

Pupil Premium Strategy Statement 2019-2022



I. Summary Information					
School Gorse Hill Primary School					
Academic Year	2019/20	Total PP budget	£100,620	Number of pupils eligible for PP	76
	2020/21	Total PP budget	£101,500	Number of pupils eligible for PP	80
	2021/22				
Total number of pupils		Date of most recent PP Review	March 2019 (external)	Date for next internal review of this strategy	Autumn Term 2019

Attainment - Academic Year 2019/20 Data taken from March data drop due to Covid-19 lockdown		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	85.7%	81%
Year 1		
% achieving in reading, writing and maths	100%	76.9%
% making progress in reading	100%	90.3%
% making progress in writing	100%	90.3%
% making progress in maths	100%	90.4%
Year 2		
% achieving in reading, writing and maths	66.7%	79.2%
% making progress in reading	100%	86.9%
% making progress in writing	100%	92.4%
% making progress in maths	100%	88.7%
Year 3		
% achieving in reading, writing and maths	50%	64.3%
% making progress in reading	92.7%	85.8%
% making progress in writing	85.7%	90.6%
% making progress in maths	78.5%	66.8%
Year 4		
% achieving in reading, writing and maths	43.8%	84.1%
% making progress in reading	87.8%	97.7%
% making progress in writing	94%	97.7%
% making progress in maths	81.5%	93.3%

Year 5		
% achieving in reading, writing and maths	63.6%	64.6%
% making progress in reading	91%	83.5%
% making progress in writing	100%	89.8%
% making progress in maths	100%	91.7%
Year 6		
% achieving in reading, writing and maths	69.2%	59.6%
% making progress in reading	84.6%	80.8%
% making progress in writing	84.6%	72.4%
% making progress in maths	84.6%	85%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor communication skills
B.	Previous learning is not embedded and recall is not consistently accurate in lower attainers
C.	SEN
D.	Social and emotional needs – including anxieties about returning to school post lockdown
E.	Reading fluency and comprehension
F.	Learning gaps due to Covid-19 lockdown
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Improvement/increase of parental engagement
B.	Opportunities for enrichment activities
C.	Less than 95% attendance and persistent absence
D.	Parental/carer anxieties post lockdown

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Dedicated TA to provide targeted support to develop language acquisition of EAL pupils; participation in Swindon Oracy Project & Swindon Drama Project	<ul style="list-style-type: none"> EAL children (particularly those new to the country) will be able to speak English at a conversational level and will begin to write English at a stage appropriate level Levels of communication for all pupils will be increased including the use of age appropriate vocabulary, understanding and grammatical language use

B.	Quality First Teaching is available to all children. Planning lesson sequences demonstrate clear learning journeys. Where necessary, pupils will experience pre-teaching in preparation for recall and building on previous learning.	<ul style="list-style-type: none"> • Internal assessments, learning walks, observations and pupil books will show consistent progress from starting points • Pupils are able to articulate and demonstrate their previous and new learning with accuracy
C.	Children will make expected or better than expected progress according to their individual starting points.	<ul style="list-style-type: none"> • Pupil progress meetings and data drops will measure the attainment and progress of these children and further targeted support will be implemented as necessary • Where appropriate additional professionals will be included
D.	Children will access the Inclusion team (including ELSA trained LMs) when required to support social and emotional needs enabling children to be in a better learning place The Inclusion Team have had training in the Recovery Curriculum and will implement this as an on-going tool to address and monitor the well-being of children	<ul style="list-style-type: none"> • Children will be able to articulate their feelings to adults and will be supported to implement strategies to enable them to manage their emotional needs and resilience with greater independence.
E.	Children will have access to high quality texts; Participation in TWHF Reading project with support from Literacy Lead from TWHF; training for all staff on the teaching of reading	<ul style="list-style-type: none"> • Pupil progress meetings and data drops will measure the attainment and progress of children in reading and further targeted support will be implemented as necessary • TWHF Literacy Lead will work with the English Lead in school to deliver training for staff which will be monitored through learning walks, drop ins, observations & evidence of pupil work etc
F.	Teachers have been trained in the Recovery Curriculum during lockdown. A working party has planned work focusing on high quality texts to develop children's resilience, allay anxieties and re-establish relationships and routines on their return to school before moving back to more formal learning. Transition dialogue between teachers through lockdown has ensured that new teachers know the coverage of objectives from the previous year and address gaps in their planning and teaching.	<ul style="list-style-type: none"> • Children will re-establish relationships with each other and staff and routines around school • Children will be given opportunities to articulate their feelings, anxieties and successes in the classroom and with the Inclusion Team where necessary • Pupil progress meetings will be an opportunity to discuss, monitor and address gaps in learning due to lockdown.
A.	Voices Forum will provide regular opportunities for parents to share ideas/concerns; parental workshops and opportunities for parents to engage in the	<ul style="list-style-type: none"> • Evidence of increased positive relationships between parents and staff • Increased active parental engagement, supporting learning.

	classroom with their children to be timetabled throughout the year; parents will regularly be invited to wider school events (in line with Covid-19 guidance, when it is safe to do so)	<ul style="list-style-type: none"> • Successful strategies implemented to support children's learning and wellbeing • Increased uptake of parents to school events
B.	All children to access trips, visitors, residential	<ul style="list-style-type: none"> • No child will miss opportunities due to family hardship. All PP children to have paid/voluntary contribution activities subsidised
C.	Attendance of all Pupils to at least meet National Average	<ul style="list-style-type: none"> • Attendance diminished between Pupil Premium and Non-Pupil Premium pupils • Weekly attendance reports to monitor pupil attendance with immediate action • Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support • Where necessary, the EWO and Inclusion Manager to carry out home visits • Good attendance to be celebrated
D.	The Inclusion Team will be available to parents who want to share any anxieties and will signpost parents to appropriate support networks available.	<ul style="list-style-type: none"> • After an initial upsurge in parents needing support, there will be a decrease as parents feel more confident as their children return to school.

4. Planned Expenditure

Academic Year	(2019-2020) 2020-2021				
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pure Pupil Premium children make the same amount of progress as non PP children to fulfil their academic potential	Quality First Teaching An UKS2 teacher has been appointed as Phase Leader with a TLR to champion PP	To ensure the difference in attainment between PP children and non PP children is diminishing and continues to do so.	Pupil Progress Meetings will be used termly to record and evaluate the effectiveness of the quality of teaching and impact on attainment and progress.	HT LF SLT EAL Lead Subject Leads	At each data drop throughout the year

<p>based on relative starting points</p>	<p>children in this phase approaching end of KS2 assessments</p> <p>FS & KS1 classes have a full time TA to support learning & teaching. KS2 classes have a TA to support learning & teaching during core subject lessons each morning. These TAs work with identified children within class in the afternoons to support children to access all curriculum areas</p>	<p>Data</p> <p>Pupil Progress meetings Learning Walks Observations Work Scrutinies Pupil Voice Drop-ins</p>	<p>Phase meetings will moderate work to ensure all children receive the same access of opportunity and children are supported by adults where necessary and learning is scaffolded appropriately to children's needs.</p> <p>Learning Walks, Observations and Book Scrutinies will be triangulated to ensure Quality First Teaching in all classrooms</p> <p>PP lead to hold focused discussions with class teachers to monitor the attainment and progress of PP children and to implement strategies to ensure continued progress is being made towards targets (in liaison with SENCo/EAL lead where necessary)</p>	<p>Class teachers TAs</p>	
<p>The vast majority of Pupil Premium children make the same amount of progress as non PP children to achieve ARE in reading</p>	<p>Participation in TWHF Reading Project</p> <p>The English Lead and TWHF Literacy Lead will conduct training and staff meetings to ensure consistency in teaching approaches for reading and writing</p> <p>Reading Eggs subscription</p>	<p>End of KS data for academic year shows a decrease in reading outcomes for KSI and KS2</p> <p>All children to have access to QFT and age appropriate quality texts to support and improve fluency and comprehension</p>	<p>School English Lead to work with TWHF English Lead (planning, courses etc)</p> <p>Regular assessments for progress</p>		<p>At each data drop throughout the year</p>
<p>(2020 55%) 2021-57% of EAL Pupil Premium children make the same amount of progress as non PP EAL children</p>	<p>EAL assessments carried out for all PP/EAL children new to the country or not on track to measure progress</p>	<p>Vulnerable groups to be monitored to ensure the diminishing difference between PP children and non PP children</p>	<p>Regular liaison meetings with EAL Lead, EAL TA & PP Lead</p>		<p>At each data drop throughout the year</p>

to fulfil their academic potential based on relative starting points	<p>Dedicated TA to work with EAL children in the afternoons</p> <p>EAL TA to work alongside EAL children with their parents (to focus on developing reading fluency & comprehension)</p>	<p>The Recovery Curriculum will support the learning and well-being needs of all children on their return to school after lockdown.</p> <p>Pupil Progress meetings Learning Walks Observations Work Scrutinies Pupil Voice Drop-ins</p>	<p>All staff will work together in making necessary referrals as a result of well-being needs affecting learning due to an extended period of time away from school.</p> <p>Regular liaison meetings with SENDCo, class teachers & PP Lead</p>		
(2020 56%) 2021-58% of SEND Pupil Premium children make the same amount of progress as non PP SEND children to fulfil their academic potential based on relative starting points	<p>Children identified to support additional needs (academic & emotional).</p> <p>Identified PP children will be supported by teachers/TAs to develop, progress, challenge and consolidate learning.</p> <p>Learning needs to be addressed by class teachers in liaison with SENDCo and supported by class TAs</p>				At each data drop throughout the year

Total budgeted cost £31,500

Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Support for children and/or families who are vulnerable and/or anxious</p>	<p>Learning mentors to meet identified PP children in the playground as a first point of contact</p> <p>Inclusion Team to work with identified PP children to support social, developmental and emotional needs as well as learning behaviours</p> <p>Identified PP children to access external agencies (TAMHS, Ed Psych)</p> <p>Implementation of the school 'Seagulls Groups' will target families and offer support enabling parents within the community to engage with school</p>	<p>Some PP children have been identified as anxious coming in to school. Learning Mentors are able to spend quality time reassuring and supporting children at the beginning of the school day in order that they are able to start their day in a better learning place.</p> <p>Learning mentors work with identified PP children in the classroom to support learning behaviours and needs</p> <p>Learning mentors work to develop social, emotional and self-esteem needs with PP children within the classroom, on an individual basis and in small groups</p> <p>Inclusion Manager/Learning Mentors engage with parents/carers to provide support</p>	<p>Inclusion Team hold regular meetings to discuss children</p> <p>Class teachers and the Inclusion Team liaise to provide, maintain and review support available for vulnerable and anxious children and/or families.</p> <p>Supervision meetings take place between the Inclusion Manager and HT</p> <p>External supervision meetings take place for ELSA trained Learning Mentors</p>	<p>RG LS LG</p> <p>SLT</p> <p>Class teachers</p>	<p>Inclusion team meetings held weekly</p> <p>Ongoing</p>
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	<p>Staff understand that there will be an increased anxiety level from some children/parents/families as a result of Covid-19 and an extended period of time away from school and additional support may be required from the Inclusion Team.</p>	<p>All members of the Inclusion Team have had Recovery Curriculum training and the Learning Mentors are also ELSA trained. All are well placed to offer support to adults and children and to signpost to appropriate organisations if necessary.</p>			
<p>Support for EAL children in acquiring and developing English Proficiency</p>	<p>A dedicated TA to support class teachers in appropriately differentiating work for EAL children to enable them to acquire and develop their proficiency in English.</p> <p>TA to support children new to country to develop conversational English at a rapid pace to enable them to settle better in to a new environment and to lead interventions to help children to access the curriculum.</p>	<p>A report from The Bell Foundation, University of Oxford and Unbound Philanthropy states that it takes approx. 6 years from arrival for EAL children to become fluent in English.</p> <p>GHS has an increasing number of EAL pupils with many arriving new to the country with limited English. It is believed that employing a TA to work with EAL children will accelerate their transition into a new school/country enabling children to settle quicker, acquire English at a more rapid pace, access the curriculum at an appropriate stage and</p>	<p>Children will show progress in their acquisition/development against the EAL Bands A, B, C, D & E as evidenced in the Bell Foundation Assessment Tracker.</p> <p>Rapid language Acquisition will occur for children with little/no English on arrival due to the intensive support received enabling them to access the curriculum.</p> <p>Learning walks, drop-ins, formal lesson observations, planning and book looks will show how work is being appropriately differentiated by class teachers with the support of EAL TA enabling EAL pupils to access the curriculum</p> <p>EAL Lead & EAL TA will meet regularly to review children's progress.</p>	<p>LF</p>	<p>On-going</p>

	<p>TA to support families to engage with school and to support their children at home.</p> <p>Training for teachers to develop knowledge and understanding of the ways in which EAL learners learn, develop understanding of cultural etiquette and to provide guidance about SEN as well as EAL needs in order to better support children</p>	<p>use their expertise to support classroom teachers.</p>	<p>Regular meetings with parents of EAL children new to school will ensure parents understand the UK curriculum. Opportunities for question and answer sessions will ensure that the parental voice is heard and parents feel confident that school is meeting their child's needs.</p> <p>TA will regularly meet new children to assess how they are settling in to school and determine how much on-going support is required in discussion with the class teacher.</p> <p>Strategies from the training will become embedded in practice and SLT/subject leaders will see evidence of these strategies in the classroom, in planning and in book looks.</p>		
<p>Improvement/increase of parental engagement (under Covid-19 guidance and when it is safe to do so)</p>	<p>Voices Parent Forum to hold regular meetings</p> <p>Workshops/ end of topic celebrations held in classes for parents to</p>	<p>Poor communication between school and parents was highlighted in the OFSTED report</p>	<p>Regular communication sent from school</p> <p>Improved parental attendance at Voices meetings</p> <p>Improved uptake of parental engagement at events in school</p>	<p>SLT Inclusion Team Admin Team</p>	<p>Ongoing</p>

	<p>attend with their children</p> <p>Implementation of the school 'Seagulls Groups' will target families and offer support enabling parents within the community to engage with school</p> <p>Improved communication between school and parents (Voices, newsletters, SCHOOP, information board)</p>				
<p>Lateness/absenteeism/ Persistent Absenteeism is decreased in PP children</p>	<p>Attendance Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.</p> <p>Attendance Officer to send attendance letters to parents and issue PN in line with TWHF & SBC guidelines</p> <p>EWO to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent</p>	<p>Continued monitoring of the attendance of PP children shows a discrepancy between them and non PP children</p>	<p>Regular liaison between Attendance Officer, Inclusion Team, EWO and SLT</p>	<p>LR LC Inclusion Team SLT</p>	<p>Ongoing</p>

	lateness/absence will be subject to home visits. Attendance Officer to analyse comparative attendance data per term/year for individual children where necessary				
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Total budgeted cost £48,000

Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children across KS2 have the opportunity to develop leadership skills and characteristics which are transferred to the classroom environment (TSD Training)	Health, physical, social & mental well-being	To consolidate learning by demonstrating how certain character attributes can be applied to different situations and to enhance individual decision making in a social context.	Notes on planning Children will become more resilient, co-operative and emotionally literate Pupil voice A meeting has been held with the external provider to reinforce the need to re-develop skills due to the Covid-19 lockdown and how to access support in school for children who are adversely affected.	Class teachers PPA support LF	Termly
PP children are engaged in all aspects of school life accessing the same opportunities as non PP children	There is a fund available for PP families facing financial hardships to access for support such as:	Disadvantaged children/families are not constrained by financial restraints and are able to access the same opportunities as their peers.	Tracked spend will show uptake of pupils accessing fund	LF	Ongoing

	School trips/residential visits subsidised. Support available for school uniform				
PP/SEN children have the opportunity to engage in outdoor learning as an alternative provision more suited to their individual needs	Forest schools work alongside Reception practitioners to develop and engage pupils in Outdoor Learning	SEN PP children find it difficult to access and engage in the curriculum. Behavior records show that they often become disengaged in their learning, particularly in afternoon sessions	Trained TAs will plan activities to support children which will be monitored by SLT	SLT	Ongoing
PP/EAL children have access to high quality texts in the school library in order to develop reading for pleasure	Children are able to access the school library on a regular basis in order to access texts that they may not have experience of at home.	High quality texts broaden the vocabulary of children leading to improved reading and writing. Children who read for pleasure are more likely to attain ARE in reading and writing. Children who share books with adults at home are more likely to develop a love of reading. A wider selection of dual language books will enable this to happen in more homes.	The library has a timetable to ensure that all children have the opportunity to use it and borrow books.	SLT	Ongoing
Total budgeted cost					£22,000

Review of expenditure

Previous Academic Year **2019-2020 (all details up to March 20th 2020 – the date of lockdown due to Covid 19)**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt
<p>Pure Pupil Premium children make the same amount of progress as non PP children to fulfil their academic potential based on relative starting points</p>	<p>Quality First Teaching</p> <p>An UKS2 teacher has been appointed as Phase Leader with a TLR to champion PP children in this phase approaching end of KS2 assessments</p> <p>FS & KSI classes have a full time TA to support learning & teaching. KS2 classes have a TA to support learning & teaching during core subject lessons each morning. These TAs work with identified children within class in the afternoons to support children to access all curriculum areas</p>	<p>£21,333 (4/6 terms)</p>	<p>Reading Progress (Expected and expected +) 94%% PP 89% Non PP</p> <p>Writing Progress (Expected and expected +) 97%% PP 90% Non PP</p> <p>Maths Progress (Expected and expected +) 94% PP 87% Non PP</p>	<p>Progress has improved as a result of children not being withdrawn for interventions.</p> <p>We need to be mindful of gaps in learning due to missed schooling for 6 months due to Covid 19 depending on engagement with home learning materials.</p> <p>In spite of the success of no withdrawn groups, we may need to implement tailored support for short sharp catch-up work when children return to school.</p>
<p>The vast majority of Pupil Premium children make the same amount of progress as non PP children to achieve ARE in reading</p>	<p>Participation in TWHF Reading Project</p> <p>The English Lead and TWHF Literacy Lead will conduct training and staff meetings to ensure consistency in teaching approaches for reading and writing</p>		<p>Reading Progress (Expected and expected +) 94% PP 92% Non PP</p>	

<p>50% of EAL Pupil Premium children make the same amount of progress as non PP EAL children to fulfil their academic potential based on relative starting points</p>	<p>Reading Eggs subscription Eal assessments carried out for all PP/Eal children new to the country or not on track to measure progress</p>		<p>Reading Progress (Expected and expected +) 100% PPEAL 91% Non PPEAL</p> <p>Writing Progress (Expected and expected +) 95% PPEAL 92% Non PPEAL</p> <p>Maths Progress (Expected and expected +) 95% PPEAL 91% Non PPEAL</p>	
<p>56% of SEND Pupil Premium children make the same amount of progress as non PP SEND children to fulfil their academic potential based on relative starting points</p>	<p>Children identified to support additional needs (academic & emotional). Identified PP children will be supported by teachers/TAs to develop, progress, challenge and consolidate learning. Learning needs to be addressed by class teachers in liaison with SENCo and supported by class TAs</p>		<p>Reading Progress (Expected and expected +) 56% PPSSEN 72% Non PPSSEN</p> <p>Writing Progress (Expected and expected +) 87.5% PPSSEN 79% Non PPSSEN</p> <p>Maths Progress (Expected and expected +) 75% PPSSEN 90% Non PPSSEN</p>	
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt

<p>Support for children and/or families who are vulnerable and/or anxious</p>	<p>Learning mentors to meet identified PP children in the playground as a first point of contact</p> <p>Inclusion Team to work with identified PP children to support social, developmental and emotional needs as well as learning behaviours</p>	<p>£47,500</p>	<p>Aided smooth transition into school. Children ready to start learning. Children given a voice for their anxieties to be shared first thing in the morning. Led to increased independence for coming in to school.</p> <p>Regular contact made with identified children as well as referrals made by teachers and requests for support from children. Children completed sunflowers, carried out ELSA work and parents were signposted where necessary to external support. Case Studies written for some children. Regular contact made during lockdown for Covid-19 resulting in reassured parents and children. 1 PP child not belonging to a 'vulnerable group' supported through access to keyworker bubble in school. 68% of children worked with by Learning Mentors showed an improved score. 57% of children KSI LM worked with were PP</p>	<p>Changes have been made to the process of referrals in order that the Learning Mentors have the opportunity to work with more children. The 2 VPs will prioritise referrals made by class teachers and the LMs will work with those children for 6 weeks (each short term).</p> <p>SDQs will be completed more regularly - pre and post each cohort - to measure impact.</p>
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	<p>Identified PP children to access external agencies (TAMHS, Ed Psych)</p> <p>Implementation of the school 'Seagulls Groups' will target families and offer support enabling parents within the community to engage with school</p>		<p>46% of children KS2 LM worked with were PP 34% of children IM worked with were PP</p> <p>1 PP child accessed the Ed Psych supporting class teachers and transition to secondary school 5 PP children accessed Speech and Language services giving additional support to class teachers and TAs to improve outcomes (then lockdown happened)</p> <p>Enabled parents to have conversations with their children. Supported parents in playing with their children, reading to them, singing with them. Attendance was consistent and parents reported positive changes to behaviour at home.</p>	
<p>Improvement/increase of parental engagement</p>	<p>Voices Parent Forum to hold regular meetings</p>		<p>Fortnightly meetings held and attended by a small number of regular parents,</p>	<p>Target more PP families for attendance from next year (as soon as is possible due to Covid-19)</p>

Workshops/ end of topic celebrations held in classes for parents to attend with their children

Implementation of the school 'Seagulls Groups' will target families and offer support enabling parents within the community to engage with school

Improved communication between school and parents (Voices, newsletters, SCHOOP, information board)

including parents of PP children (40%)

During lockdown all PP parents have been contacted regularly by class teachers and/or the Inclusion Team. In addition 38% of PP parents have regularly engaged with class teachers sending work and photos of activities that their children have done.

Lateness/absenteeism/
Persistent Absenteeism is decreased in PP children

Attendance Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.

Attendance Officer to send attendance letters to parents and issue PN in line with TWHF & SBC guidelines

EWO to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent

	% Absent	% PA
All Pupils	94.97%	15.46%
PP	94.58%	4.48%
NOT PP	95.05%	10.97%
Y6 PP	92.56%	6.66%
Y6 NOT PP	96.43%	10%
Y5 PP	96.82%	1.69%
Y5 NOT PP	94.03%	5.08%
Y4 PP	91.75%	10%
Y4 NOT PP	96.01%	11.86%
Y3 PP	96.35%	5.35%
Y3 NOT PP	96.63%	7.14%
Y2 PP	97.00%	0
Y2 NOT PP	96.36%	6.77%
Y1 PP	96.58%	3.44%
Y1 NOT PP	95.88%	5.17%
YR PP	94.07%	4.08%

Adaptions & improvements to absence procedures involving the Inclusion Team in the process have had a positive effect in improving the attendance/PA of children particularly PP children. This will continue next year with regular reviews for improvements where necessary.

	<p>lateness/absence will be subject to home visits.</p> <p>Attendance Officer to analyse comparative attendance data per term/year for individual children where necessary</p>		<table border="1"> <tr> <td>YR NOT PP</td> <td>89.46%</td> <td>36.73%</td> </tr> <tr> <td colspan="3">%PA taken out of Year Group</td> </tr> </table> <p>Procedures for Absenteeism have been reviewed and improved with more effective collaboration between the office, Inclusion Team & EWO resulting in improved attendance and fewer persistent absence for all children but especially PP children.</p>	YR NOT PP	89.46%	36.73%	%PA taken out of Year Group			
YR NOT PP	89.46%	36.73%								
%PA taken out of Year Group										

Other Approaches

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt
<p>PP children across KS2 have the opportunity to develop leadership skills and characteristics which are transferred to the classroom environment</p>	<p>Health, physical, social & mental well-being</p>	<p>£14,080 (4/6 terms)</p>	<p>Children have developed 'soft skills' such as resilience, co-operation, perseverance etc which teachers have reported have transferred to classroom situations.</p>	<p>Carry out Pupil Voice more regularly Extended to Year 3</p>
<p>PP children are engaged in all aspects of school life accessing the same opportunities as non PP children</p>	<p>There is a fund available for PP families facing financial hardships to access for support such as:</p> <p>School trips/residential visits subsidised.</p> <p>Support available for school uniform</p>		<p>All PP children have a reduction in costs (25%) for clubs, trips, visitors and residential and have had this discounted from contributions. Some PP children have received a bursary allowing them to attend After School Club on Friday afternoon. This has resulted in better developed friendships, confidence and further</p>	<p>Continue with use of Hardship Fund where necessary.</p> <p>PP Lead to liaise with class teachers to target children for After School Clubs (as soon as is possible due to Covid-19)</p>

			<p>opportunities to interact with a LM.</p> <p>On average 37% of attendees at the Friday After-School Club were PP.</p> <p>23% of PP children in school accessed FASC.</p> <p>19% of PP children accessed extra-curricular after-school clubs.</p>	
<p>PP/SEN children have the opportunity to engage in outdoor learning as an alternative provision more suited to their individual needs</p>	<p>Forest schools work alongside Reception practitioners to develop and engage pupils in Outdoor Learning</p>		<p>All YR PP children took part in Forest Schools.</p>	<p>Extended to YR & YI for next Academic year due to success.</p>