

Pupil premium strategy statement 2019/ 2020



The Pupil Premium Grant (PPG) is additional funding given to schools to enable them to support pupils, who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), those who are Looked After or in Care (LAC) and those pupils whose parent/s currently serve in the armed forces.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

1. Summary information					
School	The Palmer Academy				
Academic Year	2019/2020	Total PP budget	£179,500	Date of most recent PP Review	Sept 19
Total number of pupils	431	Number of pupils eligible for PP	135	Date for next internal review of this strategy	Sept 20

The impact of Pupil Premium Grant spending on vulnerable pupils at TPA is good. The teaching and provision for pupils eligible for the PPG at TPA is good. Disadvantaged pupils make more progress compared to non PPG pupils by the end of KS2.

KS2	2016 Against standardised score of 100+	2017 Against standardised score of 100+	2018 Against standardised score of 100+	2019 Against standardised score of 100+
% PPG (school)/ % national				
Reading 100+	84%/71%	35%/77%	63%/80%	
Writing EXS+	80%/79%	55%/81%		
Maths 100+	80%/75%	45%/80%	70%/81%	
Reading 110+ (greater depth)	36%/ 23%	5%/29%	11%/33%	
Writing GDS+	8%/18%	15%/21%		
Maths 110+	32%/ 20%	5%/27%	19%/28%	

2. Barriers to future attainment		
A.	Low speech and language skills on arrival to school	
B.	Low baseline assessment across all areas on arrival to school	
C.	Undeveloped social and emotional skills	
D.	Poor attendance and punctuality	
E.	High percentage of PPG pupils who are also SEND	
F.	Unsupportive home learning environments and lack of aspiration	
G.	Narrow experiences	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills	Pupils in reception meet age related speaking skills Improved vocabulary in all year groups Construction of sentences more grammatically correct
B.	Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths	The gap between disadvantaged and other is narrowing The number of children underachieving in Reading has significantly reduced
C.	Improved social emotional skills	Fewer exclusions Fewer behaviour incidents across the school in transition times, structured and unstructured times of the day
D.	Increased attendance and punctuality rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance to improve to 97%
E.	Disadvantaged SEND pupils make accelerated progress from their starting point	SEND pupils make good progress over time
F.	To ensure the high attainment of the more able disadvantaged pupils	Most able pupil premium identified as high ability make the same progress as other pupils with the same prior attainment identified and high ability as measured by teacher assessments and end of year data
G.	To ensure that disadvantaged pupils have equal access to our local curriculum	All disadvantaged pupils have access to resources for homework projects, to attend swimming lessons and trips linked to curriculum outcomes

4. Planned expenditure					
Academic year	2019 2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills in nursery and reception	<p>Wellcomm screening for baseline will highlight the trends for the cohort.</p> <p>Use of the speech and language development checklist 3 – 5 yrs. to link concepts into topic maps</p> <p>Use of colourful semantics as visual cue to compose sentences</p>	<p>We want to invest some PPG money in longer term change</p> <p>The research evidence states that language at 5 is the biggest indicator of attainment later</p>	<p>Further assessment will show the cohort gaps have been filled</p> <p>Pupil progress meetings will show rising % of PPG pupils on track with speaking.</p> <p>Analysis of tracking data</p> <p>Peer observations of strategies used.</p>	<p>Reception class teachers</p> <p>EYFS AHT</p>	After every term
Improved oral language skills across the school	<p>Introduction of explicit vocabulary teaching – 3x weekly</p> <p>Use of colourful semantics as cue to compose sentences</p>	<p>The research evidence states that language at 5 is the biggest indicator of attainment later</p> <p>Analysis of reading comprehensions show questions concerning vocabulary are a weakness</p> <p>New Ofsted framework states - Reading and vocabulary can 'close the gap' unlocking children's access to a rich curriculum.</p>	<p>Monitoring by AHTs and oracy lead</p> <p>Termly analysis and tracking of pixl data</p>	<p>AHTs</p> <p>EYFS AHT</p>	
<p>Raised attainment of pupils at risk of underachieving in English - Reading</p> <p>Support for those pupils who are at risk of</p>	<p>Train, implement and monitor a whole school approach to the structure of reading lessons</p> <p>Timetable reading as a whole school at the same time so children can be vertically grouped to adjacent year groups</p>	<p>The progress in reading from baseline needs to be improved</p> <p>More effective use of adults</p>	Monitoring by AHTs and literacy lead	KS1 AHT	

underachieving in English - Reading	Reception meet with parents of PPG children who are below ARE once a week to work on small targets for children and with parents of PPG children who are on track once a term.	Involving parents in learning is known to improve outcomes.			
Raised attainment of pupils at risk of underachieving in English and Maths Support for those pupils who are at risk of underachieving in English and Maths	Staff development on the use of Pixl programme Use of Pixl programme in year 3,4,5 as well as year 2 and 6	Effective use of data will sharpen the focus on the key gaps in students learning to help plan personalised intervention for each student to enhance standards	Further assessment will show the year 6 will start closing and a rise in % at end of KS2 Analysis of data will group the children more effectively to close gaps	KS2 AHT	
To ensure the high attainment of more able disadvantaged pupils	Develop a clear understanding of greater depth in all subjects Use Pixl, PIRA and PUMA to identify earlier pupils with greater depth potential. Introduce verbal/ non-verbal reasoning assessments to support these judgements Develop common practice in planning for and recoding greater depth success Use of problem-solving activities and reasoning problems in Maths to differentiate learning.	Our % of GD PPG pupils is still too low – other priorities meant that this target was only partially addressed last academic year Analysis of data show our prior middle attaining group are making the most progress we need to ensure all groups are making the best progress EYFS outcomes also showed that the number of PP pupils achieving greater depth in EYFS was below Non-PP pupils.	Year group tracking grids identify PPG pupils with greater depth potential Track groups termly to ensure the % is increasing particularly in reading. Plan into annual staff training	Phase leaders and SLT	Every term

Improved social and emotional skills	<p>Develop the wellbeing team and build towards a trauma informed school</p> <p>Head and Inclusion manager to roll out training to whole staff</p> <p>Enhance the sensory area of the school</p>	It is difficult to close the attainment gap when pupils are not emotionally ready to learn.	<p>Inclusion team will monitor behaviour and exclusion data</p> <p>Learning walks will highlight resource needs</p> <p>The sensory area is used not only by our high-end ASC pupils but also any other children feeling the need to regulate.</p> <p>Therapeutic behaviour plans are in place for those who need it</p>	<p>Inclusion AHT</p> <p>All staff</p>	Termly
Disadvantaged SEND pupils make accelerated progress from their starting point	<p>Purchase of SEND toolkits to help identify barriers</p> <p>Use of PIVATS to track more securely small step maths progress</p> <p>Develop a comprehensive whole school red flag/ flow chart system that indicates when a pupil needs referring onto a specific intervention</p>	<p>Research shows early intervention works.</p> <p>Staff find it more difficult to plan next steps for maths as it is not linear. PIVATS would clearly show the gaps to differentiate to in each area</p>			

End of Year Evaluation

Desired outcome	Impact	Actions for Pupil Premium Strategy 2020-21
Improved oral language skills in nursery and reception	<p>Staff have assessed all children against the Wellcomm Screening and staff are aware of the children who have poor language skills and which areas of language are the common trends across the year group. A daily 'Talking Time' is on the timetable for Nursery and Reception and this is where we work on the whole cohort gaps. In the short time we have been doing this the children are more confident/ aware of the different parts taught.</p> <p>From looking at 20/21 baseline assessments the children who took part in Wellcom in N1 are now using the skills we taught during 'Talk Time'.</p>	<p>Continue in strategy for upcoming year. Include talking time in new timetables</p> <p>Screen in September – December and March July</p>

	Talking Time in Reception wasn't full started as the children were baselined just before Lockdown.																																								
Improved oral language skills across the school	<p>Since children have started in Nursery more children are on track from speaking and using longer, more grammatically correct sentences. In Nursery the number of children on track in Speaking has risen by 20%. By Spring 2 66% of the N2 cohort were achieving ARE.</p> <p>Year 1 – 6 all planned and taught explicit vocabulary lessons. The impact of these is not yet evident in analysis of PIXL reading assessment and so vocabulary needs to continue to be a focus.</p> <p>Training next academic year is planned for Talk for Writing .</p>	<p>This strategy needs to be continued. Look at possible of phase training from the SALT to support CPD.</p> <p>We need to consider how vocabulary is used in class – develop magpie walls for use within the writing topics based on talk for writing</p>																																							
<p>Raised attainment of pupils at risk of underachieving in English - Reading</p> <p>Support for those pupils who are at risk of underachieving in English - Reading</p>	<p>In Reception the EYPs met with parents of pupil premium weekly to show the parents how the children are being pushed and to show the parents some activities, they could be doing at home. Many parents either didn't show up or didn't work with their child at home so staff worked with the children during these times, which proved to be more effective and children met their targets quicker.</p> <p>The school overhauled its approach to reading and its structure of reading lessons. Monitoring from Sept – Mar evidenced increased consistency and improved quality of teaching. The table evidences the increase in the number of pupils achieving the expected standard or above for each year group.</p> <table border="1"> <thead> <tr> <th rowspan="2">Reading Year Group</th> <th colspan="2">PPG pupils on track or above</th> <th colspan="2">Non-PPG pupils on track or above</th> </tr> <tr> <th>Start of year</th> <th>Spring end</th> <th>Start of year</th> <th>Spring end</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5/24</td> <td>15/25</td> <td>8/32</td> <td>22/32</td> </tr> <tr> <td>5</td> <td>7/16</td> <td>6/17</td> <td>17/29</td> <td>17/31</td> </tr> <tr> <td>4</td> <td>15/16</td> <td>13/21</td> <td>17/29</td> <td>17/31</td> </tr> <tr> <td>3</td> <td>5/14</td> <td>4/16</td> <td>18/35</td> <td>25/40</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>20/34</td> <td>27/39</td> </tr> <tr> <td>1</td> <td>0/9</td> <td>1/9</td> <td>19/42</td> <td>25/48</td> </tr> </tbody> </table> <p>It also highlights the high level of mobility the school experiences. We know this strategy had impact however the gap is hard to close with the constant mobility of the pupils.</p>	Reading Year Group	PPG pupils on track or above		Non-PPG pupils on track or above		Start of year	Spring end	Start of year	Spring end	6	5/24	15/25	8/32	22/32	5	7/16	6/17	17/29	17/31	4	15/16	13/21	17/29	17/31	3	5/14	4/16	18/35	25/40	2			20/34	27/39	1	0/9	1/9	19/42	25/48	<p>We need to look at how we can engage parents in EYFS more effectively.</p> <p>Induction of new staff of 'how we teach reading'</p> <p>Regular monitoring to continue</p> <p>Reading group leads to be clear who the children eligible for PPG are.</p> <p>Additional adult in autumn term to support catch up in reading and vocabulary for pupils at risk of underachieving in Reading.</p>
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<p>Raised attainment of pupils at risk of underachieving in English and Maths</p> <p>Support for those pupils who are at risk of underachieving in English and Maths</p>	<p>In Reception the EYPs are meeting with parents of pupil premium children weekly to show the parents how the children are being pushed and to show the parents some activities, they could be doing at home. Many parents either didn't show up or didn't work with their child at home so staff worked with the children during these times, which proved to be more effective and children met their targets quicker.</p>	<p>We need to look at how we can engage parents in EYFS more effectively.</p>																																							

	<p>The use of Pixl across all year groups did not manage to be fully rolled out and utilised. However, CPD by subject leaders have had impact. This has led to improved consistence between the year groups. Overall outcomes have increased in writing and maths in all year groups.</p> <table border="1" data-bbox="640 440 1599 687"> <thead> <tr> <th>Writing</th> <th colspan="2">PPG pupils on track or above</th> <th colspan="2">Non-PPG pupils on track or above</th> </tr> <tr> <th>Year Group</th> <th>Start of year</th> <th>Spring end</th> <th>Start of year</th> <th>Spring end</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4/24</td> <td>10/25</td> <td>7/32</td> <td>15/32</td> </tr> <tr> <td>5</td> <td>6/16</td> <td>6/17</td> <td>16/29</td> <td>17/31</td> </tr> <tr> <td>4</td> <td>9/16</td> <td>10/21</td> <td>19/32</td> <td>20/33</td> </tr> <tr> <td>3</td> <td>2/14</td> <td>4/16</td> <td>15/35</td> <td>21/40</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>18/34</td> <td>24/39</td> </tr> <tr> <td>1</td> <td>0/9</td> <td>1/9</td> <td>15/42</td> <td>17/48</td> </tr> </tbody> </table> <table border="1" data-bbox="640 746 1599 994"> <thead> <tr> <th>Maths</th> <th colspan="2">PPG pupils on track or above</th> <th colspan="2">Non-PPG pupils on track or above</th> </tr> <tr> <th>Year Group</th> <th>Start of year</th> <th>Spring end</th> <th>Start of year</th> <th>Spring end</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5/24</td> <td>9/25</td> <td>11/32</td> <td>21/32</td> </tr> <tr> <td>5</td> <td>8/16</td> <td>7/17</td> <td>18/29</td> <td>17/31</td> </tr> <tr> <td>4</td> <td>13/16</td> <td>14/21</td> <td>21/32</td> <td>22/33</td> </tr> <tr> <td>3</td> <td>6/14</td> <td>7/16</td> <td>17/35</td> <td>26/40</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td>23/34</td> <td>30/39</td> </tr> <tr> <td>1</td> <td>2/9</td> <td>1/9</td> <td>25/42</td> <td>21/48</td> </tr> </tbody> </table>	Writing	PPG pupils on track or above		Non-PPG pupils on track or above		Year Group	Start of year	Spring end	Start of year	Spring end	6	4/24	10/25	7/32	15/32	5	6/16	6/17	16/29	17/31	4	9/16	10/21	19/32	20/33	3	2/14	4/16	15/35	21/40	2			18/34	24/39	1	0/9	1/9	15/42	17/48	Maths	PPG pupils on track or above		Non-PPG pupils on track or above		Year Group	Start of year	Spring end	Start of year	Spring end	6	5/24	9/25	11/32	21/32	5	8/16	7/17	18/29	17/31	4	13/16	14/21	21/32	22/33	3	6/14	7/16	17/35	26/40	2			23/34	30/39	1	2/9	1/9	25/42	21/48	<p>Training on use of therapies and analysis for gap filling.</p>
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<p>To ensure the high attainment of more able disadvantaged pupils</p>	<p>In Reception the EYPs are meeting with parents of pupil premium children who are more able once a month to show the parents how the children are being pushed and to show the parents some activities, they could be doing at home. Many parents either didn't show up or didn't work with their child at home so staff worked with the children during these times, which proved to be more effective and children met their targets quicker.</p> <p>Less disadvantaged pupils achieve greater depth than those eligible for PPG apart from year 4. Non disadvantaged pupils do not much better especially in writing.</p> <p>Most of the planned strategies did not happen due to Covid 19 and need to be part of next years plan.</p>	<p>Are disadvantaged pupils being under challenged? Look at whole school strategies for teaching of Writing to improve outcomes for all.</p>																																																																																

Improved social and emotional skills	Sensory regulation time has been used with a few Reception PP children and this time has also been used for the children to take a friend and to learn some social skills. These children have show they are now better able to regulate their emotions and will initiate social contact.	
Disadvantaged SEND pupils make accelerated progress from their starting point	SEND toolkits were purchased to identify barriers but were installed after lockdown. This needs to be part of next year's strategy help identify barriers Pivats was not purchased – learning ladders and small steps are to be looked at with subject leaders.	SEND to be a priority in the SDP. Look at resources/ adult support planned Ensure systems and processes are robust

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills in reception	Wellcomm screening and language interventions through reception Spirals used as key group input in nursery	We want to invest some PPG money in longer term change The research evidence states that language at 5 is the biggest indicator of attainment later	Teachers have been trained in assessing the children. EYFS staff have previously run interventions which have run well. There needs to be planned adults so that these can be run consistently	Reception teachers	After every term
Improved range of vocabulary and expressive language	Use of speech and language interventions for KS2 - learning vocabulary level 1 and level 2	Analysis of reading assessments have highlighted comprehension as a weakness specifically related to vocabulary	Monitoring of intervention Training from the SALT		
Raised attainment of pupils at risk of underachieving in English – Reading Support for those pupils who are at risk of underachieving in English - Reading	1:1 daily reading for children with a reading age 16 months or more below their chronological age 1:1 3x weekly reading for children with a reading age a year behind chronological age	New Ofsted framework states reading and vocabulary can 'close the gap' unlocking children's access to a rich curriculum.	Termly tracking and assessment Regular Monitoring The number of children 1 year plus behind their chronological age will decrease Ringfence adults time as a priority		
Improved social and emotional skills	ELSA group support (Play therapy Relax kids – year 6)	We cannot close the attainment gap if a pupil is not emotionally ready to learn. Play therapy is successful for our most vulnerable children and a new play therapist needs to be a priority for January for our Children Looked After.	All groups tracked termly and assessment information analysed.	Inclusion team	Every term

Disadvantaged SEND pupils make accelerated progress from their starting point	<p>1:1 daily reading for children with a reading age 16 months or more below their chronological age</p> <p>1:1 3x weekly reading for children with a reading age a year behind chronological age</p> <p>'Different from' reading groups through KS1 and KS2</p>	<p>Closing the gap in reading is a high priority. Evidence of phonic intervention has resulted in a 92% pass rate by year 2.</p> <p>We know that our lower prior attainments are making the least progress by the end of KS2 so we need to change our approach</p>	<p>Regular tracking of progress towards phonics.</p> <p>Termly benchmarking and star reader assessment of SEND pupils</p>	AHT inclusion and reading/ phonics	Every term
End of Year Evaluation					
Desired outcome	Impact			Actions for Pupil Premium Strategy 2020-21	
Improved oral language skills in reception	<p>Staff have assessed all children against the Wellcomm Screening and staff are aware of the children who have poor language skills and which areas of language are the common trends across the year group. A daily 'Talking Time' is on the timetable for Nursery and Reception and this is where we work on the whole cohort gaps. In the short time we have been doing this the children are more confident/ aware of the different parts taught.</p> <p>We said we would use Wellcomm screening and language interventions through reception</p> <ul style="list-style-type: none"> - Reception children were not baselined until January and were due to be reassessed the week before Easter, but this did not happen due to lockdown. 			Language skills will remain a priority – use of adults to be looked at in order to be able to organise targeted intervention for children who are significantly behind.	
Improved range of vocabulary and expressive language	The impact of the chosen language interventions for KS2 was poor. The interventions did not match well the needs of the children needing support. This was mainly due to the difficulty being linked to English as an Additional Language as opposed to speech language and communication needs.			Research needs to be done to develop different strategies to target groups of children in this area as we know that reading and vocabulary ' can close the gap ' unlocking children's access to a rich curriculum.	
Raised attainment of pupils at risk of underachieving in English – Reading	<p>The reading focus was very successful in helping identify children who were underachieving rather than SEN.</p> <p>In all year groups these pupils made more than 3 months progress in the autumn term and many children's reading age increased by up to a year within the Autumn term. (see reading tracker)</p>			1:1 reading will continue to be a priority School to use ABC reading volunteers for pupils eligible for PPG	

Support for those pupils who are at risk of underachieving in English - Reading	Where there was little to no additional progress being made despite the regular intervention, wave 3 provision / precision teaching was put into place. We were not able to monitor the success of this during Spring term due to lockdown.	Vertical grouping which was so successful for the B1 children needs to be rethought. Pixl analysis needs to use by the intervention lead to help target specific gaps even more successfully.
Improved social and emotional skills	<p>A play therapist was recruited to work in school from January with our children looked after and this was able to be reinstated after May half term during lockdown. The 3 children made good progress as evidenced with pre and post SDQs</p> <p>ELSA interventions were delivered, and children progressed well within the intervention as evidenced with their pre and post evaluations and discussions with teachers.</p> <p>One day exclusion was given to 1 pupil during the year 2019/2020 as opposed to 7 ½ days given between 5 pupils during the previous year.</p> <p>The academy was unable to provide any support via relax kids in this academic year due to Covid 19.</p>	<p>The play therapy intervention will continue within the new academic year.</p> <p>The academy is always looking at ways to support our most vulnerable pupils' emotional development. During the next academic year, we are looking to employ a school counsellor to support families who experienced trauma during lockdown.</p> <p>Relax kids groups for year 6 and year 5 will be put in place during the 2nd half of the Autumn term.</p>
Disadvantaged SEND pupils make accelerated progress from their starting point	<p>The reading focus was very successful in helping identify children who were underachieving rather than SEN.</p> <p>In all year groups these pupils made more than 3 months progress in the autumn term and many children's reading age increased by up to a year within the Autumn term. (see reading tracker)</p> <p>Where there was little to no additional progress being made despite the regular intervention, wave 3 provision / precision teaching was put into place. We were not able to monitor the success of this during Spring term due to lockdown.</p>	<p>1:1 reading and group reading to continue to be a priority – Wave 3 SEN PPG to access precision teaching instead.</p> <p>Assessment for complex SEN/PPG progress to be reviewed.</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance and punctuality rates for pupils eligible for PPG	<p>Attendance and punctuality a priority on the SDP</p> <p>Attendance and punctuality report sent out weekly from Arbor</p> <p>Additional adult to work with inclusion manager to monitor attendance and punctuality every week</p> <p>Revised process of keeping parents informed of attendance and punctuality – via letters, newsletters etc.</p> <p>Revised process for absence from learning requests and unauthorised holidays.</p> <p>3x weekly EWO support</p> <p>PPG group on the vulnerable list for first day response by the ELSA</p> <p>Reward activities for 100% ers</p>	<p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes</p> <p>Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above than pupils that missed 10 – 15 per cent of all sessions.</p>	<p>Part of the strategic development plan</p> <p>SLT to target pupils</p> <p>Pupil progress meetings to include attendance data for this group</p> <p>Whole school approach to increasing pupil's attendance to continue.</p>	AHT for Inclusion	
To ensure that disadvantaged pupils have equal access to our local curriculum	All disadvantaged pupils have access to resources for homework projects, to attend swimming lesson and trips linked to curriculum projects	Some families are unable to contribute towards enrichment activities such as visiting speakers or educational trips as part of social development and gaining wider experiences. This enables all children to be given the opportunities and experiences.	Systems to track attendance and uptake on trips/ out of school events.	SLT All Staff	

End of Year Evaluation																			
Desired outcome	Impact	Actions for Pupil Premium Strategy 2020-21																	
Increased attendance and punctuality rates for pupils eligible for PPG	<table border="1"> <thead> <tr> <th>All PPG pupils</th> <th>Attendance %</th> <th>Authorised Absence</th> <th>Unauthorised Absence</th> </tr> </thead> <tbody> <tr> <td>Sept 19 – March 20</td> <td>94.9%</td> <td>4%</td> <td>1.1%</td> </tr> <tr> <td>Sept 18– March 19</td> <td>94%</td> <td>3.7%</td> <td>2.2%</td> </tr> </tbody> </table>	All PPG pupils	Attendance %	Authorised Absence	Unauthorised Absence	Sept 19 – March 20	94.9%	4%	1.1%	Sept 18– March 19	94%	3.7%	2.2%	<p>Attendance monitoring will continue within the academic year of 2020/21, with weekly reviews and meetings with parents and carers whose children drop below 90% attendance or who are requesting a leave of absence from learning.</p> <p>Termly letters will continue. Attendance will have a section on the weekly newsletter to keep profile high.</p> <p>Attendance and punctuality will continue to be a priority on the SDP</p> <p>Celebrations for attendance need to continue to be developed – eg. How best weekly and termly attendance is noted.</p>					
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	<p>Due to Covid we have compared data for the period Sept – March to be able to estimate impact. A review of the policy resulting in a change in systems including weekly tracking and a revised process of keeping parents/carers informed of attendance has shown a slight increase in attendance and a definite decrease in unauthorised absences.</p> <p>Regular EWO meetings were in place but the support was developed further to include looking at pupils in the 90 – 93% band. The biggest impact here has been developing a better response to parents wanting to take leave of absence from learning with 22 FPN letters send and 14 FPN issued.</p>																		
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<p>To ensure that disadvantaged pupils have equal access to our local curriculum</p>	<p>Prior to Covid 19 lockdown, all pupils eligible for Pupil Premium have been able to attend out of school trips and experiences to support their learning.</p> <p>From March – July – support given to support equal access to learning included:</p> <p>Computers ordered to support access with home learning for 5 children. School laptops insured and loaned to 2 families. Photocopied packs for parents who could not access online work. Reading books sent home with every child Teaching and support staff allocated laptops to keep in contact with all families. Vulnerable families phoned every week to give support and advice and ensure that meal vouchers were being received and spent. From the 1st June the school offered places to all our vulnerable families of whom the majority were in receipt of PPG.</p>	<p>When trips re start – TPA will continue to fund out of school trips/experiences for children to ensure that they are not disadvantaged by being unable to attend.</p> <p>If lockdown is repeated systems for supporting home learning need to be reviewed. Consideration needs to be given to how we ensure all pupils can access online work.</p>																		