

Pupil Premium Strategy Review - Sylvester Primary Academy

6. Review of expenditure				
Previous Academic Year	September 2019 to July 2020			
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.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Assessment tracking to improve outcomes for high attaining PP pupils in all year groups with a focus on end of Key Stage attainment and progress.</p>	<p>SLT to review the current format of Pupil Premium trackers, frequency of completion and plan in directed time for these to be completed by teachers.</p> <p>Following review, Pupil Premium lead to amend as necessary and produce tracking sheets for each class to be completed and updated following assessment periods.</p> <p>Teachers will plan bespoke small group interventions and learning strategies for all disadvantaged pupils.</p> <p>Decision made by SLT as to whether any additional 'mini assessments', and what form these may take, will be made between formal assessment</p>	<p>Tracking sheets were produced for all year groups from Reception to Year 6.</p> <p>Tracking sheets were updated by class teachers following the autumn assessment period. Tracking sheets were saved on the staff shared drive reviewed by the Pupil Premium lead.</p> <p>Appropriate, bespoke interventions were put in place to support PP pupils and learning strategies reviewed and amended as necessary following the autumn assessment period.</p> <p>Tracking sheets were not updated following Spring assessments due to Covid 19 school closures.</p>	<p>Following the introduction of Insight Tracker for assessment, SLT will consider whether to complete the Pupil Premium tracking sheets moving forward.</p> <p>PP lead and HT have discussed how interventions and impact can be better recorded and tracked by inputting similar information into Insight Tracker which can then be easily accessed by SLT in school and at home.</p>	<p>Cost of Insight Tracker</p>

	<p>periods.</p> <p>PP data will also be recorded on the whole class data tracking.</p>																												
<p>Raise attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups. Ensure attainment and progress is in line or above National at the end of KS1 and KS2.</p> <p>Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.</p>	<p>PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group to be identified and communicated to class teachers.</p> <p>PP children at risk of not making good or better progress in reading, writing and mathematics in each year group to be identified and communicated to class teachers.</p> <p>These children will then be targeted in class through high quality 'first teaching' and with bespoke interventions planned by the class teacher. SEND interventions to be put in place as necessary.</p> <p>Children in the above groups should be closely monitored and decisions made as to whether monitoring, in addition to formal assessment periods, is needed for key children.</p> <p>A review of the new behaviour system to take place and necessary amendments to be made; particularly in terms of sanctions and support.</p> <p>DHT to manage whole school</p>	<p>Headteacher and Deputy identified PP children (and non-PP children) at risk of not achieving the expected standard in reading, writing and mathematics at the end of KS1 and KS2 and also those in Y6 who were not on track to make good or better progress from KS1 results. This information was clearly communicated to class teachers in Autumn pupil progress meetings.</p> <p>Identified children were targeted in class by teachers as well as through additional interventions carried out by CTAs.</p> <p>In all year groups, CTA led interventions took place in the Autumn term and Spring 1, which were monitored by class teachers, in addition to targeted teacher-support during whole class teaching.</p> <p>Spring assessments show that the gap between PP-eligible children and their peers is significant (particularly in KS1) but diminishes as children move through KS2.</p> <p>Final assessments were not completed for year groups 1 through 5 as a result of school closures and the cancellation of SATs.</p> <p>Final end of KS2 assessments were completed to be passed onto secondary schools.</p> <p>KS2 Results 2020 Based upon teacher assessments and data from past SATs papers: Autumn assessments (2018 SATs) and Spring assessments (2019 SATs).</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>National (All)</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>School (All)</td> <td>73%</td> <td>84%</td> <td>81%</td> <td>73%</td> </tr> <tr> <td>School (Non-PP)</td> <td>77%</td> <td>89%</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>School (PP)</td> <td>71%</td> <td>82%</td> <td>77%</td> <td>65%</td> </tr> </tbody> </table>		Reading	Writing	Maths	SPAG	National (All)	N/A	N/A	N/A	N/A	School (All)	73%	84%	81%	73%	School (Non-PP)	77%	89%	88%	89%	School (PP)	71%	82%	77%	65%	<p>NEXT STEPS: Based upon outcomes of PP-eligible pupils in ALL year groups.</p> <p>PP children in year groups were there is a gap between PP and non-disadvantaged will need to be targeted and regularly monitored.</p> <p>Class teachers to assess PP children more regularly (informal TA) than their peers to ensure they are making good or better progress. SLT to consider whether the frequency of this should be bespoke to individuals and decided by be class teachers or a more standardised approach is needed across school.</p> <p>Perhaps key staff meetings could be dedicated to scrutinising work in books for PP-eligible children in key stages to determine progress and next steps.</p> <p>Gaps between the disadvantaged and non-disadvantaged suggest PP-tracking needs to be updated and reviewed more robustly.</p> <p>Further analysis to be carried out in Autumn 2020 to determine barriers as to why individual PP-eligible children performed below their peers.</p> <p>QUESTIONS TO BE ASKED: What is the percentage of PP-eligible children? How many PP-eligible children did not achieve the EXP standard compared to</p>	
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behaviour, and to devise strategies alongside class teachers and the learning mentor, to support vulnerable children and families in challenging behavioural issues.

Alternative strategies for managing and improving the behaviour of individuals to be devised for those children whom the school behaviour system is not appropriate.

Learning mentor L2 to work with individuals on self-regulation and meta-cognition.

Combined Reading, Writing and Mathematics			
National (All)	School (All)	School (Non-PP)	School (PP)
N/A	69%	78%	65%

There is no National data available with which to compare school data. School combined score is just above National compared to 2019 data. Reading, writing and mathematics scores are in line or above National data for 2019 SATs.

Further Analysis

Analysis of individual children shows that a proportion of PP-eligible children working below the expected standard in each year group are also SEND. Attendance and punctuality can also be barriers to progress as well as inward mobility when achieving the expected standard in RWM combined.

See table below for barrier analysis of Year 6 PP-eligible children who **did not** achieve the expected standard for RWM combined.

	Reading	Writing	Mathematics	Barriers
Child A	WT	EXP	EXP	SEND, ATT
Child B	EXP	EXP	WT	ATT
Child C	WT	EXP	EXP	SEND (SPLD)
Child D	WT	WT	WT	SEND, ATT, Punct
Child E	WT	WT	WT	SEND, IM6
Child F	WT	WT	WT	SEND, IM4, ATT, Punct, B
Child G	WT	WT	WT	SEND, IM5, ATT, Punct, B
Child H	WT	WT	WT	SEND (SPLD)

Behaviour

Management of behaviour during PM and Ofsted lesson observations was good or better, even in classes where pupils can be particularly challenging, and enabled children of all abilities to make good progress within and across lessons. Book scrutiny showed progress for most PP children between September 2019 and March 2020.

The EYFS/KS1 lead worked closely with the Y2 teacher during the Autumn term to continue to support behaviour as necessary

their non-disadvantaged peers?
Were these children SEND? Or underachieving?
Was attendance an inhibiting factor?
What support/intervention did they receive?
How was progress of individuals monitored by class teachers? PP lead?
Assessment lead?

Behaviour

A positive impact is evident across the school following 2019-2020 amendments to the behaviour system

A program of support for key children must be carried out by the learning mentor to aide a positive/effective transition back into class.

		<p>following support the class received in Y1. The class were much more settled prior to school closures and key children had made positive progress. Regular contact with these key individuals was maintained by MS during closures.</p> <p>The schools behaviour system was reviewed by members of the SLT in consultation with all staff, parents, governors and the school council. The school rules were reduced to 3: Ready, Respectful and Safe, and each class broke these down during a series of PHSE sessions to ensure a deeper understanding and ownership of each rule. Work was carried out with all children as a school and in classes for children to understand and take ownership of the rules. A 'Recognition Board' was introduced to work on class targets. Class Dojo continued with only positive Dojos given. The token shop continued and was run by Y6.</p> <p>Changes to the behaviour system to be reviewed and amended as necessary during Autumn 2020.</p>		
<p>Diminish the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.</p>	<p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.</p> <p>Interventions to be taught by teachers and teaching assistants in same ability groups (30 minutes daily).</p> <p>All teaching assistants and teachers who provide phonics interventions to receive additional training, as necessary, in house or external. This need should be determined by the EYFS/KS1 lead through informal/formal observations, assessment-data and on request from staff.</p> <p>Year 2 teacher to receive</p>	<p>Children were grouped according to ability across Y1 and Y2 and the 'Read Write Inc' scheme was employed.</p> <p>Groups were assessed on a regular basis to monitor progress. Groups were changed following assessments where necessary and additional interventions employed as and when required.</p> <p>Prior to school closures, all pupils were tracked and reassessed half-termly to ensure the phonics curriculum was targeted at the appropriate level for individuals.</p> <p>Regularly meeting took place between Y1 and Y2 teaching staff and the EYFS/KS1 lead.</p> <p>Due to Covid 19 school closures, National Phonics Screening tests did not take place during June 2020. Testing of children moving into Y2 (in Sept 2020) and children moving into Y3, who did not pass the Y1 screening, will be tested during Autumn 2020.</p> <p>Teacher new to Year 2 for 2019/20 received external Phonics training as well as support from EYFS/KS1 lead.</p>	<p>Targeted work and interventions will need to take place during the Autumn term as many children with have not attended school since March 20th 2020. Many may have completed very little of the phonics based work provided by school during school closures.</p>	

	<p>phonics support.</p> <p>Additional small group work provided by a teaching assistant; small group precision teaching.</p> <p>Lunch time and after school booster sessions to take place to target children at risk of not achieving the phonics screening standard.</p>		
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iii. 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.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Raise attainment and progress in Reading, Writing and Mathematics; diminishing the gap between PP and non-PP children.</p> <p>Ensure targeted pupils achieve age-related expectations in Reading, Writing and Mathematics.</p> <p>Ensure targeted more able pupils achieve greater depth/high scores in Reading, Writing and Mathematics.</p>	<p>READING Following positive feedback from the use of 'Reading Eggspress' in KS2 during 2018/19, this will continue to be part-funded through PP budget. Timetables to be produced for all KS2 classes to regularly access the online programme.</p> <p>Ensure 'Reading Eggspress' is being utilised as fully as possible at home. Provide opportunities for children who may not be able to access the programme at home, to do so in school.</p> <p>Promote reading through a reading-based club.</p> <p>Literacy Lead to continue to</p>	<p>'Reading Eggspress' has continued to be used across KS2 and for more able children in Y2. The online programme continues to have a positive impact in terms of children's enjoyment and motivation as well as progress. The programme was used regularly in class as well as to set homework in some classes. The homework facility could be further utilised next year.</p> <p>The 'Literacy Leaves' scheme was introduced to promote the reading and enjoyment of whole class novels and to focus on comprehension skills. High quality books and teaching was beginning to show an impact.</p> <p>INTERVENTIONS Year 6 children at risk of not making good or better progress in reading, writing and mathematics between KS1 and KS2 were identified to ensure they received appropriate targeted CTA interventions as well as targeted guided sessions carried out by C.D. Interventions took place during the Autumn and Spring terms and were showing a good level of impact.</p> <p>READING: From early February, an additional teacher (MJ) had begun to work with a small target group of children on comprehension skills - in particular, inference and deduction -</p>	<p>Due to school closures, and Spring assessment information for Y5, children will need to be identified early in Y6 for CTA and small-group teacher-led interventions outside the curriculum.</p> <p>Targeted interventions will also need to take place in other year groups.</p>	

assess the success of the online programme.

Daily, dedicated reading sessions for all KS1 and KS2 classes. Year 2 to Year 6 to begin using 'Literacy Leaves' whole class, guided reading programme from September 2019.

Additional Tuition/Booster Classes in Year 5 and 6 to take place as necessary to achieve the EXP and GD standards.

Reading booster sessions to be provided for all children in Year 6 during school time. Additional teacher support for small groups to take place from Jan/Feb for target children at risk of not making good or better progress or meeting the national standard.

MATHEMATICS

Mathematics tuition to take place in Y6 for small groups (twos or threes) of children at risk of not achieving the national standard at the end of KS2. These will take place during the spring and summer terms and be taught by teachers.

Monitor progress of pupils receiving small group support

while the rest of the class were taught by the class teacher (one hour per week). This was in addition to the teaching of reading in class and weekly 'Reading Eggspress' sessions. Children within in the target group had already begun to make good progress which was evident in Spring assessments.

MATHEMATICS: In order to target more able learners and children at risk of not achieving the expected standard, small group tuition/booster was planned for Spring 2 and Summer 1. Groups targeted children just below the expected standard, those achieving just within the standard by March and a group with the potential to achieve the GD standard.

Several tuition groups had begun prior to school closures but ceased in March.

WRITING: M.J. worked with a small group of 8 children with similar needs for one session per week from September until March. All children in M.J. target group achieved the expected standard with sufficient evidence by March 20th.

This intervention had a significant impact on the progress and attainment of all children within Year 6 as individuals could be targeted by both M.J. and C.D.

C.D. worked with 4 children during this weekly session on achieving the GD standard. These children returned to school in June and completed further writing and all had evidence for the GD standard. 1 out of 4 was PP-eligible. The same children achieved the GD standard in reading, writing, SPAG and mathematics.

OUTCOMES

Based upon teacher assessments, Autumn assessments (2018 SATs) and Spring assessments (2019 SATs)

National RWM	School RWM ALL pupils	School RWM - Non-PP	School RWM - PP-eligible
N/A	69%	78%	65%

and tuition via regular meetings and ongoing assessments.

Monitoring of planning by Y6 teacher to ensure tuition is targeted accurately.

WRITING

Look at possibly employing M.J. for an additional morning during Spring 2 to support Y6 writing interventions.

GREATER DEPTH (RWM)

Target children in all year groups capable of achieving the Greater Depth standard in reading, writing and/or mathematics through high-quality, small-group, teacher-led guided sessions and CTA interventions.

Possible small group tuition to take place in Y6 over a 6 week period either during the school day or after school.

	Reading	Writing	Maths	SPAG
National (All)	N/A	N/A	N/A	N/A
School (All)	73%	84%	81%	73%
School (Non-PP)	77%	89%	88%	89%
School (PP)	71%	82%	77%	65%

Percentages of children predicted to achieve the Greater Depth standard in each year group based upon Autumn and Spring data plus teacher assessment.

	Reading			Writing			Maths		
	All	Non-PP	PP	All	Non-PP	PP	All	Non-PP	PP
Year 1	7	6	7	7	6	7	10	13	7
Year 2	14	25	6	7	17	0	11	17	6
Year 3	27	37	14	24	32	14	18	21	14
Year 4	17	18	15	13	27	0	17	18	15
Year 5	18	15	20	7	8	7	11	15	7
Year 6	12	22	6	8	11	6	23	44	12

Raise attainment and progress in Reading, Writing and Mathematics through high-quality teaching assistants at KS1 and KS2.

Provide support through small group interventions via high-quality Classroom Teaching Assistants as well as one-to-one support as deemed necessary.

Interventions to be planned and over-seen by class teachers. Regular

In all year groups, interventions were provided by CTAs. Groups showed a positive impact on children's confidence in class as well as progress. Interventions were overseen by class teachers.

No National data is available for comparison at the end of KS1 or KS2. KS2 teacher assessments show children performed just above National data from 2019 SATs for RWM combined (69% compared to 65% Nationally).

Data suggests that CTA support continues to have a significant impact upon attainment and progress as children move through school and that support should continue.

Most children who receive CTA intervention in the mornings or afternoons make progress.

discussions/updates on progress and barriers to learning to take place between class teachers and CTAs. Groups and strategies to be reviewed and amended as necessary.

CTA Performance Management observations and drop-ins from HT, DHT or SLT will ensure quality and effective interventions are taking place. CTAs will keep records of interventions and progress.

Monitor the impact of targeted interventions through regular formative assessments and summative assessments where appropriate (e.g. every half-term). These should take place in addition to termly summative assessment.

Outcomes/progress for target groups to be reviewed at pupil progress meetings.

It is not possible to make any comparisons between KS1 or KS2 school data and children Nationally during the 2019-2020 academic year.

In-house data for Y1, Y2, Y3, Y4 and Y5 shows the gap between pupil premium eligible children and others diminishes as children move through school. There is however a significant gap between PP-eligible children and their peers in each year group.

OUTCOMES - End of KS2
Teacher assessment data (informed by Autumn and Spring testing (2018 and 2019 SATs papers)).

National RWM	School RWM ALL pupils	School RWM - Non-PP	School RWM - PP-eligible
N/A	69%	78%	65%

	Reading	Writing	Maths	SPAG
National (All)	N/A	N/A	N/A	N/A
School (All)	73%	84%	81%	73%
School (Non-PP)	77%	89%	88%	89%
School (PP)	71%	82%	77%	65%

Possible internal and external interventions for CTAs to be provided next academic year.

It was planned for CTAs to attend Pupil Progress meetings alongside class teachers in the Spring and Summer terms for all year groups. Unfortunately, due to school closures, these meetings did not take place. CTAs will attend meetings next academic year.

Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.

Ensure pupils with additional needs meet targets in individual PPP.

Provide additional provision for children with SEND. Additional teaching assistant interventions and one-to-one support in reading, writing and mathematics to take place in the afternoons.

Enhance the SEND provision through the purchase of an

The provision for SEND children was assessed termly by the SEND team and strategies were regularly reviewed to ensure maximum impact.

Pupil assessments took place both before and following intervention periods when individual PPP targets were reviewed and updated in consultation with the class teacher.

Review meetings also took place with parents, led by the SEND

<p>Ensure all needs are met of our most vulnerable pupils</p>	<p>SEND SLA with Southern Primary Support Centre.</p> <p>Three additional CTAs to support 3 children in KS1 (on a one-to-one basis).</p>	<p>coordinator.</p> <p>Progress of identified pupils is being supported by SEND teaching assistant on a weekly basis and reviewed regularly.</p> <p>Needs are being met for vulnerable pupils and alternative provision and support is sought where necessary.</p>		
<p>Highly specialised support available for all families if required.</p>	<p>Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).</p>	<p>The Educational Psychology Service was accessed to assess a number of children with a range of needs. Appropriate support has been put in place for these children.</p> <p>Children are being as quickly as possible and reports are being produced which outline children's needs and provide advice for school and parents.</p> <p>E.P. sessions have supported a child with additional needs in securing a place in a more appropriate provision.</p>	<p>Continue to access E.P. service.</p>	

iv. Other Support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Ensure standards of behaviour are high and pupils represent the school in a positive manner.</p> <p>Ensure school is inclusive and has equality for all.</p>	<p>Provide funding if required to support our most vulnerable families.</p> <p>For example: breakfast & after school club, uniform, footwear, transport, etc.</p> <p>'Magic Breakfast' to continue with funding to pay CTAs to come into school early to prepare bagels alongside the Learning Mentor L2. This</p>	<p>'Magic Breakfast' continued for all children from Reception to Year 6 with the view to specifically target vulnerable families. School continued to provide free bagels. Teachers have observed improved concentration for children who choose to have a bagel. In a large number of classes, many children are now choosing not to have a bagel. Some vulnerable children did not access 'Magic Breakfast' as a result of poor punctuality and were given fruit as an alternative. Key vulnerable families were provided with bagels and cereal at home.</p> <p>The behaviour record was regularly updated by the Learning Mentor and monitored by the HT, DHT, LM and class teachers.</p>	<p>Funding for 'Magic Breakfast' will cease in the Spring term.</p> <p>Providing staffing to prepare bagels on a large scale has been challenging at times.</p> <p>Consider whether to continue providing bagels for all children next academic year in light of the low number of children choosing to have one in many classes, staffing, funding and targeted individuals not accessing the bagels due</p>	

	<p>initiative will be for all children but specifically target PP-eligible children.</p> <p>Learning Mentor to carryout social and emotional interventions for individuals or small groups.</p> <p>Purchase items for school's 'Reward Shop' to reward good behaviour choices and positive behaviour for learning. This proved very popular last year.</p>	<p>Interventions were put in place for children who required additional support, including 1:1 and small group nurture sessions with the Learning Mentor.</p> <p>One child is currently accessing an alternative provision to support behaviour and will integrate back into school on completion of the support programme.</p> <p>Attendance Learning Mentor has closely monitored the attendance of our most vulnerable pupils. She has attended children's houses to see why they are not in school and brought children into school in the school's mini-bus.</p> <p>Where parents have struggled to buy uniform, assistance has been provided as well as additional cardigans/jumpers which have been donated by other parents.</p> <p>The 'Reward Shop' to reward good behaviour choices and positive behaviour for learning has continued to prove popular; particularly amongst younger children.</p>	<p>to poor punctuality.</p> <p>Consider whether a more targeted approach might be more appropriate moving forward. Consider whether once funding ceases, PP-funding can be used to support key families as has been the case during Covid 19 closures.</p>	
<p>School Attendance to be above 96%</p> <p>School attendance of pupil premium pupils is being targeted.</p> <p>The school attendance of the pupil premium eligible pupils is in line with non-pupil premium eligible pupils and the gap has diminished.</p> <p>Reduce the number of persistently absent children.</p>	<p>Continue to appoint Learning Mentor Level 1, 20 hours per week, term time only.</p> <p>Purchase incentives to encourage excellent punctuality and attendance (certificates, badges, small gifts).</p> <p>Certificates for 97%+ attendance presented every term in a special attendance celebration assembly.</p> <p>Provide termly attendance rewards / incentives for children who achieve 96+% attendance. Ensure children</p>	<p>Termly analysis of attendance data of pupil premium eligible pupils has taken place by the Learning Mentor.</p> <p>A termly attendance data report was produced for Governors which includes comparisons between the same term in the previous year and to non-pupil premium eligible children.</p> <p>Half-termly visits from School Attendance Service took place to offer support with attendance panels, home visits and interventions.</p> <p>Early intervention took place regarding attendance through meetings with pupils, parents and School Attendance Officer. In most cases attendance and punctuality improved but to differing degrees. When necessary, LM1 attended key children's homes to find out why they were not in school and brought children into school on the school's mini-bus.</p> <p>Learning Mentor level 1 continued to work with parents of our</p>	<p>Attendance treats continue to be successful for the majority of children.</p> <p>Introducing treats at the start of the term, provided children with a goal to aim for and proved successful.</p> <p>The work carried out by the Learning Mentor (Level 1) had an impact upon improvements in attendance and punctuality.</p> <p>Attendance remains a challenge for some PP-eligible children across school and thus a barrier to learning and progress. Attendance will continue as a target for 2020/2021.</p>	

	<p>know what the treat/reward will be to provide them with a target/goal to strive for..</p> <p>PERSISTENT ABSENCE Learning Mentor level 1 to continue to work with parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer where necessary. Learning Mentor (Level 1) to be responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees.</p> <p>Learning Mentor (plus additional member of staff) to use the school minibus to pick up persistently absent children; ensuring they are in school and on time.</p> <p>Learning Mentor (Level 1) to liaise with headteacher and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p>	<p>most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer when necessary.</p> <p>Learning Mentor (Level 1) was responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees. She liaised with the HT and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p> <p>Reports on attendance were produced for Governors for the autumn term with comparisons to the previous year.</p> <p>During December, attendance across school dipped as a result of a vomiting bug which effected staff as well as children.</p> <p>Final attendance data is not available due to school closures brought on by the Covid 19 pandemic.</p> <p>All children with 96+% attendance took part in 'Circusology' workshops as a treat for attendance and positive behaviour for learning during the Autumn term. Treats were planned for the Spring and Summer terms but did not take place due to school closures.</p>	<p>Continue to devise strategies and early intervention for children who are persistently absent or late.</p>	
<p>Vulnerable children being supported via highly targeted intervention from Learning Mentor.</p>	<p>Learning Mentor (Level 2) to work with vulnerable children on a one-to-one, or small group basis to provide</p>	<p>Break time reflection and lunch time reflection behaviour data was completed by Learning Mentor.</p> <p>Comparative data to previous years is unavailable due to Covid 19</p>	<p>Learning Mentor (Level 2) to research effective interventions for meta-cognition and self-regulation approaches which are shown to have a relatively</p>	

<p>Children’s emotional and behavioural needs being supported quickly and effectively; therefore less issues occurring in EYFS, KS1 and KS2.</p>	<p>emotional, social and mental health support and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>Learning Mentor (Level 2) to research effective interventions for metacognition and self-regulation approaches which are shown to have a quick and sustainable impact on attitudes to learning. These approaches will be used as appropriate.</p> <p>LM interventions should be timetabled for key children in each year group with 'spare slots' available to be allocated on an 'immediate need' basis.</p>	<p>school closures.</p>	<p>quick and sustainable impact on attitudes to behaviour and learning.</p>	
<p>Children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through Learning Mentor monitoring behaviour logs.)</p>	<p>Learning Mentor (Level 2) to work with vulnerable children using tried and tested intervention support programs on a one-to-one, or small group basis to provide emotional, social and mental health support; and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p>	<p>Behaviour logs were monitored to ensure that positive behaviour is enhanced across school and support put in place were necessary.</p> <p>The impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.</p> <p>Meetings took place between the HT, DHT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.</p>	<p>Continue to develop the role of the learning mentor (L2) in implementing tried and tested intervention support programmes.</p>	

	<p>These interventions should be timetabled for key children in each year group with 'spare slots' available to be allocated on an 'immediate need' basis.</p> <p>Interventions will be adapted to meet the complex needs of individuals and the impact measured through: behaviour logs, discussions with children and parents, feedback from class teachers, attendance records and academic progress.</p> <p>The Learning Mentor will also liaise with parents on a regular basis on strategies and progress in school and at home.</p>			
<p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p> <p>Further enhance the school curriculum through visits and visitors to school.</p> <p>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p>	<p>Provide funding for pupils eligible for pupil premium to attend educational visits and to participate in enrichment activities at school.</p> <p>Provide funding for eligible children in Y5 to attend residential trips in order to develop team work and bonding.</p> <p>Trips part funded via pupil premium funding to ensure all pupils can experience a variety of different visits and visitors into school to</p>	<p>A number of PP eligible children benefitted from allocated funding for educational visits providing them with the same opportunities as their peers in school.</p> <p>Funding was also used to allow a number of children to attend clubs after school.</p> <p>Children were provided with opportunities that they would not normally experience; providing them with more than the local surroundings where they live.</p>	<p>Continue with funding and strategies in 2020/2021.</p>	

	enhance teaching and learning.			
Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.	<p>Purchase Children's University SLA to provide children with the opportunity to achieve a Children's University award and to experience visiting a University setting and wear a cap and gown thus raising their future aspirations and ambition.</p> <p>Continue to embrace the Children's University initiative ensuring as many KS2 pupils achieve an award as possible in June 2020.</p> <p>Ensure a range of free activities are made available to all children and these cater for differing interests, talents and needs.</p> <p>Ensure PP children can access activities where a small parental contribution is needed through PP funding to ensure equality for all.</p>	<p>The school provided experiences for children in both KS1 and KS2; offering a varied menu of clubs to cater for a range of interests and talents.</p> <p>Sports clubs provided by the new Sports Coach were well-received and well-attended.</p> <p>The Children's University awards ceremony did not take place this year due to school closures.</p>	<p>Continue with funding and strategies in 2020/2021.</p> <p>Due to current Covid 19 government guidance, lunch time and after school clubs will be suspended on a temporary basis.</p> <p>A programme of sporting and other activities will be planned and agreed. Clubs will begin as soon as government guidance allows.</p> <p>Sports Coach to liaise with Children's University provider regarding CU hours from 2019-2020 and how these will be added.</p>	

REVIEW OF ADDITIONAL TARGET ADDED AS A RESULT OF COVID 19 SCHOOL CLOSURES.

v. Other Support arising from Covid 19 School Closures		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p>Ensure Pupil Premium eligible children have access to home-learning activities.</p> <p>Ensure PP-eligible children are supported in terms of free-school meals.</p> <p>Key families supported as necessary.</p>	<p>Utilise the Learning Mentor and Inclusion/SEND Manager in an outreach role in order to support vulnerable families as necessary.</p> <p>Learning Mentor and Inclusion/SEND Manager to maintain regular contact with vulnerable families through school closures and liaise with other services, including Social Care as required.</p> <p>Inclusion/SEND Manager and LM to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity.</p>	<p>All children in all classes, including nursery, were provided with several extensive work-packs, which were hand-delivered to all homes during school closures. Packs provided reading, writing, mathematics and topic-based learning. Additional work and support was also provided via Class Dojo, Reading Eggspress, TT-Rockstars, the school's website and the school's Facebook page (most children, including PP-eligible pupils, had access to a device and the internet). A school laptop was provided to support one PP-eligible family and two further laptops were provided to two other PP-families via the government scheme.</p> <p>Both the Inclusion/SEND Manager and Learning Mentor kept in regular contact with all vulnerable families (a minimum of once per week) to support families. Both the Inclusion/SEND Manager and LM liaised with S.C. as necessary.</p> <p>Several vulnerable children attended school with the children of key workers throughout school closures.</p> <p>Regular contact took place between the HT, DHT and Learning Mentor to examine and review vulnerable groups.</p> <p>Free-school meals vouchers were provided throughout school closures, including half-terms, to all PP-eligible families. Where parents struggled to access vouchers, these were printed by the Learning Mentor and sent to families.</p> <p>Food packages were delivered to key families every two weeks by the school's site manager and another member of staff.</p> <p>Class teachers kept in regular contact with families via Class Dojo; providing additional activities and support to children and families. Individuals were given bespoke support as required. Class teachers also spoke to families via phone calls. Class teachers kept in regular contact with key individuals.</p>