



Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
School	St Stephens Community Academy (SSCA)				
Academic Year	2020-21	Total PP budget	£101.000	Date of most recent PP Review	September 2020
Total number of pupils	206 (228 – Inc. pre-school)	Number of pupils eligible for PP	Currently 66 pupils 32% of school population.	Date for next internal review of this strategy	January 2021

2. Current attainment		
	<i>Pupils eligible for PP (SSCA)</i>	<i>Pupils not eligible for PP (national average) KS2</i>
% achieving in reading, writing and maths KS2	<ul style="list-style-type: none"> Due to the COVID-19 Pandemic school closures no formal assessments took place at the end of the 19-20 academic year. During this initial period of schools re-opening (Sept 20), teachers are currently carrying out assessments to determine pupils' current levels of attainment and the impact of the school closures on pupils' attainment. 	<ul style="list-style-type: none"> Due to the COVID-19 Pandemic School Closures, there are no national statistics available for the academic year 19-20
% making progress in reading		
% making progress in writing		
% making progress in maths		
EYFS GLD. Phonics Y1 Cumulative by end of Y2		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	% of pp pupils attaining ARE/GD in core subjects is slightly lower in most year groups than non-pp pupils. This group has been disproportionately impacted by school closures	
B.	. % of pp pupils completing home learning tasks is lower than non-pp pupils. Pupils uptake of home-learning during the pandemic was lower than some other pupils. Pupil resilience in challenging learning has also been impacted.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C	Slightly lower than national attendance levels (Average is 95% compared to national at 96%) Covid-19 Pandemic – Lockdown – attendance. Impact of testing and families isolating	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria

A.	Raise attainment of pp pupils in core subjects. Improve progress of higher attaining ARE pp pupils to achieve GDS-Main priorities are Vocabulary, phonics /reading.	% of pupils attaining ARE/GDS is raised and in line with non-pp pupils
B.	Improve in class resilience in learning and home learning uptake by pp pupils	% of pupils completing home learning that supports progress is raised.
C.	Attendance levels of pp pupils is improved to be In line with national expectations	PP pupils % attendance levels are in line with national expectations

5. Planned expenditure					
Academic year		2020-21			
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>A. Pupils will read fluently and have age appropriate reading skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations and greater depth / high scores.</p> <p>Key priority carried over from last year due to lockdown.</p>	<ul style="list-style-type: none">Continue to use ‘Accelerated Reader’ across the school (Y2-Y6) to increase motivation for reading and improve rates of progress.Daily support via small group / individual catch up programme. Y1,2 and key individuals in KS2 (especially Y3)Targeted groups in year bubbles as cannot mix across classes as normal practice.English lead and Y1 teacher (Phonics Lead to work alongside English Lead)Review and adapt as necessary after end of Autumn term assessments (RWI and iTrack)Learning Tutor established.	<p>Pupils eligible for pp are making less progress than other pupils in Key Stage 2. We want to ensure that pp pupils can achieve ARE and make better than expected progress. We want to train teachers in practices to provide stretch and encouragement for these pupils.</p> <p>Early assessments in September illustrate a gap in phonics knowledge and children forgetting prior learning due to CV19 lockdown.</p>	<ul style="list-style-type: none">English lead and class teachers to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupilsLibrarian to use the library service to maintain a well-stocked library, support teachers and liaise with staff to target PP pupils, ensuring they are regularly quizzing and changing their books.AR will allow reading ages and standardised scores to be tracked and monitored.English Lead to work with Phonics lead to target improvement of readingSchool librarian to target PP pupils weekly-growth reports, frequency of reading habits, rigorous monitoring of progress. <p>Success Criteria to include:</p> <ul style="list-style-type: none">The Accelerated Reader standardised score for PP pupils will increase by an average of 5 points + in the academic year.The Accelerated Reader standardised score will improve for 100% of pp pupilsAll pp pupils will increase their reading age /close CV19 gaps over the course of the academic year based on Spring 2020 data.The % of PP pupils achieving greater depth / high score will increase in all year groups.The % of PP pupils meeting age related expectations will increase for reading in all year groups.	<p>KS1 and KS2 Leads.</p> <p>English Lead</p> <p>School Librarian.</p>	<p>School Librarian monitoring weekly (Included in overall TA staffing cost below)</p> <p>Half termly and during termly pupil progress meetings.</p> <p>Half termly phonics assessments linked to on-going formative assessments so pupils in correct groups.</p>

<p>B. Improve in class resilience in learning and home learning uptake by pp pupils</p>	<ul style="list-style-type: none"> • CPD on providing self-motivation -Visible Learning focus on Metacognition. • Metacognition planned into quality first teaching. • Targeted deployment of in-class LSA support and learning tutors • Cover timetabled in to allow subject leaders to work alongside colleagues. • Develop other teachers /leaders who are secure in their T&L to support in house the development of teaching and learning. • PTI subject knowledge development • Teachers to refocus pupils on VL 4Rs through regular activity in the class. • VL Twilight refresher and extension training booked for Autumn term with Trust VL lead DS. • VL introduction training booked for new staff. • VL coach to monitor impact and support staff/groups as needed. • Capabilities Curriculum to be used to support planning of activities that support developing the capabilities identified through assessment as weaker – i.e. communication, confidence, resilience, problem solving, etc. 	<p>Sutton Trust: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.’</p> <p>We believe a relentless focus on providing high quality support and leadership of teaching and learning is vital in order to continually improve outcomes for disadvantaged.</p> <p>High ability pupils eligible for pp are making less progress than other higher attaining pupils across Key Stage 2 in English and Maths. We want to ensure that pp pupils can achieve high attainment as well as simply ‘meeting expected standards’.</p> <p>VL strategies. The long period of home-learning has led to a slip back for some pupils in their resilience and stamina when challenged in their learning. This is supported through EEF research results.</p> <p>The impact of COVID Lockdown: Parental engagement has been good generally through the use of J2E and text messaging which allowed good access and communication between parents and teachers/TAs</p> <p>TIS practitioners and Parent Support Worker supported vulnerable pupils and families during this time and they and teachers were very proactive in tackling ‘quiet’ families who were not engaging with the home learning set. However, it cannot be ignored that it was more often the disadvantaged pupils who were likely to be the disengaged.</p>	<ul style="list-style-type: none"> • Staff modelling, coaching and peer observations/study groups. • The impact can be measured through attendance in school, social and emotional growth in TIS and academic progress and attainment. • Leaders will monitor and provide support to outline the targets for improvement. The impact of support will be monitored through key stage meetings, whole school CPD, lesson studies and peer support groups. If support is effective teaching and learning will be consistently good and outstanding. • Pupils, including the disadvantaged will make good and better progress so that spring and end of year targets for outcomes are achieved. The progress and attainment of pupils will be tracked rigorously across the year • Leaders to target classes with high PP pupil numbers or classes where PP attainment or progress is not in line with national averages for non-PP pupils. Improvement focus to be on effective feedback and use of questioning within the classroom (Book looks, CPD sessions, MAT wide focus, Visible Learning thread) • Pupil progress meetings to identify barriers and next steps termly and on-going support from SEND/PPG support as so many of our PPG pupils are also SEND pupils. • Additional tutor provision timetabled for keep up/pre teach in recovery curriculum plan. • Prepare contingency plans for possible school closures and consider ways to support disadvantaged families who may have to isolate or who may have limited IT resource in the home. • Identify children who have fallen behind during lockdown or who may have suffered trauma during this time away from school and focus support in autumn on these groups. • Survey to parent sent September to get feedback for pros-cons for remote learning in case groups/individuals have to go into lockdown/isolation due to CV19. • Update email GDPR so can sent letters, learning packs etc. remotely to ‘bubbles’ of children. 	<p>Key Stage Leaders</p> <p>Foundation Leaders.</p> <p>VL coaches.</p>	<p>Half termly and during termly pupil progress meetings.</p>
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			Success Criteria to include: <ul style="list-style-type: none"> The academic progress of pupils in several vulnerable groups will be tracked so there is an increase of 20% to make expected progress or better across a key stage. 		
<p>C. Attendance will improve especially for PP pupils so that attendance is in line or better than national average. There will be no gap between PP and non PP attendance</p> <p>Key priority carried over from last year due to lockdown.</p>	<ul style="list-style-type: none"> Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. Pastoral Team/EWO will meet with families to overcome barriers to attending school regularly and positively reintegrate absentees. Provide breakfast club for pupils before school to improve engagement and encourage parents come to bring pupils to school on time. Same day contact system to challenge all absence. Raise profile of attendance through rewards /incentives. Robust follow up/legal meeting where parents /individuals don't engage with support. 	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Our Parental Satisfaction Survey demonstrated the impact our strategies- 100% concluded that their child enjoys attending the Academy. Whilst there is evidence in DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' to show that less successful primary schools use strategies to improve attendance it also states that it is possible that more successful schools had already embedded these strategies and therefore did not identify them as specific strategies. The Teaching and Learning Toolkit (EEF and Sutton Trust 2012) indicates improving parental engagement can improve progress by +3 months. In the January parental satisfaction survey 96% tended to agree that they were kept informed but as a school we would like to have the majority in strong agreement.</p>	<ul style="list-style-type: none"> Ensure a rigorous, pro-active approach continues with regular EWO support. EWO to visit school half termly and meet with attendance officer and identify and action appropriate approach for tackling persistent absence of individuals Continue parental engagement strategies. Introducing remote parent/ carer consultations from autumn 2020. Systems will be further embedded to track the attendance of individual pupils with persistent absence and also attendance of all groups including PP pupils. Ensure robust methods of communication in place –lessons learnt from prior lockdown- to ensure all can be reached and engaged. Parent survey set regarding home learning in September to ensure all needs met if limited internet access. Success Criteria to include: <ul style="list-style-type: none"> PPG pupils % attendance levels are in line with national expectations. 	Headteacher. Pastoral Lead. Safeguarding Officer.	<p>Attendance of key groups will be tracked half termly.</p> <p>Attendance of persistently absent pupils is reviewed fortnightly- in light of CV19 special exceptions in place.</p>
i. Total budgeted cost					See overall TA/staffing support cost below.

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?

1. Improved learning behaviours for all pupils to ensure progress since CV19 lockdown.	<ul style="list-style-type: none"> TIS support timetabled for PPG pupils. Daily 1:1 /small group PPG Teacher support for targeted pupils- pre teach/post teach PPG on 'Watch List 'or identified for GDS.- Recovery Curriculum Action Plans 	<p>Due to a consistent behaviour policy (Reviewed September 2020) and a whole school clarity the percentage of behaviour incidents recorded on My Concern linked to whole school has decreased generally. Some of the students need targeted support to catch up-not achieving prior attainment due to being absent from school for 6 months due to CV19. This is a keep up/pre teach programme which has been evaluated and shown to be effective in our school.</p> <p>Supporting and consolidating classroom practice- learning in context not isolation so is meaningful.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie</p>	<ul style="list-style-type: none"> Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment Class transition meetings to review prior attainment, strengths and next steps needed to support PPG pupils in cohort-identify 'watch list' pupils. 1:1/small group support specifically targeted to identified pp pupils under-performing from PPG teacher This is also linked to Learning Tutors as part of the Government Catch –up funded scheme. 	<p>Headteacher</p> <p>KS Leads</p> <p>SENDCo/ Class Teacher</p>	<p>Half termly</p> <p>Included in overall TA staffing cost below</p>
2. Improved progress rate for high attaining pupils.	<ul style="list-style-type: none"> Additional 1-1 LSA support for yr.5 and Y6 Morning LSA support all classes. TA /teacher precision teach training Additional 'invitation only' clubs for Y6 pupils in preparation for KS3. Aspirational activities linked to new capabilities curriculum that will be in context and inspire curiosity. This will be offered from the Spring Term following CV19 guidance and further info re SAT's. 				
3. Improved % of pp pupils achieving ARE progress and attainment in core subjects.					

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?
<p>Attendance will improve especially for PP pupils so that attendance is in line or better than national average.</p> <p>There will be no gap between PP and non PP attendance</p>	<ul style="list-style-type: none"> Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. Pastoral Team/EWO will meet with families to overcome barriers to attending school. Regularly and positively reintegrate absentees. Provide breakfast club for pupils before school to improve engagement and encourage parents to bring pupils to school on time. Breakfast for all incentive- Gov scheme Autumn term and funding secured by local charity. Same day contact system to challenge all absence. Raise profile of attendance through rewards /incentives. Robust follow up/legal meeting where parents/individuals don't engage with support. 	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step- key to lockdown and recovery curriculum both in school and via home learning.</p> <p>Our Parental Satisfaction Survey demonstrated the impact our strategies- 100% concluded that their child enjoys attending the Academy. Whilst there is evidence in DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' to show that less successful primary schools use strategies to improve attendance it also states that it is possible that more successful schools had already embedded these strategies and therefore did not identify them as specific strategies. The Teaching and Learning Toolkit (EEF and Sutton Trust 2012) indicates improving parental engagement can improve progress by +3 months. In the January 2018 parental satisfaction survey 96% tended to agree that they were kept informed but as a school we would like to have the majority in strong agreement.</p>	<ul style="list-style-type: none"> Ensure a rigorous, pro-active approach continues with regular EWO support. EWO to visit school half termly and meet with attendance officer and identify and action appropriate approach for tackling persistent absence of individuals Continue parental engagement strategies. Introducing longer parent/ carer consultations from autumn 2020. Remote due to CV19 Systems will be further embedded to track the attendance of individual pupils with persistent absence and also attendance of all groups including PP pupils. We will need to take into account children/families that have to self-isolate. 	<p>Head. Pastoral Lead. Safe guarding Officer.</p>	<p>Attendance of key groups will be tracked ½ termly.</p> <p>Attendance of persistently absent pupils is reviewed fortnightly.</p> <p>Jan 2021</p> <p>Included in overall TA staffing cost below</p> <p>Annual EWO cost £540</p> <p>Attendance Officer £443.00</p>
<p>Address social and emotional well-being and mental health barriers to learning to make good impact on pupils' resilience, ability to socialise and self-belief. Pupils are ready to learn</p> <p>Pupils will be supported to develop socially and emotionally so that they engage with their learning and make good progress academically.</p>	<ul style="list-style-type: none"> Identify a targeted intervention for identified students. Pastoral team organise and establish appropriate learning. Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours. Specifically, targeted pp pupils with family, learning or behaviour difficulties to 	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils. Failure to address pupils' social and emotional needs is a barrier to learning and the DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' talks about how schools that are earlier in their improvement journey (as we are with TIS) need to support pupils social and emotional needs and address pupil's individual needs.</p>	<ul style="list-style-type: none"> Monitor contributions v's school contributions termly – ensure all PP children are encouraged to join extra-curricular clubs and are aware of the support available re: funding. Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in social and emotional behaviour translate into improved attainment. Regularly update alternative provision during lunch times and afternoons to support pupils' well-being and develop self-worth and stamina / learning behaviours. 	<p>Head Secretary-business admin or. TIS Leads.</p>	<p>Jan 2021</p> <p>Monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.</p> <p>Termly Pupil Progress meetings.</p>

	<p>receive additional educational support</p> <ul style="list-style-type: none"> Curriculum enrichment and engagement priorities e.g. after school clubs. Contributions to special events e.g. visitors/musical experiences, school trips, breakfast provision are considered and planned for e.g. Cornwall Music Hub grants, Magic Breakfast allowance, community funding and PTFA funds to enable PP pupils to participate.(Incidental funding used also as needs arise) 	<p>The 'Trauma Informed School Approach Research and Evidence Base' outlines summary of the theory underpinning the programme:</p> <ul style="list-style-type: none"> The Neuroscience of Emotional Development Attachment & Key Relationships The Importance of Play and Creativity in Emotional Development Child Development Models. <p>Resilience support LSA's to work with targeted groups to widen access to creative curriculum enrichment opportunities.</p> <p>Further embed outdoor learning and creative opportunities that focus on social and emotional growth.</p> <p>Aspiration development/access to full breadth of curriculum to support progress in all areas</p> <p>All MAT staff developing the foundation curriculum and how to ignite curiosity and develop capabilities in areas where there are currently barriers.</p> <p>Protected TIS/ Family Pastoral support worker timetabled.</p> <p>There will be no fixed term or permanent exclusions.</p> <p>During the COVID-19 pandemic lockdown, our teachers and TIS practitioners were proactive in maintaining work with disadvantaged pupils and the impact was an improved uptake of home learning and a more successful, smoother return to school during the September opening.</p>	<ul style="list-style-type: none"> All classes to undertake a class TIS assessment so pupils' needs can be identified and provision put in place for transitions into new year groups. Due to movement of staffing ensure strong LSA support in future Y4 cohort. Identify where HLTA's to be placed to ensure limited disruption in classes if have to be utilised to cover absent staff This is a key point with CV19 restrictions/testing and isolation guidance. Identify key individuals who will benefit from alternative provision and staffing. ITrack data to monitor progress and flight path from beginning of the year to identify impact and Pupil Progress meetings to address any barriers. The lack of end of year data is a key issue –only can assess from the Spring data drop and then CV19 restrictions have meant that some pupils have spent 6 months not attending/accessing teacher provision/ school. Book looks to monitor learning, engagement and attainment. Regular learning walks to observe PPG pupils in learning with pupil voice. 		Included in overall TA staffing cost below
ii. Total budgeted cost					Annual EWO: £540 Safeguarding Officer: £7,080.00 Attendance Officer: £443.00
Overall TA budgeted cost					£85,326.87
Overall PPG support teacher cost					£6,940.38
Incidentals –e.g. breakfast club provision, club attendance , trips support, uniform					£2,000

Annual PPG plan total cost				£101,000
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

<p>A. Pupils will read fluently and have age appropriate reading skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations and greater depth / high scores</p>	<ul style="list-style-type: none"> Continue to use 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress. Librarian to use the library service to maintain a well-stocked library, support teachers and liaise with staff to target PP pupils, ensuring they are regularly quizzing and changing their books. AR will allow reading ages and standardised scores to be tracked and monitored. English Lead to work with Phonics lead to target improvement of reading-new resources. De-codable phonics books purchased. Update RWI resources. 	<p>Pupils eligible for PP have been disproportionately impacted by the COVID-19 pandemic and Lockdown.</p> <p>Impact prior to lockdown was good –all AR classes had made the mean progress of at least 5+months</p> <p>To counteract this staff provided additional support through home-learning packs and regular home contact remotely.</p>	<ul style="list-style-type: none"> The importance of reading remained a high priority during Lockdown. Through our on-line learning platforms and our school website /Home Learning pages reading challenges, phonics lessons and links uploaded, comprehension, A wealth of e-books was made available for all children. On line provision will continue due to the issues around marking via homework grids. All staff uploaded video clips of themselves reading to the class weekly. Pupils could access all home learning sites so there was a wealth of literature being promoted. Children also uploaded themselves reading via their private teacher message link so fluency could be monitored. School operated a reading book swapping rota system throughout lockdown-this would happen again as uptake for key pupils was good. Reading a priority for Key worker and vulnerable families that attended at the beginning of lockdown and all other years that returned (Pre-school, YF Y1, Y4 and Y6). Ensure that home-learning is prepared for PP pupils should another lockdown occur. Consider resourcing IT equipment and Internet access for pupils who will struggle at home. Interventions and tutoring are being planned for any pupils in need using government and Trust catch-up funds. Consider how catch-up funding and PP funding can be used to provide additional support for potential high achieving disadvantaged pupils. Use of Learning Tutors and challenge groups identified on Curriculum Recovery Action Plan 	<p>Cost</p> <p>£12,310</p> <p>£3,904</p> <p>£745</p> <p>£1,862</p>
<p>B. Improved progress and attainment for high attaining pupils</p>	<ul style="list-style-type: none"> CPD on providing stretch for high attaining pupils. Targeted deployment of in-class TA support to challenge and enable deepening of knowledge Learning Tutor employed. 	<p>The impact initially was effective in achieving this for some PP pupils. Again, Lockdown meant that setting challenging learning was tricky for some parents to teach and support and pupils struggled to access this at home.</p>		<p>£42,096</p>

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
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C. Improve oral language skills of PP pupils –focus on key groups across the school; EYFS and year 4 to aid rapid learning progress	<ul style="list-style-type: none"> • CPD on providing stretch for high attaining pupils- Visible Learning • Targeted deployment of in-class TA support • Pupils’ voice prioritised. All staff to model expectations e.g. speaking in complete sentences, selecting alternative vocabulary to extend and deepen acquisition and understanding. • Pilot Foundation Baseline. 	Impact initially was good with vocabulary and word concepts. Obviously lockdown has made a huge impact on verbal communication despite efforts via remote learning.	<ul style="list-style-type: none"> • Good impact using LSA’s to support in class provision and teachers direct /plan for pre-teach/ post teach support rather than intervention schemes out of the class in KS2. • KS1/EYFS: Keep up Phonics and Speech and Language must continue to enable good progress in writing –set GLD foundations. • Regularity of maths vocabulary input supported more secure pp outcomes at end of KS2- from last data drop in Spring Term. • Focussing on curriculum depth, creative arts and engagement with learning to continue into with specialist pp creative teacher role. Oracy and social engagement a priority. • Continue with tiers of vocabulary and communication and language as a priority. • Staff in EYFS to spend more time speaking with children that observing and making notes-research has proven this makes more impact on learning and GLD outcomes. 	£1,862 £17,963
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iii. Other approaches

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
D. Increased attendance rates	<ul style="list-style-type: none"> Part time parent support worker (PSA) employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed. Thorough briefing of support worker about existing absence issues. Attendance officer, family support worker, EWO and Headteacher has collaborated to ensure provision and standard school processes work smoothly together. Identify a targeted intervention for identified students. Use TIS practitioners to engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours. Specifically, targeted pp pupils with family, learning or behaviour difficulties to receive additional educational support Curriculum enrichment 	<p>During the COVID-19 pandemic lockdown, our teachers PSA and TIS practitioners were proactive in maintaining communication and work with disadvantaged pupils and the impact was an improved uptake of home learning and a more successful, smoother return to school during the September opening.</p> <p>During lockdown, extremely vulnerable pupils and their parents who were struggling were offered remote 'virtual' sessions to maintain contact and support and telephone conversations with key staff.</p>	<ul style="list-style-type: none"> Prepare contingency plans for possible school closures and consider ways to support disadvantaged families who may have to isolate or who may have limited IT resource in the home. Identify children who have fallen behind during lockdown or who may have suffered trauma during this time away from school and focus support in autumn on these groups. Maintain a rigorous, pro-active approach continue with regular EWO support. Longer parent consultations. Continue parental engagement strategies Continue to receive National Breakfast Grant and secure funding so can offer breakfast to every child every morning. Positive impact on pupils getting to school on time and being ready to learn. Continue with this strategy and further track PPG accessing During COVID some pupils have experienced trauma and need specialist support. Local Authority SEN support has a very long waiting list therefore it will be crucial to maintain our own in-house support for vulnerable and disadvantaged pupils. Consider alternative ways to support developing aspiration this year whilst trips and residential are harder to achieve and plan for. 	<p>£11,662 (PSA)</p> <p>£8,360 (SO)</p> <p>£300</p> <p>PP resources and training £6,765</p>
F All barriers to learning				

		<p>Aspiration development/access to full breadth of curriculum to support progress in all areas was successful in the initial part of the year, however, lockdown meant that our residential trips were cancelled this year.</p>		
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Significant impact has been caused in both the implementation of this plan and on disadvantaged pupils through the COVID-19 Pandemic disruption and school closures. The challenge for the 20-21 plan is to ensure that the best possible approaches are employed to ensure that these pupils are not further disadvantaged through continued disruption.

- Actions 20/21 need to continue to focus on improving pp attainment and progress in both KS1 and KS2
- Identify links with SEND needs across the groups and barriers to learning.
- Curriculum Recovery Plan 2020/21 to continue focus on PPG and identifying gaps to address.
- TA /Learning Tutor support targeted to classes with a high % of pp pupils
- See full PPG provision map for 2019-20 on our school website.
- Parent, Pupil and Staff Satisfaction Surveys.