

# Meadowbank Primary School pupil premium strategy statement



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

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

## School overview

Detail	Data
School name	Meadowbank Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	(62) 15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	J Appleton
Pupil premium lead	K Jenkins/ H Watson
Governor / Trustee lead	C Trebble

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,665
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,220

# Part A: Pupil premium strategy plan

## Statement of intent

At Meadowbank Primary School, we enable our children to flourish and inspire, creating lifelong learners, who are empowered to have a lasting legacy and become leaders of change. To ensure this we instil high expectations of our children, allowing them to aspire to achieve their best. We understand that all children are individuals and need bespoke learning opportunities that are rooted in their needs and therefore craft a curriculum that is purposeful. For our most disadvantaged children, we work to remove barriers to their learning to allow them to close their gaps and raise attainment. Our Pupil Premium strategy is designed to enable children to make accelerated progress from starting points, through equipping them with the skills and strategies to overcome challenges to manage their own learning, exposing our children to a wide range of enrichment experiences and ensuring our children develop crucial language skills to positively impact on listening and attention, understanding and speaking.

## Challenges

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

Challenge number	Detail of challenge
1	Early speech, language and communication – Disadvantaged children enter school below age related expectations at baseline.
2	Attendance and punctuality – 13 children eligible for PPG identified as having persistent absence in 2020-21. Parental engagement.
3	Children with low self-esteem or other mental health needs impacting on progress in the classroom.
4	Attainment gap in children achieving Greater Depth at Key Stage 2 in Reading, Writing & Maths
5	Attainment gap in children achieving and exceeding Age Related Expectations in Key Stage 1.
6	Gap in cultural experiences prior to starting school and external to school life.

## 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
To close the language gap in EYFS and Year 1 across all three aspects – Listening and attention, understanding and speaking.	To raise attainment in the prime area of communication and language for children eligible for PPG
Attendance figures for children eligible for Pupil Premium increase.	Attendance percentages increase, the gap between attendance of children eligible for pupil premium and those not eligible decreases, the 13 children eligible for Pupil Premium who are persistently absent decreases.
Children to be equipped with the skills and strategies to overcome challenges and manage their own learning, making progress.	Outcomes for children will improve. Children engaging in programmes from the wellbeing pathway will show progress in SDQs, Wellbeing assessment tool and academic progress.
Children make accelerated progress from starting points	Positive progress scores for children eligible for Pupil Premium at the end of Key Stage 2 Increased number of pupils eligible for Pupil Premium to achieve and exceed ARE in KS1 and 2 to close gaps with their peers who are not eligible.
Pupils access a wide range of enrichment experiences in and out of school to close the cultural capital gap.	Pupil voice indicates enjoyment in school life and improved attitudes to learning. End of Key Stage data reflects the closing of the cultural capital gap in outcomes for children in all curriculum areas to be in line or above peers.

## 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: £19,254.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>UPS teacher to work within Year 6 cohort for one term (10 weeks) to allow Year 6 to be taught in 3 fluid groups as the needs of the children require in order to accelerate progress and support catch up through small group tuition and allowing for increased quality and frequency of individual feedback.</p> <p>UPS teacher to work within KS1 for one term to allow groupings to be smaller to meet the need of the children, ensuring quality first teaching. (Especially in early reading and ensuring children in Year 2 are ready for the next stage in their education in Key Stage 2)</p>	<p>EEF +6 for reading comprehension skills EEF +5 for phonics intervention</p> <p>EEF Small Group Tuition (+4 months) is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>EEF Feedback (+6/+7 months) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	3,4
<p>NPQLTD – 2 members of staff NPQLTD Facilitator – 1 member of staff</p>	<p>EEF guide to Pupil Premium advocates a tiered approach and teaching is the first strand, including spending on developing high quality teaching which may include investment in professional development.</p> <p>Analysing the capacity of staff has allowed us to recognise two experienced members of staff who, with the right CPD will be able to support less experienced staff – especially as we will have two ECT teachers and an RQT(Jan 22).</p>	1,4,5

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

Budgeted cost: £ 56,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition	<p>EEF Small Group Tuition (+4 months) is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p>	4,5
<p>Children identified as needing additional support to attend study club. Use of TA to support and give feedback to targeted work set from teachers using Emile, My Maths and spag.com</p>	<p>EEF Homework (+5)</p> <p>The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</p>	3,4
<p>Employment of an additional Teaching Assistant in each phase to deliver Personalised Programmes.</p>	<p>EEF Teaching Assistant Interventions (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	3,4
<p>NELI (Nuffield Early Language Intervention) for children in EYFS and Year 1. Training for staff in Year 1 to ensure programme can be completed for those children who need it.</p> <p>Wellcomm assessment for all children in EYFS and programmes for those who show they are working below age related expectations.</p> <p>Tales Toolkit</p> <p>SALT</p>	<p>EEF Oral Language Interventions (+6 months) There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p>	1
<p>Outdoor nurture programmes</p> <p>Training for staff, including midday assistants</p>	<p>Friedman (2021) Understanding changes to children's connection to nature during the COVID-19 pandemic and implications for child well-being, Found that many children increased their connections with nature during lockdown whilst, a third of children whose connection to nature decreased during the pandemic displayed increased problems of well-being—manifest as either 'acting out' (externalising problems) or</p>	3,4,5

	<p>sadness/anxiety (internalising problems). An increase in connection to nature during the pandemic was more evident for children from affluent families than for their less affluent peers.</p> <p>Evidence shows that attention to learning is promoted through exposure to the natural world (Waite, 2017) and therefore will impact upon the learning behaviours displayed.</p> <p>Research completed into disadvantaged children found positive impacts on wellbeing, specifically self-regulation and resilience, and academic development, through increasing confidence for learning (McCree, Cutting&amp; Sherwin, 2018). In addition to this, attendance was also increased as a result of outdoor learning opportunities. Therefore, enforcing the importance of such approach.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager to support families who struggle to engage with school life and for whom attendance is identified as a barrier.</p> <p>Ensure all parents are connected on class dojo – personalised support to do this.</p> <p>Engagement in Parent Consultation Meetings regarding children’s progress – flexibility in meeting times during the school day (cost of cover)</p> <p>Training for new admin team and pastoral leader in the FFT Attendance programme to support attendance analysis and timely targeting and intervention.</p>	<p>EEF Parental Engagement (+4 months) Parental engagement has a positive impact on average of 4 months’ additional progress. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.</p>	2,3
<p>Parent workshops – cover for staff to be able to deliver workshops in early reading, supporting reading in all year groups and maths.</p>	<p>EEF Parental Engagement (+4 months) suggests considering what support you can give to parents to ensure home learning is of high quality. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p>	3,4,5

	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	
<p>Concept mapping Research Project and embedding of the approach across school to support children to plan, monitor and evaluate their learning, deepening knowledge.</p> <p>Release time to support project leaders to coach other staff.</p> <p>CPD opportunities for staff including support staff through National College Subscription.</p>	EEF Metacognition and Self Regulation (+7 months) There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson. Implementing metacognition and self-regulation strategies will also require a small amount of staff time, compared with other approaches, as staff need to develop their own understanding of metacognitive and self-regulatory processes to model effective use of these strategies and skills to pupils.	3,4,5
<p>Pupil Premium Lead to strategically monitor the provision for children eligible for Pupil Premium.</p> <p>Champion for disadvantaged children, working with children, staff and parents.</p> <p>Progress leader time.</p> <p>Project working with other schools in the Trust to raise aspirations and attainment for children eligible for Pupil Premium.</p>	<p>Ofsted's paper, Supporting the attainment of disadvantaged pupils, refers to the need for a clear, responsive leadership, ensuring staff are willing to do whatever it takes to help each pupil succeed and holding every member of staff accountable for pupils' progress.</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils, Stephen McCullen et al 2018, reports on the identification of those disadvantaged children attaining in the top 10% at primary school being less likely than their non-disadvantaged peers to achieve highly at KS4 and attend university. Findings discuss the need for interventions across academic extension, cultural enrichment, personal development and removal of financial barriers all to raise aspiration for these children.</p>	1,2,3,4,5,6
<p>We Eat Elephants Programme used to supplement the Jigsaw PSHE curriculum to support children to develop strategies to use in the classroom to reduce anxieties and impact on accelerating academic progress. (1 TA 3 mornings a week)</p>	<p>An evidence briefing outlines evidence to show that pupils who are positive about PSHE lessons by they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school. The findings are based on analysis conducted by the University of Hertfordshire and the PSHE Association, using data from the Health Behaviour in School-aged Children (HBSC) research study which surveyed 5,335 English school children aged 11, 13 and 15 in 2014. Dr Chris Williams is Emeritus Professor of Psychosocial Psychiatry at the University of Glasgow, Scotland, UK and a Fellow of the Royal College of Psychiatrists and has researched the evaluation of educational self-help approaches based on the cognitive behavioural therapy (CBT) approach to support the development of the We Eat Elephants programme. Professor G Squires (2001, 2006) found improved self-control and classroom behaviour for children in his study and identified the optimum number of sessions for impact which is reflected in the recommended 6 sessions of the programme.</p>	3
<p>Subsidy of enrichment opportunities for children eligible for PPG.</p>	<p>Ofsted Research (2019) places emphases on improving cultural capital, particularly for disadvantaged pupils, talking of social justice and equity.</p>	6

<p>Subsidy for children eligible for PPG to attend sports clubs.</p> <p>Subsidy for children eligible for PPG to have music lessons.</p>	<p>Sutton Trust –Parent Power 2018 – Cultural capital is associated with higher academic performance. Cultural capital measured by the type and amount of books read, types of television programmes watched, and visits to art galleries and museums positively relates to attainment. Extracurricular classes can both help to build cultural capital and essential life skills.</p> <p>EEF Arts Participation (+3months) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>EEF Outdoor Adventure Learning - There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>EEF Physical Activity (+1 month) There is a small positive impact of physical activity on academic attainment (+1 month). Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	
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**Total budgeted cost: £ 95,256.48**



## Part B: Review of outcomes in the previous academic year – 2020-2021

### Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

See below for details of assessments completed internally to support evaluation of impact of Pupil Premium Grant Spend for the year 2020-21

### 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*

<b>Programme</b>	<b>Provider</b>
Tales Toolkit	Tales Toolkit
Wellcomm	GL Assessment
Balanceability	Balanceability
We Eat Elephants	Five Areas Ltd
Project X	Oxford University Press



## Further information (optional)

# Pupil premium strategy review statement 2020-21

(PPG – Pupil Premium Grant)

Review of expenditure				
Previous Academic Year 2020-21		National Data is 2019. School data is internal predicted outcomes as no national tests in 2021.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To close the language gap in FS across all three aspects- Listening and attention, understanding and speaking</p> <p>To accelerate communication and language development for children eligible for Pupil Premium Funding which will impact on progress in all areas of learning in Key Stage 1 and 2.</p>	<p>Additional adult to work in EYFS to facilitate. Staff trained to be able to deliver the Tales Toolkit programme.</p> <p>Ongoing purchase of Tales Toolkit resources and investment in time to coach new staff in EYFS and Year 1 as well as CPD for staff in LKS2.</p> <p>Well Comm programme to be implemented in FS1 and 2 and Year 1 as needed. Staff coaching to support delivery and impact.</p> <p>Remote early reading and phonics workshop for parents.</p> <p>NELI programme to be delivered to eligible children in EYFS 2.</p>	<p>Foundation Stage 2</p> <ul style="list-style-type: none"> <li>•Communication and Language – Well Comm and Language Link 88% of EYFS children met ELG in communication compared to NCER national of 74%</li> <li>•1 out of 4 PP children achieved GLD</li> <li>•75% of PP children met ELG in Listening and Attention.</li> <li>•25% accelerated progress from on entry data to on exit.</li> <li>•75% of PP children met ELG in Understanding.</li> </ul> <p>Tales Toolkit/Balanceability Programme</p> <ul style="list-style-type: none"> <li>•50% (2 out of 4) of children meeting ELG in Reading and writing.</li> <li>•25% accelerated progress from on entry to on exit in reading, writing and maths.</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>•86% of PPG children in Year 1 passed the phonics screening check compared to 66% nationally in 2019 and 52% in 2021 NCER data.</li> </ul>	<p>Closing gaps for children eligible for Pupil Premium in EYFS continued to be a priority. Progress needs to be accelerated for these children to meet the age related expectations, although progress from starting points is strong and impact from personalised programmes shows that these support children to close gaps with their peers if not meet Are.</p> <p>All staff in EYFS and Key Stage 1 have completed Tales toolkit training.</p> <p>Tales toolkit evidenced in use across EYFS and Key Stage 1 independent learning environments. Another annual subscription will embed this and allow training for new staff.</p>	£30,000

<p>To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress.</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference.</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Staff to engage in pre teaching CPD.</p>	<ul style="list-style-type: none"> <li>• The progress score for PPG children in reading at Key Stage 2 was +1.75 which is greater than the NCER national of -1.07</li> <li>• The progress score for PPG children in writing at Key Stage 2 was +0.17 in writing which is greater than the NCER national of -0.87</li> <li>• The progress score for PPG children in maths at Key Stage 2 was +1.37 which is greater than the NCER national of -1.12</li> <li>• At KS1 two children made accelerated progress in reading to achieve ARE and one child accelerated to meet ARE in writing.</li> </ul>	<p>Accelerated progress for children across Key Stage 2 should continue to be a focus to ensure gaps are closing in internal data as well as at end of Key Stage.</p> <p>Personalised programmes are effective when matched to personal gaps for individual children and delivered in a timely manner by teachers and additional adults – continue.</p>	
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To accelerate progress for children eligible for Pupil Premium across Key Stage 1 and 2 in reading, writing and maths. To increase the number of children achieving ARE and Greater depth to ensure better than expected progress.</p> <p>To increase the number of children attaining ARE to be in line with National in R(62%) W(55%) M(62%) at Key Stage1.</p> <p>To reduce the gap in attainment between children eligible for Pupil Premium in Key Stage 1 and their peers. To increase the number of children achieving ARE in Year 2 to be in line with National..</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. (TA employment)</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle. Teacher led opportunities.</p> <p>Children in Key Stage 2 targeted for attendance at Study Club each week. Use of Emile, SPAG.com and my maths to ensure teacher set tasks are targeted and children receive feedback.</p> <p>Investment in CPD opportunities</p>	<ul style="list-style-type: none"> <li>•86% of PPG children in Year 1 passed the phonics screening check compared to 66% nationally in 2019 and 52% in 2021 NCER data.</li> <li>•88% of PPG children met ARE in Year 6 reading which is above the National average of 62% in 2019 and 64% in 2021 NCER data.</li> <li>•29% exceeded ARE in reading which is greater than the 2019 national of 17% and 2021 NCER of 17%</li> <li>•82% of PPG children met ARE in Year 6 writing which is above the National average of 65% in 2019 and 57% in 2021 NCER data.</li> <li>•24% of PPG children exceeded ARE in writing in Year 6 which is greater than the NCER national of 8%</li> </ul>	<p>Progress in Key Stage 1 continues to be a focus – targeted learning opportunities.</p> <p>Children who did not achieve ARE in KS1 to be targeted into KS2 tracked against EYFS outcomes to accelerate progress.</p>	<p>£63,000</p>

<p>To close the gap for children at Key Stage 1 to be in line with National in R (16%) W(10%) M(12%) (Meadowbank's difference in Maths was smaller than the National gap last year)</p> <p>To maintain gaps in line with or smaller than the National gap in Key Stage 2 R(16%GD17%) W(16%GD14%) M(17%GD15%)</p>	<p>Personalised programmes for children using a plan, do review approach to ensure timely impact to diminish the difference. (TA employment)</p> <p>Pre-teaching and over-teaching opportunities maximised as part of the plan, do review cycle.</p> <p>Children in Key Stage 2 targetted for attendance at Study Club each week.</p> <p>Investment in CPD opportunities – NPQSL for literacy lead</p> <p>Targetted quality first Teaching (additional teacher opportunities in Spring Term) for children as identified in order to ensure timely interventions to close gaps quickly.</p>	<ul style="list-style-type: none"> <li>•At end of key Stage 1 gap in reading is smaller than National at +5% (National 16%) and 13% at GD (National is 14%)</li> <li>•At end of key Stage 1 gap in writing is smaller than National at 9% (National 18%) and 7% at GD (National is 10%)</li> <li>•At end of key Stage 1 gap in maths is smaller than National at 16% (National 17%) and 10 at GD (National is 12%)</li> <li>•At the end of KS2 the gap in reading is smaller than National at +18% (National 15%) for children meeting ARE</li> <li>•At the end of KS2 the gap in writing is smaller than National at +7% (National 15%) for children meeting ARE and +9% at GD (National is 13%)</li> <li>•At the end of KS2 the gap in maths is smaller than National at +3% (National 17%) for children meeting ARE and 1% at GD (National 13%)</li> </ul>	<p>Personalised programmes are effective when matched to personal gaps for individual children and delivered in a timely manner by teachers and additional adults – continue.</p> <p>Consider impact of further CPD for members of staff. Development of work with other schools in the Trust.</p>	
<p><b>iii. Other approaches</b></p>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attendance and punctuality for children eligible for the PPG funding to be in line with the National average of 96%</p>	<p>Pastoral manager's role to receive children who arrive at school late, to hold 1:1 check ins with children who show signs of problems around attendance and punctuality, to make first day phone calls, building and maintaining relationships with parents.</p>	<ul style="list-style-type: none"> <li>• 74% of PPG children have worked with the pastoral leader</li> <li>• 18% of PPG children are in the TAC/CP process (11% last year)</li> <li>• 5 PPG children are young carers and receive regular support</li> <li>• Overall attendance data is at 91% compared to 94% for non PPG children for the time school was open to all pupils in the academic year. This maintained from the previous year.</li> </ul>	<p>Monitoring of attendance termly – continue to work with parents. Coaching new members of the admin team to be able to analyse this information. Training around the new FFT attendance tracking system.</p> <p>Impact of lockdown to be mitigated – children and families new to the PP register to be supported</p> <p>Children with increased attendance to be monitored as still vulnerable.</p>	<p>£27,478</p>

<p>To outreach to disengaged parents to ensure relationships are built and maintained and parents come into school, participate in events to impact on outcomes for children.</p>	<p>Pastoral manager will continue to build and maintain relationships with parents, making first contact, leading meetings as and responding to concerns working with appropriate members of staff. Parents to be supported to work with other agencies eg. Form filling support, setting up initial meetings. Support to engage parents with parent's evening by appointment or follow up appointment. Telephone or Teams parents evenings to be supported to engage parents. Support to engage on Class Dojo</p>	<ul style="list-style-type: none"> <li>• 18% of PPG children are in the TAC/CP process (11% last year)</li> <li>• Increased parent engagement support as a result of Covid19.</li> <li>• 100% of PPG families supported during lockdown either in lockdown or with personalised plans to support learning at home</li> <li>• 100% of PPG families have engaged in parental consultation telephone or Teams conversations about their children's learning</li> </ul>	<p>This role will continue as more children are in the TAC process or have been identified as vulnerable and eligible for Pupil Premium funding as a result of Covid19.</p> <p>Seek new wellbeing initiatives to support these children and their families</p>	
<p>To support the mental health and wellbeing of children eligible for Pupil Premium, including school attendance.</p>	<p>Outdoor nurture programme running throughout the year for targeted children. Training of additional adults in school to be able to lead outdoor nurture sessions (CPD) We Eat Elephants and Chimp Paradox programme to run in all phases with children identified as needing this support . Adult training for leading this programme – Coaching from Pastoral Manager Deploying relevant adults in school to lead counselling sessions or play therapy (Training for one adult is ongoing)</p>	<ul style="list-style-type: none"> <li>• All children eligible for Pupil Premium were offered places in school during the January 21 Lockdown. Those families who chose not to send their children to school were risk assessed and contact was made daily through Microsoft Teams or follow up telephone calls. Personalised learning plans, 1:1 Teams lessons offered for those children who needed it.</li> <li>• Laptops and dongles provided for all children who needed resources to learn remotely – during lockdown or as bubbles have closed.</li> <li>• I pads and IT equipment loaned for a number of children who needed, this allowed them to maintain social contacts as well as access learning</li> <li>• All children who have been part of a We Eat Elephants intervention have completed the course and reported positive impact. Parent Voice gathered as part of the wellbeing review in July 2021.</li> <li>• PDQs show progress for all children in outdoor nurture programmes, with personalised goals achieved.</li> </ul>	<p>Pastoral manager to continue to work with these children but additionally to continue to work with TAs in each phase to deliver the We Eat Elephants programme. Outdoor Nurture Lead to work with each phase to support the lead of nurture programmes in reengage and reconnect curriculum in the Autumn term and throughout academic year. Coaching work to take place with midday supervisors too. Some children still in need of counselling support – Pastoral Manager completed training now and able to use. Play therapy – one TA completed play therapy training and working with identified children One TA to use psychology degree background to support further training and development in a pastoral role. Continue to subsidise enrichment opportunities for children eligible for FSM. (50% of opportunities costing over £5)</p>	

