been used as an evidence tool to see steps in learning that may not always be recognised on an assessment.

Despite the positives above, significant attainment gaps remain and the measures introduced to negate a widening of the gap (Quality First Teaching, Catch Up and Targeted Interventions – based on rationale from the EEF) will need to continue to show impact in the academic year 2021 -2022. Planning and delivery will need to be monitored rigorously and it is our hope that percentages will continue to climb in Reading and Writing as they did last academic year.

Desired Outcome 2: For families and pupils who are vulnerable or anxious to be supported.

Impact: HSS TAs have supported 17 families this year and this has increased the engagement of some of these families.

We were unable to hold PPG family mornings this year but will look to start these again next year ASAP.

Due to Lockdown, the Jigsaw programme was not run this year. However, there are some families that would benefit from this going forward on an invite-only basis.

SLT ensured that families were supported throughout lockdown and gave out numerous laptops, iPad and mobile data. This included numerous home visits to ensure parents could log onto Teams and that there were no barriers to children at home accessing online learning.

30/88 PPG children have had a values note this year.

Desired Outcome 3: PP children will develop new skills or coping strategies that enable the child to experience greater success.

Impact

By Christmas 2020, all of our children had been to the woods for additional learning opportunities. We used our outdoor learning teacher to plan bespoke session for every year group to allow them to work on key social factors that may hinder learning e.g. teamwork. Following lockdown, we were unable to complete any more bespoke projects like this.

Desired Outcome 4: PP children all come in to school ready to learn

Impact

There is still a gap in attendance between PP and NON. However, this has reduced significantly on last year and is still above National Average.

End of Year attendance

95.4% PPG

96.94% NON

Within staff meetings, the DLL has led teachers through the vulnerable groups. Teachers have generated the Venn Diagrams and there is a raised awareness among all staff about who our most vulnerable children are.

DLL hold regularly staff meetings with attendance updates. Termly attendance updates are also sent out to teachers to ensure everyone has an overview of current attendance figures.

Desired Outcome 5: PP children who are entitled to the LAC/PLAC funding or are supported to ensure they reach their full potential- diminishing the gap.

Impact

Children were discussed during PPMs and learning journeys were completed for each child. Support and intervention has been given as needs arisen.

Regular contact was made to these children during Lockdown and they returned to school ASAP.

SENCO working with both families supporting transition to September 2021.

Desired Outcome 6 and 7: Supporting and encouraging PP children in KS1 and 2 in exploring and developing characteristics to achieve emotional maturity. Supporting pupils to achieve good emotional health and wellbeing

Impact

Our ELSA TAs have worked with 15 PPG children this year.

We have clear case studies where ELSA has supported our PPG children.

During Lockdown our ELSA TAs have worked remotely with children where possible. We have provided our vulnerable children SEMH sessions in August before they return to school.

We assigned the majority of our PPG children a check in TA or teacher who has kept in regular contact with them during Lockdown. The amount of contact has depended on individual cases.

Pupil reviews are very positive. Clear impact can be seen for individual children. These can be found in an example of case studies that have been produced.

7 PPG children have worked with our Relate Counsellor this year.

During Lockdown, children that were receiving counselling with support through phone contact with a TA, ELSA TA or class teacher.

Desired Outcome 8: Close the gap in attainment; children are healthy and ready to access learning

Impact

The children have additional sustenance through the morning. The children enjoy sitting and drinking their milk, especially in KS1 and Middle school.

This spending has been reviewed during Governor meetings.

Desired Outcome 9: PP children are engaged in all aspects of school life and in a wide range of experiential learning.

Impact

The curriculum has been broad and balanced for PPG children and any family hardship has not stopped children accessing trips, residential, clubs, music lessons etc. as subsidies have been made. Some of these trips were cancelled due to Covid restrictions.

Children made good progress within their Balance Ability lessons with most children much more confident learning to ride a bike.

During Lockdown, we provided parents with vouchers to ensure they had support with food bills to replace FSM.

Some of our children were given laptops and learning packs to support learning at home.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive Approach	Thrive