



## Pupil Premium Strategy Statement 2020/2021

<b>1. Summary Information</b>					
School	<b>Grange Infants School</b>				
Academic Year	2020/ 2021	Total PP budget	£53, 564	Date of most recent PP Review	Jan 2020 – WHF peer lead
Total number of pupils	255	Number of pupils eligible for PP	43 (Sept 20)	Date for next internal review of this strategy	Jan 2021 – review in house

Attainment - Academic Year 2019/2020 – As of March 2020 ahead of Academic year 2020-2021		
	Pupils eligible for PP	Pupils not eligible for PP
<b>EYFS - Reception</b>		
% achieving GLD	58.8%	80%
<b>Year 1</b>		
% achieving in reading, writing and maths	68.8%	68.1%
% Achieving in reading	75%	75%
% Achieving in writing	75%	69.4%
% Achieving in maths	81.3%	81.9%
<b>Year 2%</b>		



% achieving in reading, writing and maths	53.3%	72.5%
% Achieving in reading	60%	79.7%
% Achieving in writing	53.3%	81.2%
% Achieving in maths	60%	82.6%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor communication/ oral skills including speech and language development and listening skills due to lack of reading behaviours.
B.	Individuals social and emotional needs with a particular focus on social interactions and awareness of others.
C.	Previous learning is not embedded and recall is not consistently accurate in lower attainers. A focus will be to continue to close the gap with peers in reading, writing, math and phonics.
D.	Further gaps in learning due to school closures and home learning with a particular impact on writing and phonics.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
E	Attendance and Lateness of individual children
F	Parental understanding of Pupil Premium and provision and how this can help children in school.

<b>3. Desired outcomes</b>
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	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
A.	Quality first teaching including daily vocabulary lessons to support language acquisition. Talk boost interventions and speech/language interventions to support language development of children.	<ul style="list-style-type: none"> <li>• Levels of communication for all pupils will be increased including the use of age appropriate vocabulary, understanding and grammatical language use. This language will be explicit to what is being taught during lessons to make it purposeful.</li> <li>• Early talk boost interventions to support language development of children.</li> <li>• Nuffield speech and language intervention to be used with our EYFS children to support language development.</li> <li>• Language rich environment which is used effectively to support children's learning. Use of sentence stem's in classrooms for individual lessons and subjects.</li> </ul>
B.	Children will access the zones of regulation resources and intervention to support social and emotional needs enabling children to be in a better learning place. ELSA support for some individuals where required and pupil voice completed regularly. Regular use of 3 houses to support children to	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will feel like they belong and will be able to develop their emotional maturity.</li> <li>• Due to children being able to articulate their feelings, they are therefore ready to learn and will make their own level of development. Those identified as ARE will achieve this.</li> </ul>



	have a voice and feel listen to and able to speak out.	
C.	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"> <li>• Children will make expected or exceeding progress to continue to close the gaps with their peers in all subjects. This will be seen through: internal assessments, learning walks, observations and pupil books which will show consistent progress from starting points.</li> <li>• Pupils are able to articulate and demonstrate their previous and new learning with accuracy.</li> </ul>
D.	To provide a blended curriculum in order to address gaps from previous year groups learning and aid children's return to school.	<ul style="list-style-type: none"> <li>• Children feel safe, secure and supported, identified through pupil voice.</li> <li>• Children will re-establish relationships with each other and staff and routines around school.</li> <li>• Pupil progress meetings will be an opportunity to discuss, monitor and address gaps in learning due to lockdown.</li> </ul>
E	Attendance of all Pupils to at least meet National Average for disadvantaged children.	<ul style="list-style-type: none"> <li>• Attendance gap diminished between Pupil Premium and Non-Pupil Premium pupils. Pupil Premium attendance to be in line with national average.</li> <li>• Monitoring systems in place, show immediate action taken place with parents if children's attendance drops below 94%.</li> </ul>



		<ul style="list-style-type: none"> <li>Attendance monitoring of late arrival concerns referred to the EWO, in order to target and offer support where necessary.</li> </ul>
F	Parents to have a clearer understanding of Pupil premium, how it supports their child and the impact of funding.	<ul style="list-style-type: none"> <li>Parents have a clear understanding of what Pupil Premium funding is and how it will support children in school.</li> <li>Parental engagement in uptake of Pupil Premium has been increased.</li> </ul>

<b>4. Planned Expenditure</b>					
Academic Year		<b>2020-2021</b>			
<b>Quality of Teaching for All</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil Premium children make the same amount of progress as non PP children to fulfil their	Quality first teaching for all pupils – 100% of teaching is deemed good.	There is still a gap in core subjects. This difference in attainment between PP children and non	Termly progress meetings, provision mapping and inclusion management will be used to record and evaluate the effectiveness of	SLT and class teachers	Termly



<p>academic potential based on relative starting points.</p> <p>To continue to diminish the gap between PP children and Non-PP children.</p>	<p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment – first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is</p>	<p>PP children is diminishing and continues to do so.</p> <p>Quality first teaching for all pupils by teachers either whole class or groups will improve learning (Learning walks, observations, progress data etc)</p>	<p>interventions, quality of teaching and what impact these are having on children’s attainment and progress.</p> <p>Lesson observations, learning walks, book scrutiny’s and progress data will be used to triangulate effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p> <p>Intervention groups will be recorded on inclusion management documents or on 100 day plans and will be adjusted accordingly (from</p>		
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	progressing in school.		data capture and needs of pupils)		
To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet 70% of these children.	Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes, interventions, vocabulary sessions, text led approach to writing and reading, guided reading system to be phonic based.  Dedicated Pupil premium/ lowest 20% interventions targeted at improving reading and phonics for those	To ensure that pupil premium children make the same amount of progress as their peers and make significant progress based on their relative starting points.  Reading for enjoyment has been proven to rapidly increase a child's vocabulary and therefore raise their academic standards in reading and writing.	Tracking of entry and exit results of interventions used through the use of the inclusion management document.  Data from pupil progress meetings.  Lesson observations, book scrutiny's, learning walks and progress data (including reading, math and spelling ages) will be used to triangulate the effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)	SLT  Class teachers	Termly  6 weekly when intervention finishes.

	<p>pupil premium children who require this support.</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support (including interventions) for every year group to support the needs of the children.</p>	<p>Pupil Premium children are not at a disadvantage for access to quality texts to support their achievement.</p>			
<p>To raise the % of disadvantaged children achieving GLD (70%)</p>	<p>Experienced EYFS practitioner appointed as EYFS lead.</p>	<p>To ensure that pupil premium children make the same amount of progress as their peers and make significant</p>	<p>Tracking of entry and exit results of interventions used through the use of the inclusion management document</p>	<p>SLT Class teachers</p>	<p>Termly 6 weekly when intervention finishes</p>





	<p>Speech and language support for children – training for teachers and TA’s to deploy intervention effectively.</p> <p>Helicopter stories introduced to develop language acquisition and improve working memory.</p> <p>EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and</p>	<p>progress based on their relative starting points.</p> <p>To enable pupils to be able to apply their phonics knowledge to reading and writing.</p>	<p>Data from speech and language support and Helicopter stories interventions recorded to show impact of intervention.</p>		
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	<p>high quality observations take place.</p> <p>Indoor and outdoor provision to include high quality challenges in the 7 prime areas linked to the text being taught in school.</p> <p>Introduction of paired reading and home readers to be linked to phonic phase of children to support learning.</p> <p>Vocabulary teaching sessions which are</p>				
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	linked to the school's text lead approach to be incorporated into the timetable.				
Whole school training will ensure all new staff and those that are existing understand children's barriers to learning and how to best support all Pupil Premium children	<p>Staff training on:</p> <ul style="list-style-type: none"> <li>Pupil Premium – Improving Outcomes for Vulnerable Learners</li> <li>Pupil Premium – barriers to learning, diminishing the difference</li> <li>Pupils with SEMH Attachment training</li> <li>Safeguarding Training</li> <li>Team Teach training</li> </ul>	<p>Through training of TA's, which will be deployed carefully and to the best of their ability, will improve learning of these children. (EFF intervention study).</p> <p>Quality first teaching for all pupils by teachers either whole class or groups will improve learning (EFF, learning walks, observations)</p>	<p>Pupil progress meetings and inclusion intervention trackers, alongside provision maps will be used termly to record and evaluate the provision of the intervention – effectiveness, quality of teaching and learning and impact on attainment and progress of children.</p> <p>Progress will be seen through: lessons observations, book scrutiny's, learning walks, spelling, reading and math</p>	SLT	Term 2 to allow children to settle and interventions in place.



			ages increase. These will be triangulated to ensure quality first teaching is evident in all classrooms (see monitoring schedule)		
<b>Total budgeted cost</b>					<b>£25,000.00</b>
<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support for children and/or families who are vulnerable and/or anxious	Key adults to meet identified children in school as a first point of contact as required. Complete morning interventions of well-	The vast majority of PP children have attachment issues and limited social interaction opportunities which are a barrier to their learning.	Before the first session begins for each intervention, SDQ's will be completed by the child's teacher and parents. This will then be repeated after the intervention has ended (normally 6 weeks) to	TA's/ Class teachers running interventions.	After each 6 weekly intervention has been completed



	<p>being with these children.</p> <p>TA intervention work with identified PP children to support social, developmental and emotional needs as well as learning behaviours (Elsa, drawing and talking, Zones of regulations)</p> <p>Identified PP children to access external agencies (Speech and language, Ed Psych, Trailblazer)</p>	<p>Group and 1:1 social intervention for targeted individuals seek to improve children's readiness to learn and therefore their attainment by reducing anxieties and building skills to manage with theirs and others feelings.</p> <p>This will be seen through: Pupil voice ELSA sessions Parent voice Attainment data</p>	<p>evaluate the impact of these socials interventions. Entry and exit information will be established to prove impact.</p> <p>Each session will be planned according to the individual child's needs and will offer them a bespoke social program.</p> <p>Evidence for improvement in children to show improved engagement in lessons and social groupings and attainment at their level. Children will also feel less anxious and will have a positive self-image.</p>		
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	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 through intervention or SLT support.	Individual/ group interventions for social interaction and behavior management through zones of regulation or specific emotional programs.			
Improvement/increase of parental engagement (under Covid-19 guidance and when it is safe to do so)	Improved communication between school and parents (newsletters, information board, website updates,	Increasing parental involvement in primary school has on average 2-3 months positive impact.	Pupil and parent voice collated before and after intervention with TA/Class teacher  Pupil progress meetings	SLT	Weekly attendance reviews  Termly progress reviews



	<p>virtual meetings if required).</p> <p>SLT to liaise with teachers and parents of those who require SEMH support.</p> <p>Jigsaw families to be introduced in school to work with children and families to support SEMH in school when safe to do so.</p>	<p>SLT and lead teacher for Jigsaw families will work with families with children to support parent and child SEMH needs.</p>	<p>Weekly attendance reviews from attendance lead</p>		
<p>Decrease lateness and/or persistent absenteeism in Pupil Premium children for attendance % to be</p>	<p>Principal to monitor lateness and absenteeism on a weekly basis to pick up those children who are regularly</p>	<p>Attendance reviews report that persistent absence with some families is higher than national average.</p>	<p>Weekly attendance reports</p> <p>Regular meetings between EWO, Attendance officer and SLT</p>	<p>SLT</p> <p>TT</p>	<p>Weekly reports</p> <p>Progress reviews termly</p>



<p>broadly in line with national figures</p>	<p>late and/or have a low attendance figure and act accordingly.</p> <p>Principal/ Office admin to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children</p>	<p>SLT engage with families with absenteeism to support to raise attendance.</p>	<p>Pupil Premium lead to monitor attendance of disadvantaged children through attendance reports and signpost if required</p>		<p>As and when required for some families</p>
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	with 100% attendance and weekly class attendance reward in assembly and termly for events.				
Pupil Premium children are emotionally ready to learn when in school	<p>SLT to support key families to improve pupil's attendance and/ or lateness and where necessary, support parents whose children have attachment anxieties.</p> <p>Teachers/ TA's to support children with social anxieties to ensure they are ready to learn in</p>	Families are supported by the SLT and lead teacher for jigsaw families which encourages their engagement within school.	<p>Weekly attendance reports including lateness will be recorded and monitored and given to SLT to review.</p> <p>Tightened procedures for repeat absences and lateness, with phone calls, messages and letters to parents.</p>	<p>ERG TT All staff</p>	<p>Weekly reports</p> <p>Termly SDQ analysis of pupils</p>



	school and can achieve their potential.				
In order to better support our children with speech and language difficulties, we access additional support from the speech and language therapy service.	Speech and Language (traded Service) observations, reports and suggested approaches.	Buying specialist advice from a speech and language specialist will help us to identify these needs at the earliest opportunity and ensure that specialist support is put in place to ensure these children reach their full potential	Identified children will be observed by the speech and language specialist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Reviews will take place during the regular TAC / CHiN meetings held for these children and their families as well as during regular progress meetings.	SENDCO	Ongoing on individualized basis through TAC and CHiNs Progress meetings - termly From the traded services budget
<b>Total budgeted cost</b>					<b>£18,000.00</b>
<b>Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



<p>All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences</p>	<p>Subsidising costs of school trips, clubs and experiences in school to ensure opportunities to develop life experiences are not missed.</p> <p>Whole school enrichment – music services (£947.00) and resources.</p>	<p>Pupil Premium families are not constrained by financial restraints.</p> <p>Pupil Premium children are able to access the same life experiences as their peers to develop their understanding of the world.</p>	<p>Parent and pupil voice</p> <p>Pupil progress data from reviews</p>	<p>CS</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£10,564.00</b>

<b>5. Review of expenditure</b>	
Previous Academic Year	<b>2019-20</b>

<b>Quality of Teaching for All</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Cost</b>	<b>Estimated impact</b>	<b>Lessons Learnt/Actual Impact</b>
Whole school training will ensure staff understand children's barriers to learning and how to best support all Pupil Premium children	Staff training on: Pupil Premium – Improving Outcomes for Vulnerable Learners Pupil Premium – barriers to learning, diminishing the difference Attachment training Safeguarding Training Bereavement training	<b>£18, 064</b>		All staff completed Attachment training through ACES online during lockdown. Staff completed self-evaluations of their learning 90% staff reported that they had found the training useful and had learnt new approaches.
All Pupil Premium children make the same amount of progress as their peers and fulfil their academic	Quality first teaching for all pupils – 100% of teaching is deemed good.		Reading progress (expected and expected +) PP 74.2% Non PP 83%	Based on teacher assessment March data therefore we need to be mindful of gaps in learning due to missed schooling for



<p>potential based on their starting points.</p> <p>To diminish the difference between the attainment of Pupil Premium children and those that are not disadvantaged.</p>	<p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment – first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>		<p>Writing progress (expected and expected +) PP 77.4% Non PP 84%</p> <p>Math Progress (expected and expected +) PP 80.6% Non PP 85.1%</p>	<p>6 months due to Covid 19 depending on engagement with home learning materials.</p> <p>End of year reports were supported with phone calls home to ensure that parents understood reports and next steps for their children.</p>
<p>To raise % of disadvantaged children achieving ARE in maths,</p>	<p>Resources tailored to the needs of the children – tablets, computer apps,</p>		<p>Year 1 combined % of 86.8% PP children on track for ARE in math,</p>	<p>Use of Cando math approach along with parent workshops and open</p>



<p>reading and writing to at least meet floor targets of 65%</p>	<p>inclusion boxes, interventions, vocabulary sessions, text led approach to writing and reading, guided reading system to be phonic based.</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good.</p> <p>TA support (including interventions) for every year group to support the needs of the children</p>		<p>reading and writing as of March 2020 teacher assessments compared to 68.1% non PP.</p> <p>Year 2 combined % of 53.3% PP children on track for ARE in math, reading and writing as of March 2020 teacher assessments compared to 72.5% non PP.</p>	<p>mornings has raised the profile and confidence of pupils and parents in math activities.</p> <p>Phonics and reading workshops/open mornings has also facilitated greater awareness for parents in helping their children at home.</p> <p>We need to be aware of gaps in learning due to Covid 19.</p> <p>Awareness of Y2 cohort highlighted in transition to Junior school.</p>
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<p>To raise the % of disadvantaged children achieving GLD (70%)</p>	<p>Introduction of Early talk boost for children – training for teachers and TA’s to deploy intervention effectively</p> <p>Helicopter stories introduced to develop language acquisition and improve working memory</p> <p>EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place</p>		<p>Vocabulary and word awareness across the school will impact of children in all areas of the curriculum.</p>	<p>Talk boost training was completed for all Teaching Assistants. Assessments were completed for some Key Year 1 pupils to start the intervention unfortunately lockdown impacted on the application of the programme.</p>
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	<p>Indoor and outdoor provision to include high quality challenges in the 7 prime areas linked to the text being taught in school.</p> <p>Introduction of guided reading and home readers to be linked to phonic phase of children to support learning.</p> <p>Vocabulary teaching sessions which are linked to the school's text lead approach to be incorporated into the timetable.</p>			
<p><b>Targeted Support</b></p>				





Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>Social support for children to enable them to become well-rounded citizenships</p> <p>Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills</p>	<p>TA's to engage with pupils on either a 1:1 basis or through group interventions (Lego group, ELSA, forest schools, jigsaw families, zones or regulation, gardening)</p> <p>Outdoor learning interventions such as forest schools and zones of regulation to target social interaction and anxiety, enabling pupils to become aware of theirs and others feelings and how to manage them.</p>	<p><b>£18,000</b></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 parents.</p>	<p>Elsa sessions led by SH and AT were running effectively and positive impact for 80% of these children was seen by class teachers or parents.</p> <p>Elsa support continued for a few children via email during lockdown.</p> <p>Lego and drawing and talking session impact was harder to gauge and therefore will need to ensure targeted at the right children and SDQ analysis is completed pre and post sessions with pupil voice.</p>

	<p>ELSA interventions for 30 minutes per child per week (starting Autumn term of 2019 once staff are trained.</p> <p>Staff training on drawing and talking therapy to engage with children and support their vulnerabilities.</p>			
<p>Support for families with pupils who are vulnerable or anxious</p> <p>Increase parental engagement with the school</p>	<p>SLT to engage with parents who have been identified by class teachers or you have identified the need for support.</p> <p>SLT to liaise with teachers and parents of</p>		<p>Parent voice and Pupil voice show parents feel engaged in learning and know next steps According to the EEF, recent analysis suggests that increasing parental involvement in primary</p>	<p>Jigsaw family work was due to begin in term 5, this was unable to take place due to Covid. Another facilitator needs to be trained to work alongside SENDCO.</p> <p>Regular contact made during lockdown for Covid-</p>



	<p>those who require SEMH support</p> <p>Jigsaw families to be introduced in school to work with children and families to support SEMH in school.</p>		<p>school has an average 2 – 3 months positive impact.</p>	<p>19 resulting in reassured parents and children. PP children not belonging to a vulnerable group’ supported through access to keyworker bubble in school or regular emails/phone calls.</p>																								
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>Attendance officer to monitor lateness and absenteeism on a weekly basis and provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings</p>		<p>If children are in school more they are more likely to make expected progress Attendance figures improved.</p> <table border="1" data-bbox="1346 995 1715 1225"> <thead> <tr> <th></th> <th>Year 2</th> <th>Year 1</th> <th>Reception</th> </tr> <tr> <th>Cohorts</th> <th>Attendance (2019/20)</th> <th>Attendance (2019/20)</th> <th>Attendance (2019/20)</th> </tr> </thead> <tbody> <tr> <td>General</td> <td>Year 2</td> <td>Year 1</td> <td>Reception</td> </tr> <tr> <td>All Pupils</td> <td>84 93.48%</td> <td>88 85.15%</td> <td>90 85.87%</td> </tr> <tr> <td>Pupil Premium</td> <td>15 91.05%</td> <td>16 84.07%</td> <td>18 84.2%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>69 94.01%</td> <td>72 85.39%</td> <td>72 86.29%</td> </tr> </tbody> </table>		Year 2	Year 1	Reception	Cohorts	Attendance (2019/20)	Attendance (2019/20)	Attendance (2019/20)	General	Year 2	Year 1	Reception	All Pupils	84 93.48%	88 85.15%	90 85.87%	Pupil Premium	15 91.05%	16 84.07%	18 84.2%	Not Pupil Premium	69 94.01%	72 85.39%	72 86.29%	<p>New morning routines has supported attendance figures and celebration of weekly class attendance rewards.</p> <p>Covid 19 had an impact on general attendance for the academic year 2019-20. This will continue to need to be monitored especially with regard to mental</p>
	Year 2	Year 1	Reception																									
Cohorts	Attendance (2019/20)	Attendance (2019/20)	Attendance (2019/20)																									
General	Year 2	Year 1	Reception																									
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	<p>with parents to be arranged when child falls below 92% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance and weekly class attendance reward in assembly and termly for events.</p>			health of pupils and parents following the pandemic.
Pupil Premium children are emotionally ready to learn when in school	SLT to support key families to improve pupil's attendance and/or lateness and where necessary, support parents whose children have attachment anxieties		Behaviour training and restorative approach to support all children to be embedded across the school to support emotional responses.	



	Teachers/ TA's to support children with social anxieties to ensure they are ready to learn in school and can achieve their potential			
<b>Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Cost</b>	<b>Estimated impact</b>	<b>Lessons Learnt/Actual Impact</b>
All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences	Subsidising costs of school trips, clubs and experiences in school to ensure opportunities to develop life experiences are not missed.		Pupils will be fully engaged in all aspects of school life and will be able to broaden their experiences that they would perhaps otherwise not be able to access.	School activities will need to be carefully published and promoted to parents to ensure higher uptake by pupil premium children.  Careful planning of delivering books for pupils will need to be developed due to costs and time spend by staff.



### Support During Lockdown/ School Closures

Desired outcome	Chosen action/approach
<p>To support our most disadvantaged families during lockdown and school closures to lessen impact on the attainment gap.</p>	<p>A range of measures were introduced with the aim of minimising the potential widening of the attainment gap. These included:</p> <ul style="list-style-type: none"> <li>• Phone Calls – Regular phone calls were made to all children (including extra calls for our most vulnerable).               <ul style="list-style-type: none"> <li>• Emails – for some parents phone calls were a bit overwhelming and intrusive therefore they preferred email contact and responded much more positively with contact in this way. Social stories and resources were provided via email.</li> </ul> </li> <li>• Food parcels/care packages – Our most vulnerable families were given care packages which included food, and other essentials. These were made by us as a school and parents have collected them or we have dropped them off.</li> <li>• Laptops – Laptops were secured from the LA and given to identified families to support with home learning.</li> <li>• Learning Packs - For some of our nursery families, we dropped off learning packs to support the children’s learning and playing at home</li> <li>• Extra contact - In line with government and LA guidance, we made daily contact with some of more identified disadvantaged: children with social worker, previous social worker, identified vulnerable etc. parents have been very grateful.</li> </ul>



	<p>We have also continued to make referrals to agencies where people are struggling. Referrals have been made to TAMHs, Early Help, Health Visitors and more.</p> <ul style="list-style-type: none"><li>• Reading – To support families with reading at home, teachers set reading books using Bug Club reading and targeted support through Purple Mash.</li><li>• 2Email – To support children’s mental wellbeing, we set up 2Email in each class so children could communicate with each other and staff in a safe environment.<ul style="list-style-type: none"><li>• Daily blogs were uploaded by teachers to support engagement in learning.</li><li>• Microsoft teams meetings with teachers/Sendco were also used to support individuals.</li></ul></li><li>• Video – To maintain a sense of community, whole-school videos were made and posted on our social media channels.</li></ul>