

## Pupil premium report 2020

*(Data is based on teacher assessments; pupil predictions for summer 2020 prior to Covid lockdown. There is no statutory requirement to formally assess at the end of Key Stage in 2020)*

### Pupil premium spending 2019/2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	June 2020	Date of next pupil premium review:	Jan 2021
Total number of pupils:	205	Total pupil premium budget:	£155,077
Number of pupils eligible for pupil premium:	124 (60%)	Amount of pupil premium received per child:	1345
Pupil Premium Lead	Jane Nizamis	Governor Lead	TBC

### STRATEGY STATEMENT

## STRATEGY STATEMENT

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2020-21) primary schools will receive a sum of £1345 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (CLA) are supported by a grant of £2345. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: "schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

St. Clement's is a smaller than average primary academy with 210 full-time pupils on roll. This consists of 7 classes – Reception to Year 6. There is also a 3 day full time nursery class.

According to Government figures, Nechells is in the top 2% of areas of deprivation in the UK. This includes the 'income deprivation affecting children index' (IDACI). Pupils at the school represent 34 different ethnic heritages and 16 different languages are spoken.

The proportion of disabled pupils and those who have special educational needs is in line with national averages. There is a growing number of pupils entering EYFS and Key stage one with complex need and/or an ASD diagnosis or diagnosis. This currently stands at 12% in KS1/EYFS and 2% in KS2.(8% whole school). There are also several pupils on the pathway to diagnosis.

Over half of pupil (60%) are eligible for pupil premium support.

Mobility at the Academy is high, currently standing at approximately 23%. Since September the number of pupils on our vulnerable list has risen to 40% of total pupils, with 70% of those in receipt FSM and 39 pupils on school Early help. The pupils on the list are vulnerable for a variety of reasons ranging from SEND needs, young carers and PLAC, to family support, immigration/ new to country and Early Help.

We have used data comparisons and our extensive knowledge of our school community and need alongside existing research and publications including advice from the OFSTED good practice series to support and enable us to make decisions about expenditure and the effective use of our pupil premium funding.

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

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

In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive free school meals will be socially disadvantaged.

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

The overall aims of our pupil premium strategy are:

- To reduce attainment gap at Key Stage Two greater depth, between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To meet the needs of the whole child, with a focus on their social and emotional, mental health issues

## Assessment information



## EYFS (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
	School Average	National average	
Good level of development (GLD)	66%	73.3%	71.8%
Reading	73.3%	80%	76.9%
Writing	66%	76%	73.7%
Number	73.3%	83%	79.8%
Shape	80%	83%	81.5%

## YEAR 1 PHONICS SCREENING CHECK (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

Pupils eligible for PP	Pupils not eligible for PP	National average
94%	83%	91%

## END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)



## END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for PP		Pupils not eligible for PP
	School average		National average
% achieving expected standard or above in reading, writing and maths	68%	67%	73%
% making expected progress in reading	74%	75%	75%
% making expected progress in writing	68%	67%	69%
% making expected progress in maths	79%	83%	76%

## END OF KS2 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for PP		Pupils not eligible for PP
	School average		National average
% achieving expected standard or above in reading, writing and maths	67%	80%	73%
% making expected progress in reading	83%	80%	78%
% making expected progress in writing	83%	80%	79%
% making expected progress in maths	67%	94%	65%

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Poor language/literacy skills on entry; Poor expressive and receptive language; Lack of breadth of understanding & using words in context.
B	Social and emotional, mental health issues, Attachment issues due to early life trauma.
C	Low levels of resilience and confidence due to poor social and emotional skills
D	Increased attainment gap due to school closure

### ADDITIONAL BARRIERS

#### External barriers

E	Low level of attainment at entry particularly in CLL
F	Mobility- Many children enter the school at different points in their school life-gaps in learning due to inconsistent prior education
G	High levels of socio economic deprivation & home circumstances (e.g. domestic violence, separation, bereavement) resulting in low self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socializing with others
H	Attendance for PP group is lower than national average.



## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Teachers to have a clear understanding of PP pupils and their needs and use this to inform targets for whole class teaching and interventions and use their assessment analysis to target and close gaps between PP pupils and non PP pupils (particularly in KS2)	<ul style="list-style-type: none"> <li>• Targets for individual pupils met</li> <li>• Progress gap to narrow between PP and non PP students (especially for low prior attainment)</li> <li>• Gaps close in attainment (Particularly in KS2)</li> <li>• Teaching all recorded as good or better in triangulated learning walks.</li> <li>• Interventions are evidence based and closely tracked and monitored by PP lead.</li> </ul>
B	Supporting PP pupils through extended school days and home learning packages.	<ul style="list-style-type: none"> <li>• Gap closes between Non PP and PP pupils.</li> <li>• Extra support allows for 'catch up' where pupils are identified with having significant gaps in learning.</li> <li>• Tailored home learning support enables pupils to continue to make progress and embed learning outside of school.</li> </ul>
C	Pastoral support in place to support children's Social, Emotional and mental health.	<ul style="list-style-type: none"> <li>• Early identification of children's needs</li> <li>• Pastoral Care register shows support in place to meet identified needs</li> <li>• Monitoring and tracking shows impact of support</li> <li>• Engagement through Academic &amp; sporting enrichment activities</li> <li>• Behaviour and exclusion data to show impact of pastoral care.</li> </ul>



D	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance.	<ul style="list-style-type: none"> <li>• Rates of PA for PP reduce from last year</li> <li>• Rates of attendance for PP improves</li> <li>• Attendance to be better than national benchmarks.</li> </ul>
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## Planned expenditure for current academic year

### Academic Year 2020-2021

#### Quality of Teaching for All

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
All pupils to receive high quality teaching and learning (QFT)	Quality of teaching contributes to improved pupil outcomes	Research evidence highlights good or better teaching impacts significantly on pupil outcomes	<ul style="list-style-type: none"> <li>• Staff training/ CPD is tailored to own needs in light of pupil barriers.</li> <li>• Carefully planned curriculum matched to pupils learning needs, addressing previous year's gaps due to school closure.</li> </ul>	SLT	approx:1950 (inc all phonics/reading training)	Half termly
	Points of progress for all year groups is at or above expected	All children have the right to a broad and balanced education	<ul style="list-style-type: none"> <li>• Daily targeted intervention monitored and tracked by PP lead for impact.</li> </ul>	SLT/ SUBJECT LEADERS	-	Weekly (subject leaders) /Half termly
	Feedback is having a positive impact on progress	Progress in certain groups was below expected, particularly in writing, reading and maths.	<ul style="list-style-type: none"> <li>• Staff CPD – Growth mindset, use of recommended (EEF) Training provider</li> </ul>	PP LEAD/ CT/TA	tbc	Half termly
		EEF- impact of Metacognition, Self-regulation, feedback , Growth mindset - suggests progress of up to 5 months	<ul style="list-style-type: none"> <li>• Ongoing school and BDMAT Hub CPD</li> <li>• Coaching from experienced members of staff for identified</li> </ul>	PP LEAD	BDMAT costs	Ongoing
				GF	-	
				JN	-	



			<p>staff &amp; 0.5 two teacher model in Y6</p> <ul style="list-style-type: none"> <li>• Involvement with Achievement for All program- external CPD/ strategies/ monitoring</li> <li>• Involvement with Mastery Maths program</li> <li>• Implementation of Philosophy for children across whole school- external CPD</li> </ul> <p>Monitoring:</p> <p>Observation &amp; scrutiny ½ termly</p> <p>Learning walks/ book looks</p> <p>Pupil progress meetings</p> <p>Data analysis &amp; target group data</p> <p>Maths scrutiny &amp; impact from CPD</p> <p>Pupil voice/ lesson observation-GM</p> <p>Case studies PP Lead/ Learning Mentor/ Forest Schools Leader</p> <p>Environmental walks to ensure environment physically represents 'Growth Mindset' approach to T&amp;L</p>	<p>JN</p> <p>DS</p>	<p>£4980</p> <p>Online resources/ subscriptions approx. £200</p>	<p>half termly</p> <p>Half termly</p>
Total budgeted cost:				£7130 + growth mind-set CPD		





Targeted Support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Teaching of reading to be systematic and high quality	PP children not only attain in line with peers nationally but develop a love of reading and books especially in KS2  KS1 pupils become fluent, confident readers and are 'off' phonics in Year 2	Reading is an invaluable life skills	RWI phonics to be embedded through some external training and purchase of home reading books – Phonics lead/SLT drop in sessions, coaching for less confident staff. Regular CPD.  Subscription to Power of Reading website – SLT to monitor use – planning scrutinies/ support with planning  Subscription to Oxford Owl? Monitoring by staff/SLT to identify pupils accessing wide range of books. Setting homework tasks and raising the profile within classroom/ year group assemblies.  Daily keep up/ catch up reading interventions – tracked and monitored. Assessments carried	JN/CC	Books: £650 Nursery pack: £392 Training (costed in previous action)	weekly/Half termly
		Reading helps children build vocabularies		GF	£350	Half termly
		Language rich environment promotes expressive/ receptive language development.		GF	£TBC	Half termly
		Reading/ reading related activities enables language acquisition		GF	-	Half termly
		Improved comprehension skills are necessary in order to read to learn. Breadth of understanding.		GF/JN/CC		

			<p>out half termly to monitor progress.</p> <p>Monitoring: data analysis of relationship between chn who pass phonics screening in Y1 and ARE KS1 reading</p> <p>Pupil voice</p> <p>Reading data &amp; pupil progress meetings</p>			
Total budgeted cost:				£1400 + reading subscription		



## Targeted Support

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
PP children to receive additional support in class and post tuition especially in KS2	<p>Gap diminished and greater level of engagement in lessons</p> <p>Close gaps arisen from school closure</p>	To ensure that PP children make accelerated progress in order to diminish the difference with non PP children especially in KS2 – and due to school closure	<p>Teaching assistants support children in class -50% in school TA salary – intervention groups</p> <p>After school tuition focused on specific area of need (4x days a week)</p> <p>Extra after school tuition in maths &amp; Literacy skills (KS2)Autumn2/Spring</p> <p>Reception /KS1 interventions to focus on reading interventions &amp; RWI (lowest 20% of readers)</p> <p>Monitoring: Intervention record keeping Data analysis Pupil progress meeting</p>	<p>SLT</p> <p>GF/JN</p> <p>JN</p> <p>GF/JN/CC</p>	<p>105,482( 47 % of 8 TA salary based on guidance from Trust finance partner)</p> <p>£TA hourly rate x 4 hours per week (KS1) For Spring and Summer term.</p>	<p>Half termly</p> <p>During and at the end of each cycle of sessions</p> <p>Weekly</p> <p>Weekly /Half termly</p>
Total budgeted cost:				105,482		



Targeted Support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Early speech and language intervention to narrow vocabulary gap on entry to school	Narrowing of vocabulary gap to have positive impact on reading and writing	Evidence and historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary	All pupils screened using WELCOM on entry for S and L deficit so that interventions can be put in place without delay	SENDCo	-	Half termly
		Nationally recognized PP vocabulary gap ( 30 million words by 4)	SALT intervention – most vulnerable children priority (SEND)	SENDCo	SEND Budget	Half termly
		Monitoring: Data analysis of disadvantaged achievement phonics screening KS1 reading SALT records EYFS- GLD communication	TA led S and L intervention programs (focused in EYFS initially)- records kept on CPOMS of actions and impact	SENDCo	-	
Total budgeted cost:				Cost from SEND budget		

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?



<p>Pastoral Team to champion PP children in learning behaviours and encourage parental engagement</p>	<p>PP children attain in line with their peers nationally by the end of year 6</p> <p>Pupil and teacher well-being is high across all year groups</p> <p>Removal of social and emotional barriers to learning allowing pupils to flourish in school</p>	<p>PP children often need additional confidence boost and encouragement</p> <p>Parents not always aware of the attainment gap and need ways and encouragement to support their children</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>EEF-Evidence shows that pupil premium children may lack resilience for learning due to social and emotional pressures</p> <p>Monitoring: behaviour wall tracking</p> <p>CPOM analysis/audit</p> <p>Pupil &amp; parent voice</p> <p>Vulnerable children's list records</p> <p>Intervention record keeping-improving engagement/involvement of PP chn.</p>	<p>Pastoral Team's role has more one-to-one opportunities for mentoring of vulnerable pupils of whom 70% of whom are eligible for Pupil Premium, with a particular focus on issues of self-worth and confidence. The Pastoral manager also manages behavior and SEMH, building programs of support to promote academic success.</p> <p>Safeguarding is coordinated by the Pastoral manager.</p> <p>Working with outside agencies to provide opportunities for parents education to engage more with school and to develop confidence to seek support outside of school.</p> <p>Family support work – DA</p> <p>Jigsaw families program</p> <p>Yoga Bugs – promoting and developing pupils emotional and physical literacy and well-being</p> <p>Working towards Well-Being Award</p> <p>Mentoring through lunchtime clubs when appropriate</p> <p>Active mentoring and extra-curricular activities for vulnerable children-OB to keep records of engagement.</p>	<p>DA</p> <p>JN/ External agency</p>	<p>£38,122</p> <p>£1500</p> <p>£1200</p>	<p>Termly</p>
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Total budgeted cost:					40,822	

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
PP pupils to receive home learning resources.	<p>Pupils narrow the gap created by school closure.</p> <p>More time during school day spent on current year group outcomes</p>	<p>Pupils continue to access high quality learning from home.</p> <p>Resources packs – pupils do not have sufficient resources (pens/ pencils/ scissors / books and so on) to complete home learning activities.</p> <p>Pupils do not have access to technology, devices and internet to be able to access online learning</p>	<p>Teachers provide high quality home learning/ home work for pupils to ensure gaps in pupils learning continue to narrow outside the classroom. This is in addition to what would normally go home</p> <p>School will supply 'tools' to enable pupils to complete learning set by teachers.</p> <p>School will provide high quality text books for PP pupils so that learning is not halted due to insufficient ICT in the home.</p> <p>Monitoring: Intervention record</p>	DS/JN/GF		<p>Weekly / Half termly</p> <p>Half termly</p> <p>Weekly /Half termly</p>



			keeping Data analysis Pupil progress meeting Pupil voice Parent consultations			
			Total budgeted cost:	TBC £1500-2000 approx subsidized from GAG funding		

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Technology – training and support for staff to deliver online learning/ lessons Interactive smartboards Online learning platforms	Support for pupils and parents to continue high quality learning and narrow the gap created by school closure.  High quality lesson delivery with appropriate teaching aids and resources  High level of interest and motivation for pupils	EEF reports high quality digital technology can motivate and prompt interest and when used with focused learning objectives can add up to 4 months progress for disadvantaged learners.  Teaching for Mastery approaches incorporate high quality interactive images, which help pupils understand new concepts.  KS1 & EYFS IWB are extremely out of date and can no longer be updated with	CPD for staff on how to deliver high quality online learning, which will have the most impact on pupil progress.  Monitoring/ evaluating Digital learning walks Pupil voice Parent voice	JN/GF/LR	No cost	Weekly / Half termly          Weekly – Half termly





		appropriate software to support current learning applications/ programmes.				
Total budgeted cost:						

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
PP children with additional needs receiving school support to have extended 1:1 hours	Children will access more of the curriculum and make progress towards targets both social & emotional as well as academic.	<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 and the EEF Toolkit.</p> <p>Monitoring: Intervention record keeping-CPOMS Parent voice (send meetings) Progress against continuums</p>	<p>Extra hours added to existing contract of staff to support specific children.</p> <p>KM 1:1 SM</p> <p>FB – supporting high level of need in Y1 and interventions across both Key stages.</p>	JN/HP/DA		<p>Half termly</p> <p>Half termly</p>
Total budgeted cost:				Subsidized from SEND budget		



Total budgeted cost:		Costs subsidized from GAG funding	
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Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Additional support to improve the provision for disadvantaged pupils, including their mental health and wellbeing include discounts/purchasing uniform, purchasing stationary, subsidizing /paying for trips, education psychologist funding, therapy/counselling funding and funding extracurricular clubs.	Disadvantaged pupils have access to the same broader experiences and life chances as their peers.	An audit of school PP children's needs show a significant % of needs are within PHSE elements.  Self-esteem, confidence and engagement will all be raised and pupils will build resilience, independence and perseverance through accessing wider experiences which will impact on behavior/ learning and social skills.	DA to coordinate with families and teachers when needs arise and ensure ACEs needs are met This will involve support from outside agencies, resources for mentoring and social groups, forest schools and funds used for uniform, travel and family support.  <b>Adverse childhood experiences</b> (ACEs) are traumatic events occurring before age 18. ACEs include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence.	DA/JN	£243 Uniform Transport cost	½ termly
Total budgeted cost:					Subsidied by gag funding	

# Review of expenditure from previous academic year

The headings below help you to demonstrate how you used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
		<p>Did you meet the success criteria?            Give evidence to support your impact, this can be from:</p> <ul style="list-style-type: none"> <li>• Attainment/progress scores</li> <li>• Case studies</li> </ul> <p>Also include impact on pupils not eligible for pupil premium if appropriate</p>	<p>This can include lessons learned about impact or implementation.            If your approaches didn't meet your success criteria:</p> <ul style="list-style-type: none"> <li>• Why not?</li> <li>• Will you continue with this approach next year? If so, then why? Will you make any changes?</li> </ul>	



<p>All children to be in receipt of good or better teaching</p>	<p>Quality of teaching contributes to improved pupil outcomes Pupil and teacher well-being is high Points of progress for all year groups is at or above expected Feedback is having a positive impact on progress</p>	<p>Impact of attachment &amp; trauma training- CPOMS show very few behavior incidents that affected learning in class from vulnerable pupils. End of year data-teacher prediction based on progress across the year show no significant gaps between PP and non PP pupils across all subjects. Coaching from experienced members of staff for identified staff &amp; 0.5 two teacher model in Y6 Involvement with Mastery Maths program- Most year groups were implementing this strategy and impact was beginning to be seen. Growth Mindset strategies - children were able to verbalize coping mechanisms in pupil consultations. Regular Learning walks and book looks- show good levels of progress up to Spring(closure)</p>	<p>Involvement with Achievement for All program did not have the desired impact as many of the strategies offered were already in place. As it is a 2-year program we will look at a more specific input for 20-21 to show impact.</p> <p>Having a 2 teacher model in yr 6 is effective in targeting pupils appropriately to make accelerated progress. Continue this approach in 20-21 especially to close gaps made wider by Covid closures.</p> <p>Continue to embed Mastery maths in 20-21 as not enough teaching time in 19-20 due to closure to see full impact.</p>	<p>£5780</p>
<p>Teaching of reading to be systematic and high quality</p>	<p>PP children not only attain in line with peers nationally but develop a love of reading and books especially in KS1</p>	<p>Data across the school year 19-20, both test and teacher assessment(predicted) shows reading is emerging as a stronger subject in all year groups. There are very few significant differences across all year groups for PP and Non PP in Reading and no significant differences at the end of KS1 and 2. Children are in line with their peers Nationally.</p>	<p>Continue to champion the library and reading for pleasure. Specific targeted interventions for reading for pupils with gaps in knowledge around reading. Also to support phonics for Y2/1 and Rec- extend staff confidence &amp; skill through CPD.</p>	<p>£6300</p>



Pastoral Team to champion PP children learning and encourage more parental engagement	PP children attain in line with their peers nationally by the end of year 6	Data show pupils in line with National at the end of both Ks 1 and 2. No significant gaps across Read, Write or Maths. Increase in % of PP achieving GD. Pupil and parental feedback on Pastoral support is positive. Many pupils that may not have been able to access the curriculum fully have been supported through a careful balance of Pastoral care and academic support. This support was continued through lockdown with those vulnerable pupils unable to access school, in continued contact with Pastoral support.	Develop the Pastoral role in the classroom to support mental & emotional well-being and rebuild pupil's confidence and resilience for learning.	36,843
Removal of social and emotional barriers to learning	PP children barriers for learning removed allowing them to flourish in school	Active mentoring worked well especially in KS1 & EYFS- pupil and teacher feedback showed improvement in concentration and gross & fine motor skills	Develop the Pastoral role in the classroom to support mental & emotional well-being and rebuild pupil's confidence and resilience for learning.	12,600
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
PP children to receive additional support in class and post tuition	Gap diminished and greater level of engagement in lessons	Data at end of key stage show pupils in line with their peers Nationally.	Interventions to continue to be for a shorter time frame with more short term/ attainable targets.	£74,399 £900



Early speech and language intervention to narrow vocabulary gap on entry to school	Narrowing of vocabulary gap to have positive impact on reading and writing	Therapist records and tracking shows some improvement in pupils on caseload. Unfortunately, due to closure full impact cannot be measured. During closure, CPD was delivered to SENDCo who can continue to support the pupils as they move out of the priority group.	With the amount of high need pupils in each Reception cohort growing, the input from the SaLT continues to be a focus on supporting the language and communication needs.  With the SENDCo now having further training, the impact can widen on pupils not only on the caseload but other needs.	£7350
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost





<p>Additional support to improve the provision for disadvantaged pupils, including their mental health and wellbeing include discounts/purchasing uniform, purchasing stationary, subsidizing /paying for trips, education psychologist funding, therapy/counselling funding and funding extracurricular clubs.</p>	<p>To ensure all pupils can access all areas of curriculum experiences/ extra-curricular experiences and opportunities.</p> <p>To build confidence and self-esteem with most vulnerable disadvantaged pupils.</p>	<p>Two pupils had bus passes paid for so they could attend school after being moved in temporary housing.</p> <p>Several pupils have had uniform and shoes provided.</p> <p>Each class has had at least one educational visit (non-curriculum linked) that has been subsidised so all pupils could attend.</p> <p>PP pupils have accessed all after school clubs and October holiday club at no charge</p> <p>Pupil and Parental feedback has been positive and pupil engagement has been high.</p> <p>During lockdown school provided lunch parcels (not voucher scheme) from march until June for PP children. There were also library books and physical resources such as pencils, exercise books etc. .</p>	<p>The impact on specific pupils in being able to support them with getting to school and having the same opportunities as their peers, has a wider impact on the whole class. It was unfortunate that impact could not be accurately measured in data terms due to closure and predictions. From the predictions, some of most vulnerable pupils made progress in line.</p> <p>The focus on well-being will continue to be a priority for school and supports both the school and the Trust vision for Life in all its Fullness for all our pupils.</p>	<p>Contingency £15,548</p>
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