

Grange Junior School

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 Context

Grange Junior School is a three- form entry junior school and is part of The White Horse Federation Multi Academy Trust. The school is located in Swindon, Wiltshire. We pride ourselves on the continual improvements we are making to our provision and to our standards, even through lockdowns and the difficulties we faced during the past eighteen months due to COVID. Our Pupil Premium strategy focuses around reducing any gaps in learning and supporting all pupils to achieve their full potential.

- Due to COVID 19, there has been no official published / national data.
- To support all pupils, including Pupil Premium children, focus has been on KPIs for each year group (and how those KPIs have been established).
- KPIs have been monitored robustly internally.
- Through monitoring, both Pupil Premium Leads and class teachers know the needs of their Pupil Premium children and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.

This can be ratified via internal assessment systems

School overview

Detail	Data
School name	Grange Junior School
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 The aims cover 3 years but we have focused on funding overview for one)
Date this statement was published	September 2021
Date on which it will be reviewed	Termly and July 2022 for 2022/2023 funding overview
Statement authorised by	Kirsty Dickenson
Pupil premium lead	Debbie Brown
Governor / Trustee lead	Kelly Gee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,813
Recovery premium funding allocation this academic year	£9,577
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,390

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

--

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We believe that this is best achieved through the development of knowledge and skills through a language rich, experience filled curriculum which makes connections within and between subjects. These Golden Threads drive our curriculum and our Pupil Premium Strategy to develop the whole child, not just academically but emotionally and socially as well.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We also take into account the impact of remote education during the pandemic on children's social, emotional and physical health as well as the impact on academic progress and attainment. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School led tutoring and recovery grant for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs identified through the school's assessment programme.

To ensure that our approaches are effective we will:

- Ensure that the pitch and pace of work provides challenge for every pupil
- Ensure that intervention and support meets the needs of the individuals involved in a timely manner
- Adopt high expectations for all pupils regardless of their advantage or disadvantage

Key areas of concern to be addressed:

Attainment of disadvantaged pupils for combined RWM is significantly below their non-disadvantaged peers. This needs to be re-aligned so that they make equivalent progress and reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language – poor oracy and vocabulary due to lack of life experiences and reading behaviours (including phonics)
2	Individuals' social and emotional needs – social interactions with others.
3	Close the attainment gap with peers in reading, writing and maths.
4	Further gaps in learning due to school closures and lack of access to curriculum content.
5	External barriers (issues which also require action outside school, such as low attendance rates)
6	Some attendance issues amongst pupil premium children
7	A lack of life experiences (cultural capital) at home and a lack of real experiences in terms of trips, visitors due to COVID restrictions
8	Lack of parental knowledge and understanding of how to appropriately support their child's learning and progress.

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>Pupils will articulate ideas, with confidence, using a wide range of age-appropriate vocabulary.</p> <p>Measured by monitoring of improved oracy and involvement of these pupils by staff</p>	<p>Teachers report improved comprehension and oral language through improvements in reading age scores.</p> <p>Writing moderation evidence improved use of range of age-appropriate vocabulary.</p> <p>The lowest 20% of pupils will make accelerated progress.</p> <p>Pupils will have improved decoding skills, phonic knowledge and will apply them within reading and spelling.</p> <p>Lesson observations and learning walks evidence improved oracy and involvement by pupil premium children.</p>
<p>Opportunities for social interactions which develop understanding of acceptable social behaviours will be increased.</p> <p>Measured by monitoring of improved behaviour of these pupils</p>	<p>Pupils will feel confident to face challenges and maintain social friendships with their peers.</p> <p>Children will have access to support in the form of an ELSA, Pastoral TA and highly effective relationships with adults and children in the school.</p> <p>Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenge, show resilience, be engaged and feel motivated within lessons.</p> <p>Pupils will make progress at their own level of development and those identified as ARE will achieve this.</p> <p>Pupils will feel like they belong and will be able to develop their emotional maturity.</p> <p>Pupils will understand what is socially acceptable and demonstrate these behaviours at break and lunchtimes.</p>
<p>Pupils' attainment of ARE in reading, writing and maths is improved.</p> <p>Measured by analysis of attainment data for pupil premium children.</p>	<p>For pupil premium children:</p> <p>Combined attainment in RWM will have increased to be at least 60% in all year groups.</p>

	<p>Attainment in reading will have improved to be at least 70% in each year group.</p> <p>Attainment in writing will have improved to be at least 60% in each year group.</p> <p>Attainment in maths will have improved to be at least 65%</p>
<p>All staff will be aware of pupil premium children and will plan to ensure progress is made through quality first teaching and robust interventions. The curriculum will enable pupils to transition to new classes and return to school and facilitate learning.</p> <p>All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.</p> <p>Measured by learning walks to observe pupil engagement with their learning. Discussions with the ELSA and Pastoral team to see a reduced need for their services.</p>	<p>Resources available to support teaching will be of a high quality and will help scaffold the learning.</p> <p>Pupil premium attainment at the end of KS2 to be in line with national average.</p> <p>Clear progress from KS1 results to end of KS2.</p> <p>All children to make good progress in reading writing and maths.</p> <p>Staff to be aware of pupil premium children and provide timely interventions to ensure rapid progress in reading, writing and maths.</p> <p>All staff to be aware of key groups to support planning and support in order to identify and close gaps – use of pupil tracking documents, assessment Venn diagrams and 100-day plans.</p> <p>Analysis of assessment data.</p> <p>Children will have access to support in the form of an ELSA, Pastoral TA and highly effective relationships with adults and children in the school.</p> <p>Pupil voice will evidence a returned confidence and engagement with learning.</p> <p>Learning walks will evidence at least normal engagement with lessons and learning.</p>
<p>Attendance will be improved in line with the national average.</p> <p>Measured by monitoring of termly attendance.</p>	<p>Attendance average of the vast majority of pupil premium children will be at least 96% by the end of the academic year.</p>
<p>Pupils will experience a diverse range of physical and cultural experiences which will enrich their life experiences.</p> <p>Measured by monitoring of pupil voice and the increase of pupil premium children involved in extra-curricular and peripatetic activities.</p>	<p>Pupil voice feedback for enrichment activities will be improved from the start of the year.</p> <p>Percentage of pupil premium pupils involved in extra-curricular and peripatetic activities will have increased.</p>

	At least 80% of pupil premium children in years 4 and 6 will have participated in residential opportunities. Funding will be supported for board and lodging for residential trips.
Parents' knowledge and understanding of how to appropriately support their child's learning and progress will develop with appropriate support. Parents will feel more confident in supporting their children's learning at home	At least 90% of pupil premium parents will attend parents' evenings. At least 75% of pupil premium parents will attend parent curriculum workshops to develop understanding of how to help at home.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Staff training</u> <i>Pupil premium:</i> Improving outcomes for vulnerable learners. Use of data: How to adapt teaching in class to move learning and close gaps. <i>Teaching and Learning:</i> Key principles. <i>Feedback:</i> How to maximise impact. <i>Safeguarding</i></p> <p>£2000 to enable collaboration between class teacher, LSA and Year Lead within pupil progress meetings.</p>	<p>Through training, teachers and LSAs will be more informed about how to move learning on within lessons quickly using a variety of strategies.</p> <p>Focus for staff will be on progress over time as well as attainment.</p> <p>Research shows that in the moment feedback has greatest impact on pupil progress (EEF studies).</p>	<p>1, 3, 4, 5</p>

<p>(6 x SLT 6 x class teacher release and supply cover)</p> <p>£1000 leadership time to carry out observations and learning walks</p>		
<p>Quality first teaching through reading project strategies.</p> <p>100% of teaching will be deemed good or better.</p> <p>Reading home learning scheme to promote enjoyment for reading.</p> <p>New planning format embedded to link reading to rich text writing projects with focus on reading skills.</p> <p>Amazon Fires to be provided for targeted vulnerable families to enable access to Big Cat reading resources at home.</p> <p>Newly developed library facilities and timetabled library sessions with class teacher and support staff to encourage an enjoyment of reading.</p> <p>Buddy reading sessions to promote reading aloud with peers.</p> <p>New phonics scheme to support lower readers, especially in the lower school.</p>	<p>There is a significant difference between attainment for pupil premium children and non-pupil premium children of at least 30%</p> <p>Linking the reading and writing curriculum will improve reading attainment and in turn will lead to improved writing attainment.</p> <p>Most pupil premium children do not read regularly enough or have access to a sufficient range of age-appropriate challenging texts.</p>	<p>1, 3, 4, 5, 8</p>

<p>£1500 for subject lead time and new resources.</p>		
<p><u>Staff training:</u> Oracy project with Voice 21 through TWHF. Teacher involved in the oracy project to complete training and disseminate through staff meetings and TA training sessions. Project afternoons and reading lessons to involve more discussion sessions to develop oracy.</p>	<p>The 2015 EFF study showed significant gains for pupil premium children following an oracy led curriculum. Teacher and peer modelling for speaking and listening will improve confidence for pupil premium children</p>	<p>1, 2, 3, 4</p>
<p>Continued focus on vocabulary development to be carried through into foundation subjects so that there is an expectation in all subjects. Projects are planned around topical events and are relevant for today's experiences to enable pupils to bring together their knowledge from different areas of learning. Linking reading and writing units will foster a rich, developing vocabulary. Purchase of dictionaries and thesauri for each year group. £1,000 for resources.</p>	<p>Research shows that by the age of seven, the gap for vocabulary between pupil premium children and their peers can be as many as 3,000 words. By improving pupils' knowledge and understanding of words, comprehension of more complex texts becomes possible, and writing becomes richer. Increased vocabulary will improve pupils' ability to articulate their thinking and understanding.</p>	<p>1, 2, 3, 4</p>

<p><u>Staff development</u> Quality first teaching focus to raise standards of teaching across the school in reading, writing & maths</p> <p>2 mornings supply – Raymart £700 til Christmas then continue if impact is significant Spring term - £900 Total - £1600</p>	<p>Recent review showed inconsistencies in quality of teaching across the school which needs addressing to improve the outcomes for pupils.</p> <p>Release time to work alongside colleagues within school and across Trust will improve practice. (Recovery funding)</p>	<p>3, 4</p>
<p><u>Staff training:</u> 5 to Thrive inset training by on November 1st, 2021 for all teaching and support staff. (https://fivetothrive.org.uk/) Five to Thrive training £800</p>	<p>The Five to Thrive model develops understanding how connected relationships are fundamental to human wellbeing and help staff to build resilient communities. Increased understanding of neuroscience will develop staff understanding of wellbeing and resilience.</p>	<p>2, 5, 6</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half class maths meetings (other half to be part of Sports Project support)</p>	<p>Targetted quality first maths teaching in small groups benefits pupils as sessions can be more carefully scaffolded for learning needs to address gaps in foundations.</p>	<p>3, 4</p>

<p>Cost sports project for an additional day each week £149 (26 weeks) £3874</p>	<p>(Catch up funding)</p>	
<p>1:1 or small group tutoring for writing</p> <p>Cost supply teacher (Anthea Wright – Thu & Fri morn)</p> <p>Autumn term - £1300 Spring term - £2600 Summer term - £2600</p>	<p>1:1 or small group tutoring can be customised to address the specific learning needs of the individuals (School led tutoring grant 75% plus recovery grant 25%)</p>	<p>3, 4</p>
<p>1:1 catch up phonics sessions for Year 3</p> <p>Cost trained specialist (Bonnie Wise)</p> <p>Until end of Spring term 2 hours a day Mon- Thu - £1800</p>	<p>Secure phonics knowledge is crucial for reading confidence. Year 3 have had 2 years of disruption to their education and consequently a larger number than average have significant gaps in their phonics knowledge. (Recovery grant)</p>	<p>1, 3, 4</p>
<p>Firm foundation groups for years 4 & 5 in Autumn & Spring, years 3 & 4 in Summer</p> <p>2 afternoons supply – Raymart £700 til Christmas then continue if impact is significant Spring term - £900 Total - £1600</p>	<p>Targetted quality first maths teaching in small groups benefits pupils as sessions can be more carefully scaffolded for learning needs to address gaps in foundations. (Catch up funding)</p>	<p>3, 4</p>

<p>TaMHS practitioner to support identified pupils on a 1:1 basis over six-week blocks. 13 days of time purchased via Local Authority traded services.</p> <p>Young Carers' activities provided on a weekly basis by Young Carer Lead and Young Carer Support TA.</p> <p>Educational Psychologist support (10 sessions) purchased via Local Authority traded services.</p> <p>Educational Psychologist supervision and training update sessions for 2 x ELSAs.</p> <p>Sports Project sessions (linking physical activities to SEMH and learning)</p> <p>An element of Inclusion Lead, 2 ELSAs, Nurture TA and Young Carers' Lead salaries - who all work to support and direct targeted interventions put in place by class teachers, monitoring of SEN children through progression mapping and standardised testing. SEN Pupil Premium children are</p>	<p>Pupils will attend sessions provided by Sports Project to build emotional resilience through physical challenges and activities – removing barriers to learning.</p> <p>Identified pupils will receive specialist mental health support from a qualified practitioner.</p> <p>Inclusion Lead, 2 ELSAs, Nurture TA and Young Carers' Lead offer invaluable expertise in supporting teachers with strategies and resources to support children and coordinating external support. In line with our School Development plan strong relationships between school and parents will lead to increased engagement and confidence in our provision leading to better outcomes.</p> <p>Moran (2010), Geddes (2005) 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 and nurture work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA and nurture support is highly valued by parents and children.</p> <p>Our inclusion team are highly skilled and have supported a great number of families especially through COVID 19, and its aftermath. Case studies show good impact on the families supported by the inclusion team in their individual circumstances.</p>	<p>2, 5, 6</p>
---	--	----------------

<p>supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.</p> <p>SENCo/Inclusion Lead £17,300</p>		
---	--	--

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Residential trips subsidised.</p> <p>School trips and curriculum enrichment experiences subsidised (e.g., swimming, dance etc).</p> <p>Transport for trips paid. Trip subsidies</p> <p>Peripatetic lessons subsidised for identified pupils.</p> <p>Involvement with extra-curricular school offer encouraged and prioritised.</p>	<p>Support pupils with cultural capital by providing access to a wide range of enrichment experiences and curriculum.</p>	<p>2, 7</p>

£6,000		
Wrap around care: Places provided and financial support offered for identified pupils. £1,000	Supporting families of pupil premium children with childcare support both before and/or after school.	2, 5, 8
Ongoing CPD and supervision for ELSAs from Educational Psychologist to ensure relevance of services offered. Designated ELSA and nurture timetables for Mon – Thurs afternoons. 2 x ELSAs £6,300 Nurture TA £7,700	The majority of our pupil premium children have SEMH needs which if addressed/supported will impact positively on their time in class and so improve progress and attainment. ELSA programs have proved successful in improving social interactions and lead to improvements in challenging behaviours and a reduction in disruptive behaviour in class.	
Five to Thrive CPD and resources. TaMHS support services (13 days). Sports Project services. Trailblazers services. DT equipment for specific individual projects £20 Women's Aid Counselling sessions transport cost x 2 pupils £270	Pupils whose SEMH needs are supported learn better in class as their barriers to learning are reduced/removed.	

Total budgeted cost: £

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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>Pupils will articulate ideas, with confidence, using a wide range of age-appropriate vocabulary.</p> <p>Measured by monitoring of improved oracy and involvement of these pupils by staff</p>	<ul style="list-style-type: none"> Teachers report improved comprehension and oral language through improvements in reading age scores. Writing moderation evidence improved use of range of age-appropriate vocabulary. Lesson observations and learning walks evidence improved oracy and involvement by pupil premium children. 		<p>Lead teacher attended training sessions and will disseminate to all staff during term 1 of 2021/22.</p>	<p>Due to impacts of lockdown this desired outcome will transfer to the academic year 2021/22.</p>
<p>Opportunities for social interactions which develop understanding of acceptable social behaviours will be increased.</p> <p>Measured by monitoring of improved behaviour of these pupils</p>	<ul style="list-style-type: none"> Pupils will feel confident to face challenges and maintain social friendships with their peers. Children will have access to support in the form of an ELSA, Pastoral TA and highly effective relationships with adults and children in the school. Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenge, show resilience, be engaged and feel motivated within lessons. Pupils will make progress at their own level 		<p>Families reported that remote ELSA support was effective for targeted pupils.</p> <p>EHH and Core Group meetings feedback of virtual and in person SEMH support was a vital part of action plans.</p> <p>Bags of Hope and other donations were delivered on a regular basis to targeted families. This encouraged</p>	<p>Development of Nurture TA role as a direct impact of increased need for extra support as a result of the pandemic and its impact on pupils' SEMH.</p> <p>Due to impacts of lockdown this desired outcome will transfer to the academic year 2021/22.</p>

	<p>of development and those identified as ARE will achieve this.</p> <ul style="list-style-type: none"> • Pupils will feel like they belong and will be able to develop their emotional maturity. • Pupils will understand what is socially acceptable and demonstrate these behaviours at break and lunchtimes. 		<p>engagement of whole families and maintained a vital link for the children. Members of SLT regularly 'doorstep' visited key families in order to provide the vital link between school and home to encourage engagement and communication. It allowed opportunities to identify families/children who needed further targeted support through learning and nurture.</p> <p>Targeted provision was recorded on Pupil Tracker documents and were integral to ensuring appropriate support was provided and evidence of the graduated response.</p> <p>TaMHS support was provided both virtually and in person throughout the year.</p> <p>Sports Project were identified as a provider of alternative support and used in order to</p>	
--	--	--	--	--

			offer SEMH support via physical activities specific to the needs of each class bubble.	
<p>Pupils' attainment of ARE in reading, writing and maths is improved.</p> <p>Measured by analysis of attainment data for pupil premium children.</p>	<p>For pupil premium children:</p> <ul style="list-style-type: none"> • Combined attainment in RWM will have increased to be at least 60% in all year groups. • Attainment in reading will have improved to be at least 70% in each year group. • Attainment in writing will have improved to be at least 60% in each year group. <p>Attainment in maths will have improved to be at least 65%</p>	Dyscalculia resources £70	<p>Targeted provision was recorded on Pupil Tracker documents and were integral to ensuring appropriate support was provided and evidence of the graduated response.</p> <p>Use of 100-day plans and Assessment Venn Diagrams were used to monitor attainment – all informed teachers future planning.</p> <p>Covid risk assessment measures restricted the ability to implement intervention programmes as planned. Pupils had to remain within their own class bubbles and therefore there was an increased demand on the intervention timetables across each year groups.</p>	<p>Catch Up Funding enabled 'Firm Foundations' intervention programmes to be implemented for targeted pupils in all year groups.</p> <p>Due to impacts of lockdown this desired outcome will transfer to the academic year 2021/22.</p>

			<p>Bubbles/Class LSAs delivered interventions for targeted pupils within year groups.</p> <p>Differentiated learning was provided for remote learning. Teachers used 'break out' facility of Teams in order to deliver targeted activities and support.</p> <p>IT equipment and Wi-Fi access were provided for targeted families in order to support remote learning.</p> <p>Pupils with specific vulnerabilities were offered places in school bubbles during periods of lockdown.</p> <p>Pupil Premium children with SEND needs were automatically offered places</p>	
--	--	--	---	--

			<p>in school bubbles during lockdown.</p> <p>Inclusion team, class teachers and subject leads attended virtual CPD from a variety of providers (e.g., NASEN, Child Bereavement UK, Understanding Dyscalculia, Virtual Specific Learning Difficulties surgeries)</p>	
<p>A recovery curriculum will enable pupils to transition to new classes and return to school and facilitate learning.</p> <p>Measured by learning walks to observe pupil engagement with learning.</p> <p>Discussions with ELSAs to see a reduced need for their service.</p>			<p>Recovery curriculum delivered in all year groups.</p> <p>Monitored during terms 3 and 6.</p> <p>Sports Project were identified as a provider of alternative support and used in order to offer SEMH support via physical activities specific to the needs of each class bubble.</p>	<p>Following work with Inclusion Team throughout lockdown more pupils/families were identified as needing support rather than a reduction of need.</p>

<p>Attendance will be improved in line with the national average.</p> <p>Measured by monitoring of termly attendance.</p>	<p>Attendance average of the vast majority of pupil premium children will be at least 96% by the end of the academic year.</p>		<p>Pupils' engagement with remote learning was monitored daily, SLT contacted and visited families to ensure children continued with their learning activities.</p> <p>IT equipment and Wi-Fi access were provided for targeted families in order to support remote learning.</p> <p>Pupils with specific vulnerabilities were offered places in school bubbles during periods of lockdown.</p> <p>During periods outside of lockdown restrictions meetings were held with the Principal and Inclusion Lead.</p>	<p>Due to impacts of lockdown this desired outcome will transfer to the academic year 2021/22.</p>

<p>Pupils will experience a diverse range of physical and cultural experiences which will enrich their life experiences.</p> <p>Measured by monitoring of pupil voice and the increase of pupil premium children involved in extra-curricular and peripatetic activities.</p>	<ul style="list-style-type: none"> • Pupil voice feedback for enrichment activities will be improved from the start of the year. • Percentage of pupil premium pupils involved in extra-curricular and peripatetic activities will have increased. • At least 80% of pupil premium children in years 4 and 6 will have participated in residential opportunities. 	<p>DT equipment £9.99</p> <p>Y6 leavers' hoodies £42.50</p> <p>Women's Aid Counselling sessions transport cost £135</p>	<p>School trips, swimming and residential opportunities were all cancelled by their providers.</p> <p>Targeted pupils were offered spaces with holiday clubs via LA.</p> <p>Targeted pupils were offered sessions with Swindon Town Football Club via links with Trailblazers. One student with SEMH needs has been offered extra support to develop footballing skills directly by Swindon Town.</p> <p>Peripatetic sessions were offered at times outside of lockdown restrictions.</p>	<p>Due to impacts of lockdown this desired outcome will transfer to the academic year 2021/22.</p>
<p>Lack of parental engagement with their child's learning and progress.</p>	<ul style="list-style-type: none"> • At least 90% of pupil premium parents will attend parents' evenings. • At least 75% of pupil premium parents will attend parent curriculum 		<p>Virtual parents evenings were offered to all families.</p>	<p>Due to impacts of lockdown this desired outcome will transfer to the academic year 2021/22.</p>

	workshops to develop understanding of how to help at home.		Curriculum workshops were not offered due to COVID restrictions.	
--	--	--	--	--