

# St. Andrew's CEVA Primary School Pupil Premium Strategy Statement



1. Summary information					
School	St. Andrew's CEVA Primary School				
Academic Year	2020-2021	Total PP budget	£106,920	Date of most recent external PP Review	April 2019
Total number of pupils	358	Number of pupils eligible for PP	81	Date for next internal review of this strategy	July 2021
2. Current attainment					
End of KS2 2019 – 2020: 22 children = 37% of the cohort			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			N/A	N/A	
% achieving in reading			N/A	N/A	
% achieving in writing			N/A	N/A	
% achieving in maths			N/A	N/A	
reading progress score			N/A	N/A	
writing progress score			N/A	N/A	
maths progress score			N/A	N/A	
End of KS1 2019 – 20: 12 children = 25% of the cohort					
% achieving in reading, writing and maths			N/A	N/A	
% achieving in reading			N/A	N/A	
% achieving in writing			N/A	N/A	
% achieving in maths			N/A	N/A	
% making progress in reading			N/A	N/A	
% making progress in writing			N/A	N/A	
% making progress in maths			N/A	N/A	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	High proportion of children eligible for PP funding are below ARE. This has an impact on progress and attainment at the end of KS2.	
<b>B.</b>	Phonic skills in KS1 and reading skills are low across KS2 for some children eligible for PP funding. This has had an effect on their Reading and Writing outcomes at KS2.	
<b>C.</b>	Attainment on entry to EYFS for PP pupils is lower than that of non PP pupils both in school and nationally. The majority of PP pupils lack basic skills (well below age-related expectations) in speaking, listening, reading, writing and maths.	
<b>D.</b>	Many PP children across the school have gaps in learning in reading, writing and maths.	
<b>E.</b>	High ability PP pupils are making less progress than other higher ability pupils across the school.	
<b>F.</b>	Social and emotional issues evident in a high number of children eligible for PP funding and is a higher proportion than all other groups of pupils which is having an impact on their academic progress.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Attendance rates for some pupils eligible for PP is below the target for non PP children. There is a higher % of persistent and unauthorised absence than for non PP. This has an impact on their school hours and causes them to fall behind in their learning due to missed/part sessions.	
<b>H.</b>	A high number of PP pupils have difficulties at home (involvement with Social Services, CIN plans, CP plans, LAC, Post Adoption, EHA's and history of domestic violence, split/blended families, no/limited support from home) and have limited opportunities to participate in extra-curricular activities.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High proportion of PP pupils are at or above ARE. Progress of PP pupils who are below ARE is accelerated and shows that differences are diminishing compared with the national average of non PP children. More PP children are at or above ARE	90% PP children who are not ARE/+ have made accelerated progress to diminish differences with non PP pupils' within their year in all year groups.  Year 2 attainment R = 70%, W = 70%, M = 80% Year 2 progress R = 90%, W = 90%, M = 90% Year 6 attainment achieving expected standard: R = 65%, W = 68%, M = 68% C = 59% Year 6 progress: R = 1.0 W = 1.5 M = 1.5
<b>B.</b>	Phonic screening outcomes for Year 1 PP pupils are broadly in line with the non PP national average. Phonic diagnostics are systematically carried out each term in KS2 and phonics taught through Sounds-Write programme. The systematic diagnostics carried out each term in KS2 and subsequent Sounds-Write programme ensures that a high proportion of PP pupils can confidently apply all sounds in reading and spelling.	80% of children who are eligible for PP funding have passed the phonic screening at the end of Y1. 95% of children who are eligible for PP funding have passed the phonic screening at the end of Y2. 90% of children in Years 3, 4 and 5 know all sounds and related spellings. 82% of children achieve ARE+ in Spelling, Grammar & Punctuation at the end of KS2. 81% of children achieve ARE+ in Writing at the end of KS2.

<b>C.</b>	The end of EYFS outcomes show that PP pupils diminishing differences with the national average for GLD (Good Level of Development).	95% of children who are eligible for PP funding make accelerated progress and at least 20% achieve the GLD.
<b>D.</b>	The attainment of PP pupils in reading, writing and maths is in line with that of pupils not eligible for PP nationally.	At least 60% of all PP pupils achieve age-related expectations or above in reading, writing and maths combined. With the use of the school's new assessment and tracking system and accurate teacher assessment, through in-house & cross school moderation, PP pupils' gaps in learning are quickly identified and those children receive appropriate and timely intervention. Positive discrimination with high order questioning and active engagement within every lesson for PP pupils accelerates progress.
<b>E.</b>	High prior-attaining PP pupils make as much progress, if not better, than other higher prior-attaining pupils across the school in reading, writing and maths.	High prior-attaining PP children are still working at greater depth at the end of Key Stages 1 and 2. Those PP children at GD in Years 1, 3, 4 & 5 are on track to achieve greater depth at all assessment points. 20% of targeted ARE PP pupils will achieve GD at the end of the year. Children not receiving support with learning from home are targeted with daily reading and homework support and have pre-teaching intervention
<b>F.</b>	Improvement in the learning attitudes and behaviour of targeted PP pupils and greater engagement of families.	Pupil and parent surveys show more engagement/positive attitudes towards learning and behaviour. Fewer behaviour incidents are recorded for targeted PP pupils on SIMS. Data shows that PP pupils with social and emotional issues have made good or better progress at all assessment points due to appropriate interventions.
<b>G.</b>	Increased attendance rates for pupils eligible for PP. Decreased persistent absence for PP pupils	Attendance for the PP children is narrowing gap with national NPP attendance at 96.6%. Reduce the number of persistent absentees among PP children closer to 6.2% or below (NPP National Average).
<b>H.</b>	PP Children regularly attending and engaging in extra-curricular activities (dependent on any lockdown or COVID 19 guidance) <i>Most extra-curricular activities, residential and trips have been suspended due to COVID 19/lockdown)</i>	Provision map to identify children who are attending no clubs and PP pupils are targeted to regularly attend at least one school and out-of-school clubs and activities. Provision Map to check/monitor attendance at clubs. <i>Most extra-curricular activities, residential and trips have been suspended due to COVID 19/lockdown)</i>

## 5. Planned expenditure

Academic year

2020 - 2021

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?
<p><b>A.</b> High proportion of PP pupils are at or above ARE. Progress of PP pupils who are below ARE is accelerated and shows that differences are diminishing compared with the national average of non PP children.</p>	<p>Teaching and support staff to use Compass system to track progress and assess pupils on a weekly basis in order to quickly identify gaps in learning.</p> <p>Regular pupil progress meetings to hold professional discussions re: PP pupils' progress</p>	<p>Some of the PP funding will be invested in purchasing more IT in order to efficiently capture evidence from each assessment opportunity. Using this system, assessment and feedback to pupils will be much more accurate and targeted. Training for all class based staff to use assessment and recording system.</p> <p>Feedback = +8 months EEF Toolkit, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we embed across the school.</p>	<p>Bespoke training delivered where monitoring shows additional support is needed.</p> <p>Termly monitoring timetable actioned by Leaders and PP governor and reports to governors (including data, work scrutiny, observations, class reviews and pupil voice) to Learning Committee and FGB.</p> <p>Termly PP Strategy Meetings to gather evidence from a range of school-based professionals.</p> <p>Termly pupil progress meeting with class teachers.</p>	<p>PP Lead Maths Lead English Lead</p>	<p>December 2020 March 2021 July 2021</p>
<p><b>B.</b> Phonic screening outcomes for Year 1 PP pupils are broadly in line with the non PP national average. Phonics interventions throughout KS1 are carried out through Sounds-Write programme. Systematic diagnostics carried out each term in KS2 &amp; subsequent Sounds-Write interventions ensures that a high proportion of PP pupils can confidently apply all sounds in reading &amp; spelling.</p>	<p>Monitor phonics teaching in KS1, Y3 and KS2 interventions.</p> <p>Phonics Lead to check phonics diagnostics to ensure correct Sounds Write programme is being used for gap filling in KS2.</p> <p>Continue Sounds Write Phonics in Year 3 as a catch up from time missed in Year 2</p>	<p>Phonics approach to reading = +4 months EEF Toolkit</p>	<p>Termly monitoring by PP Lead, English Lead and PP governor and reports to governors (including data, work scrutiny, observations, class reviews and pupil voice) to Learning Committee and FGB.</p>	<p>Phonics Lead English Lead</p>	<p>December 2020 March 2021 July 2021</p>
<p><b>C.</b> The end of EYFS outcomes show that PP</p>	<p>Ensure provision uses every opportunity to</p>	<p>Early Years Intervention = +5 months</p>	<p>Termly monitoring by EYFS Lead/AHT and EYFS/PP governor</p>	<p>EYFS Lead</p>	<p>December 2020 March 2021</p>

pupils diminishing differences with the national average for GLD (Good Level of Development).	promote reading and phonics. Use additional interventions to quickly address gaps in learning.	Improved provision and timely intervention EEF Toolkit	and reports to governors (including data, work scrutiny, observations, class reviews and pupil voice) to Learning Committee and FGB. Termly pupil progress meeting with class teachers.		July 2021
<b>D.</b> The attainment of PP pupils in reading, writing and maths is in line with that of pupils not eligible for PP nationally.	Targets to be set in writing and maths using accurate assessment of PP pupils and Compass tracking system.  Targets to be monitored by PP Lead and PP gobs  English Lead to monitor to ensure daily guided reading and 1-1 reading for pupils with no support from home is taking place. .	Individualised instruction = +3 months EEF Toolkit 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistently regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.  1-1 tuition = +5 months EEF Toolkit shows that where pupils are given intensive  Feedback = +8 months EEF Toolkit, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we embed across the school.  Guided Reading (T4R) has had excellent results in improving attainment in reading in other schools, including with the high attaining pupils. Individualised support	Termly monitoring timetable actioned by Leaders and PP governor and reports to governors (including data, work scrutiny, observations, class reviews and pupil voice) to Learning Committee and FGB. Termly pupil progress meeting with class teachers.	PP Lead Maths Lead English Lead	December 2020 March 2021 July 2021
<b>E.</b> High prior-attaining PP pupils make as much progress, if not better, than other higher prior-attaining pupils across the school in reading, writing and maths.	Teaching and support staff CPD in AfL, planning, peers assessment, guided reading, feedback, meta cognition and challenge – questioning.  Appropriate intervention for for PP children who have gaps in learning.	Meta cognition and self-regulation = +8 months EEF Toolkit suggests that teaching strategies for pupils to set their own goals and monitor their own learning.	Termly monitoring by PP Lead and PP governor and reports to governors (including data, work scrutiny, observations, class reviews and pupil voice) to Learning Committee and FGB. Termly pupil progress meeting with class teachers.	Challenge and PP lead	July 2021
<b>Total budgeted cost: £28,626</b>					
<b>ii) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

					<b>implementation?</b>
<b>A.</b> High proportion of PP pupils are at or above ARE. Progress of PP pupils who are below ARE is accelerated and shows that differences are diminishing compared with the national average of non PP children.	Provide regular targeted intervention sessions to identified PP pupils in reading, writing and mathematics. Use positive discrimination in all lessons to target areas for development of PP learners. Use target cards that aim to fill gaps in learning. PP HLTA Year 6 x2 pms weekly , Intervention teacher Year 6 x 4 days weekly Year 1-6 x4 pms TA interventions (Subject and pupil changes due to data analysis/ reviews.)	Data shows that many PP children are working behind age-related expectations and need to 'catch up' with their peers (see PP file).  Small group tuition = +4 months EEF Toolkit Providing personalised teaching and learning.  Feedback = +8 months EEF Toolkit, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we embed across the school.	Termly monitoring by PP Lead and Inclusion Lead (including data, work scrutiny, observations, class reviews and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of delivery and evaluation of progress in Pupil Premium Progress Meetings. Use of new Provision Map to check intervention is working. Reviews will inform changes to be made to current provision.	Inclusion Lead/Pupil Premium Lead	December 2020 March 2021 July 2021
<b>B.</b> Phonic screening outcomes for Year 1 PP pupils are broadly in line with the non PP national average	Provide targeted sessions to identified PP pupils in phonics 1 x TA intervention x3 weekly. Targeted Sounds-Write 1-1/small group support in KS2 TA x3pms in Y3,4,5,6  X2 phonic sessions daily in Years 1 and 2	Data shows that many PP children are not passing the Phonic Screening Test in Year 1. Small group tuition = +4 months (EEF Toolkit) Providing personalised teaching and learning.	Termly monitoring by PP Lead and Inclusion Lead (including data, work scrutiny, observations, class reviews and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of delivery and evaluation of progress in Pupil Premium Progress Meetings. Reviews will inform changes to be made to current provision.	Inclusion Lead/Pupil Premium Lead	Diagnostic every term. Phonic screening check every term.
<b>C.</b> The end of EYFS outcomes show that PP pupils are broadly in line with the national average for GLD (Good Level of Development).	3 x pm TA SALT Talking Progress	Early Years Intervention = +5 months Improved provision and timely intervention	Termly monitoring by PP Lead and Inclusion Lead (including data, work scrutiny, observations, class reviews and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of delivery & evaluation of progress in Pupil Premium Progress Meetings. Reviews will inform changes to be made to current provision.	Inclusion Lead/Pupil Premium Lead	Formal assessments every term. Ongoing assessment in the provision

<p><b>D.</b> The attainment of PP pupils in reading, writing and maths is in line with that of pupils not eligible for PP nationally.</p>	<p>Pupil Progress meetings focussed on PP pupils to scrutinise the support of PP pupils in R,W,M X1 pm per term per teacher.</p> <p>Use positive discrimination in all lessons to target areas for development of PP learners.</p> <p>Provide weekly targeted intervention sessions to identified PP pupils in reading, writing and mathematics. PP HLTA Year 6 x2 pms weekly , Intervention teacher Year 6 x 4 days weekly Year 1-6 x4 pms TA interventions (Subject and pupil changes due to data analysis/ reviews.)</p>	<p>Data shows that many PP children are working behind age-related expectations and need to 'catch up' with their peers (see PP file). Small group tuition = +4 months EEF Toolkit Providing personalised teaching and learning.</p>	<p>Termly monitoring by PP Lead and Inclusion Lead (including data, work scrutiny, observations, class reviews and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of delivery and evaluation of progress in Pupil Premium Progress Meetings. Reviews will inform changes to be made to current provision.</p>	<p>Inclusion Lead/Pupil Premium Lead</p>	<p>Pupil Progress Meeting termly</p>
<p><b>E.</b> High prior-attaining PP pupils make as much progress, if not better, than other higher prior-attaining pupils across the school in reading, writing and maths.</p>	<p>Provide weekly targeted intervention sessions to identified PP pupils in reading, writing and mathematics. PP HLTA Year 6 x2 pms weekly , Intervention teacher Year 6 x 4 days weekly Use positive discrimination in all lessons to target areas for development of PP learners. Year 1-6 x4 pms TA interventions G&amp;T lead to identify PP pupils who need further challenge within lessons and extra-curricular activities.</p>	<p>Data shows that many PP children are working behind age-related expectations and need to 'catch up' with their peers (see PP file). Small group tuition = +4 months EEF Toolkit Providing personalised teaching and learning.</p>	<p>Termly monitoring by PP Lead and G&amp;T Lead (including data, work scrutiny, observations, class reviews and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of delivery and evaluation of progress in Pupil Premium Progress Meetings. Reviews will inform changes to be made to current provision.</p>	<p>G&amp;T Lead PP Lead</p>	<p>December 2020 March 2021 July 2021</p>

**Total budgeted cost: £52,077**

**iii) Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>F.</b> Improvement in the learning attitudes and behaviour of targeted PP pupils and greater</p>	<p>X2 Family Support Workers(FSWs) to work with families and children having difficulties at home and involve outside agencies if required. This includes setting up EHAs.</p>	<p>Attainment for children cannot be improved if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Offering PP families a £100 voucher will remove any financial barrier that may be</p>	<p>PP children are in school uniform. Parent voice on the voucher system. PP Lead to monitor how families are using their vouchers. PP children/ families with current FSW and agency involvement will</p>	<p>Inclusion Lead Pupil Premium Lead FSW</p>	<p>December 2020 March 2021 July 2021</p>

engagement of families.	Offer of £100 voucher to all PP families in order to increase engagement and remove any financial barriers that may affect well-being and attendance of PP pupils.	present and ensure PP children are able to access extras offered by the school and are not left feeling excluded. This will also give PP children a greater sense of belonging to the school community, leading to greater engagement with their learning.	be discussed at fortnightly Safeguarding Meetings. The progress of cases will be reviewed and future actions recorded to be updated at the next meeting.		
<b>G.</b> Increased attendance rates for pupils eligible for PP.	<p>Targeted families have Breakfast Club provision funded by PP. X2 Family Support Workers(FSWs) to work with families and children having difficulties at home and involve outside agencies if required. This includes setting up EHAs.</p> <p>Regular phone calls made to check in with families who have attendance issues and/or isolating due to COVID -19.</p>	<p>Attainment for children cannot be improved if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>In addition to the £100, targeted families will be offered Breakfast Club funded through PP to improve attendance and punctuality.</p>	<p>First response calls for all pupils who are absent to check up with families to encourage regular attendance and improved punctuality.</p> <p>Thorough de-briefing of PP Lead with FSWs about existing absence issues.</p> <p>Attendance and progress discussed with FSWs fortnightly.</p> <p>Attendance monitoring monthly then letters to parents/ guardians as appropriate.</p> <p>Daily check of vulnerable children's attendance.</p> <p>FSW discuss attendance with families and explore barriers and offer support where possible.</p> <p>PP attendance data gathered to see patterns/ trends and case studies show that the attendance of PP children have improved as a result of FSW involvement.</p>	Pupil Premium Lead FSW Attendance Manager	<p>Monthly Attendance Reports</p> <p>Fortnightly Safeguarding mtgs</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p>
<b>H.</b> PP Children regularly attending and engaging in extra-curricular activities/residentials.	All PP pupils in Year 4 and 5 to be offered 85% payment from PP funding to attend residentials and encourage full take-up of places. This is subject to COVID-19	Less than half of the PP pupils previously attended residentials and missed out on a range of life-skills/opportunities to improve self-esteem and awareness.	100% of PP children engage with educational visits. Increase % of PP children accessing extra-curricular opportunities. Subject to COVID-19	Inclusion Lead Pupil Premium Lead	July 2021
<b>Total budgeted cost: £17,015</b>					
<b>Estimated Overall total spend: £97,718</b>					



6. Review of Expenditure				
Previous Academic Year		2019 - 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.	Lessons learned (and whether you will continue with this approach)	Cost
A. Attainment and progress of PP & SEND PP pupils show that differences are diminishing compared with the national average of non PP SEND children.	Teacher planning & intervention delivery x 5 days per week x1 intervention session/20DC input  TA intervention delivery x 5 days per week x1 intervention session/20DC input	Impact: medium-high  Progress measures up to March 2020 show that the majority of PP pupils made at least expected or accelerated progress.	Targeted support using 20 day challenge targets has not significantly impacted on progress as these are in addition to already existing targets. Teachers identified additional admin work as a barrier. Need to look at using positive discrimination strategies in lessons in order to gain two-way feedback on a regular basis.  Recommendations:- Stop 20DC targets as children learn skills at different rates and often require less time if targets are focussed within each lesson. Use positive discrimination strategies and focus on targeting passive learners. Use new Provision Map to track intervention programmes in order to quickly assess their effectiveness.	£7,139  (+£2,379)
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
B. Phonic screening outcomes for Year 1 PP pupils are broadly in line with the non PP national average	Intervention TA 4 x ½ day per week.	Impact: high Data from most interventions groups show the accelerated progress of pupils in reading and writing in Y1. Due to lockdown, no end of year assessments were completed.	The Year 1 children who returned to school after Lockdown in Summer term had retained the majority of their phonic knowledge. This was attributed to implementing the Sounds Write phonics programme with fidelity and due to regular monitoring and targeted staff training to ensure consistency of teaching prior to lockdown.  Recommendations: Phonics sessions to be taught x2 daily in Year 1 and 2 to catch up to avoid trying to accelerate Sounds Write programme unnecessarily which could impact on retention of phonic knowledge.	£4,242  (+£1414)

<p><b>C.</b> The end of EYFS outcomes show that PP pupils are broadly in line with the national average for GLD (Good Level of Development).</p>	<p>Talking Progress Programme delivered x3 weekly by TA Targeted intervention x 5 weekly by teacher</p>	<p><i>Impact: Low - Medium</i> PP pupils showing accelerated progress up to the point of lockdown March 2020.</p>	<p>Early identification of barriers is necessary to target support that has most impact.</p> <p>Recommendation- improved provision especially outside to reinforce CLL skills and reading and writing skills in particular.</p>	<p>£1,827 (+£609)</p>
<p><b>D.</b> The attainment of PP pupils in reading, writing and maths is in line with that of pupils not eligible for PP nationally.</p>	<p><b>Intervention teacher</b> 4 x days per week.</p>	<p>Impact: medium-high</p> <p>Progress measures show that this has been effective in Maths and Reading up to the point of lockdown March 2020.</p>	<p>Targeted support using intervention teacher showed that PP pupils made greater progress in Reading and Maths than Non PP pupils up to the March 2002 lockdown.</p> <p>Recommendations: Continue to use intervention teacher to support learning in lessons and target specific gaps in skills and knowledge for PP pupils. Continue to use Provision Map to track intervention programmes in order to quickly assess their effectiveness. Intervention teacher to focus on reading.</p>	<p>£21,044 (+7,014)</p>
<p><b>E.</b> High prior-attaining PP pupils make as much progress, if not better, than other higher prior-attaining pupils across the school in reading, writing and maths</p>	<p>Weekly targeted intervention sessions to identified PP pupils in reading, writing and mathematics. PP HLTA Year 6 x2 pms weekly ,</p>	<p><i>Impact: low-medium</i></p> <p>The % of PP pupils at GD was lower than non PP up to the point of lockdown March 2020.</p>	<p>Recommendations: Through pupil progress meetings and regular monitoring by PP Lead, higher attaining PP pupils need to be targeted, particularly those who are ARE but could achieve GD.</p>	<p>£1,868 (+£622)</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>F.</b> Improvement in the learning attitudes and behaviour of targeted PP pupils and greater engagement of families.	Full time Family Support Worker (FSW) to work with families and children having difficulties at home and involve outside agencies if required. £100 vouchers to improve engagement.	Impact: medium The % attendance for PP is below that of non PP pupils and below the national for all other pupils (93.9%). A much higher % of PP children have been persistently absent The FSW and Attendance Manager have worked with families to improve the % of attendance but this has not necessarily risen above the 90% persistent absence %	Regular meetings to discuss attendance with SLT and Attendance Manager have resulted in earlier targeted support for families.  Recommendation: Continue with targeted support of families who have difficulties with attendance. Continue new certificates for individuals with FSWs to share with families. Use of taxis to support families who have transport issues which are a barrier to improved attendance. Continue to target children whose attendance is showing a downward trend from 97% - early intervention via phone calls rather than trying to persist with EHA route.	£7,968  (+£2,656)
<b>G.</b> Increased attendance rates for pupils eligible for PP.	Attendance Manager to monitor the attendance of pupils and promptly follow up absences. First day response provision.	<i>Impact: Medium</i> Targeted families have Breakfast Club provision funded by PP. Targeted families have taxi transport to ensure attendance due to distance, parent illness.	The pupils who most needed the breakfast club to improve attendance did not turn up to breakfast club. This will require ongoing work with families.  Recommendation: continue working with good attendees at Breakfast Club/clubs and continue to target additional support for families who children are persistently absent.	£3,695  (+£1231)

<p><b>H.</b> Parents/ families respond well to appropriate targeted outside agency and in-school support.</p>	<p>Full time FSW to work with families and children having difficulties at home and involve outside agencies if required. This includes setting up EHAs and using “Impact” pro-forma with families to track engagement and progress.</p>	<p><i>Impact: medium – high</i></p> <p><i>EHAs are having limited impact where outside agencies are unreliable in attendance in meetings or show reluctance to engage with the EHA process.</i></p> <p><i>EHAs which require low level assistance are more successful as school staff are able to support families adequately to facilitate improvement.</i></p> <p>The number of families engaging with EHAs has fallen. Families are showing greater resistance to having any formal involvement or intervention.</p> <p>Due to COVID-19 and since March 2020, direct 1-1 contact in school has been very limited and the majority of communication has been via phone calls.</p>	<p>Families who have attended regular meetings with FSW/attendance manager have made progress with attendance and engagement.</p> <p>Recommendation:.. Continue to target children whose attendance is showing a downward trend from 97% - early intervention via phone calls rather than trying to persist with EHA route.</p>	<p>As above</p>
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<p><b>6. Additional detail</b></p>
<ul style="list-style-type: none"> <li>• All parents whose children were entitled to FSM were issued with £100 voucher. £9,600</li> <li>• Milk is provided to all PP pupils £207 (up to March 2020)</li> <li>• Additional resources / training £3,063</li> <li>• Breakfast and After School Club provision £2,780 (+£1390)</li> <li>• Taxis for school transportation £806</li> <li>• Extra-curricular opportunities £2,031</li> </ul>
<p><b>Actual Spend £83,585</b></p> <p>Notes:</p> <ol style="list-style-type: none"> <li>1. The figures in brackets are for staffing costs March to August 2020 although impact on PP pupils during this time is limited and difficult to measure due to Lockdown and the school being closed for all year groups for the majority of this period.</li> <li>2. Sections highlighted <b>Yellow</b> are subject to COVID—19 Guidance or will be/have been affected in some way due to COVID-19.</li> </ol>