

Pupil premium strategy

statement 2020 - 2021

1. Summary information

School	Blacklow Brow				
Academic year	2020 - 21	Total PP Budget	41,695	Date of most recent PP review	Sept 2020
Total number of pupils	225	Number of pupils eligible for PP	32	Date of next internal review of this strategy	Jan 2021

2. Summary of the PPG

Pupil Premium funding was introduced by the Government to help support disadvantaged pupils (defined initially by their eligibility for Free School Meals at any time in the last six years). The funding aims to enable schools to take the most effective actions to improve outcomes for disadvantaged pupils and eliminate the gap in performance between pupils from backgrounds with different levels of wealth.

Blacklow Brow is allocated an amount each April by the Education and Skills Funding Agency (ESFA), depending on the number of disadvantaged pupils' on-roll as at the January census. It is then for the school to decide how this money is best spent to have the maximum impact on overall pupil achievement and experience.

We recognise that disadvantaged pupils are not a homogeneous group. One size-fits-all interventions are not the most cost effective. Our pupils are influenced by their interaction with a range of people both in the school and the community, and in different settings (parents, canteen staff, receptionists, wider community, services, etc.). Gathering different stakeholders' views also supports with building a picture of the context of our pupils.

Our work in relation to Pupil Premium is reviewed regularly to ensure it is having the intended impact in raising standards. Key leaders across the school meet regularly to discuss our database of bespoke provision, of provision for all disadvantaged pupils in general and the impact of the provision. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is also carried out through parental and pupil forums/surveys, work sampling, data captures and lesson drop in observations. The information gathered from this monitoring is collated centrally for the Head of School and Assistant Head to access. Key headlines based on findings are reported at whole school staff meetings

Pupil Premium Grant Breakdown 2020/2021

Pupil Premium Grant Income	41,695
Educational materials	£6,745
Other Educational Services	£2,372
Other Educational Services	£2,200
Staffing	£30,378

3. Attainment KS2 July 2020

	Pupils eligible for PP	Pupils not eligible for PP	National Average for all pupils 2020
% achieving in reading, writing and maths	NO DATA AVAILABLE (POST COVID)		
% achieving in reading			
% achieving in writing			
% achieving in maths			
% achieving in GPS			
% achieving in Science			
% making progress in reading			
% making progress in writing			
% making progress maths			

Current Attainment KS1		July 2020		
		Pupils eligible for PP	Pupils not eligible for PP	National Average for all pupils 2019
% achieving in reading, writing and maths		NO DATA AVAILABLE (POST COVID)		
% achieving in reading				
% achieving in writing				
% achieving in maths				
4. Barriers to future attainment (for pupils eligible for PPG)				
In-school barriers (such as poor oral language skills)				
A	Academic Catch up (post Covid)			
B	Achievement in reading and writing in all year groups including EYFS			
C	Pupil and family well-being (post Covid) <u>PP has increased 16.67% since March 2020</u>			
D	Communication skills, limited vocabulary, poor oral language skills.			
External barriers (including issues which also require action outside the school such as low attendance rates)				
E	Emotional barriers (resilience, low self-esteem)			
F	Complex family circumstances			
G	Limited life experiences for some pupils and access to wider cultural, sporting and social opportunities and pupils' and their families have social & emotional difficulties, including medical and mental health issues			

H	Lack of electronic devices to work from home during lockdown - <u>11/173 Pupil without a device to work on at home</u>	
I	Poor attendance for online learning – some of our vulnerable children’s parents are wanting to keep their children at home, these pupils have poor engagement. To date (05/02/21) 79% of all children are attending online classes with 72% fully engaged and handing in work.	
5. Desired outcomes (specific outcomes and how they will be measured)		Success criteria
A	Through a ‘recovery curriculum’ and interventions provided to children, attainment and progress will continue to increase allowing children to access a broad and balanced curriculum.	<p>That all children will receive a curriculum that supports any gaps in learning deriving from schools closures last year.</p> <p>Those children continue to make expected progress through quality first teaching and interventions.</p>
A	Quality of teaching for all - To develop a robust “recovery” curriculum that addresses and meets the needs of all disadvantaged pupils.	<ul style="list-style-type: none"> • Gap analysis and use of O’Track by class teachers and subject leaders to identify missed learning due to Covid 19. • Initially, planning of topics from September 2020 to be R/W/M/Project based with a strong emphasis on PSHE. • Catch up curriculum to focus on previous learning missed with a particular emphasis on core content and skills. • Robust Assessment and Data Evaluation leading to targeted intervention (Pupil Progress Reviews, assessment weeks, Book looks, Learning Walks • PP children being identified on class provision maps and individual provision maps, all staff aware of those children on PP register in their class.
B	More PP children achieve the expected standard in reading and writing at the end of KS1. Increased levels of progress are made by PP children in reading and writing through KS2.	<ul style="list-style-type: none"> • % of PP children achieving the expected standard in reading, writing and SPaG is in line with children nationally by the end of KS1 & 2. • KS2 progress measures in reading and writing are in line with national for PP children
C	Higher rates of progress through KS1 for pupils eligible for PP (SATS, OTrack, NFER).	<ul style="list-style-type: none"> • Higher % of PP pupils achieve the expected standard in R/W/M at the end of KS1.
D	Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)	<ul style="list-style-type: none"> • Higher % of PP pupils achieve the expected standard in reading (both KS1 and KS2) • Higher % of PP pupils achieve the expected standard in phonics. • Higher % of PP children achieve the expected standard in writing and SPaG by the end of KS2.
E	Emotional barriers don’t stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and management of own behaviour.	<ul style="list-style-type: none"> • Teachers track pupil’s emotional wellbeing through PSHE lessons in school and welfare calls during any lockdown situation. • Pupil eligible for PP make as much progress as Non-PP pupils.

F	Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality.	<ul style="list-style-type: none"> • Early identification of SEND, family needs, emotional, social and behavioural needs. • The % gaps between PP and 'Other' children is reduced in reading, writing and maths by the end of KS2. • Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1. • 96.2% - 97% attendance for PP children. • Less than 5% Persistent Absenteeism. • Increased punctuality
G	PP children are punctual and their attendance records are in line with national expectations. (SIMS, attendance and punctuality records)	<ul style="list-style-type: none"> • Improved % attendance for PP children. • Less than 5% PA • Reduced % of lates vs 2019-2020.
H	Activities/equipment/opportunities for PP children are subsidised to support families, PP children able to access a wide range of cultural, sporting and social opportunities in school and beyond.	<ul style="list-style-type: none"> • PP pupils can access the same activities/ equipment/ opportunities as non-PP children as part of school and the extended school provision. • Pupils eligible for PP have experienced a wide range of cultural, sporting and social opportunities within school.

6. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
Quality of teaching for all - To develop a robust "recovery" curriculum that addresses and meets the needs of all disadvantaged pupils.	<p>From September 2020, it is essential that as a school, we start from Summer term objectives from the previous academic year in order to assess the gaps and plug them before moving onto their current year's study.</p> <p>Therefore, the first half term of learning will be focused on R/W/M objectives for the</p>	<p>The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:</p> <p>Consistency of practice and a shared understanding of what</p>	SLT	<p>Assess lost learning, and tailor support to match. All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges.</p> <p>Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils.</p>	Autumn 2020 – measure effectiveness through assessment.

	<p>previous term and a topic-based approach to foundation subjects using the previous term's topic. The children will be assessed at the previous PoS using Otrack, in order to identify gaps and point for future learning.</p> <p>Whole school expectation of never less than good teaching and learning across the school and increasing examples of outstanding.</p> <p>Targeted challenge work for HA children and teacher/support staff input in lesson planning.</p> <p>Continue to improve the quality of feedback both written and verbal.</p>	<p>good teaching and learning is in every year group.</p> <p>Quality First Teaching promotes achievement by, creating a safe happy environment for learning; promoting independent learning; having high expectations for all and sharing clear expectations. With Quality first teaching pupils will be engaged and motivated learners who take responsibility for their own learning and progress. Our pupils will develop resilience through supported risk taking and exciting tasks.</p> <p>School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level.</p>		<p>Lesson Observations Learning walks Book scrutiny Pupil voice</p> <p><i>(keeping in line with social distancing measures and whole year group bubbles)</i></p>	
<p>More PP children achieve the expected standard in reading and writing at the end of KS1. Increased levels of progress are made by PP children in reading and writing through KS2 to diminish the difference. Regular interventions will take place alongside quality first teaching.</p>	<p>Varied interventions (according to need) to be provided before, after and sometimes during school. Whole phase approach to classroom organisation & staffing support aimed at closing the gap for disadvantaged pupils</p>	<p>Studies have demonstrated that early intervention programs that provide instruction in either handwriting or spelling can have a positive effect on aspects of struggling writers' composing and compositional fluency.</p>	<p>DHT</p> <p>E Gibson-Burkert (Temp EYFS lead)</p> <p>H Betts (Phonics lead)</p> <p>SENDCO</p>	<p>Intervention staff to track children and inform teacher. Teachers will always be fully aware of how the pupil is progressing in interventions.</p> <p>Senior leaders allocate staff as appropriate across the school to give priority to those who need the greatest support.</p>	<p>Termly outcomes of monitoring cycle & pupil progress meetings</p>

	<p>Class teacher will identify the pupils, prioritising disadvantaged and provide regular, tailored verbal feedback sessions.</p> <p>Quality first English teaching</p> <p>VIPERS</p> <p>RWI phonics</p>	<p>EEF have found that Interventions should start early, be evidence-based and be carefully planned. Research states that Interventions should include explicit and systematic instruction. We want our staff to understand how interventions are connected to whole class instruction. Research has shown that effective interventions do not always need to be time consuming or intensive to be effective. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.</p> <p>Structured support needed for children e.g. phonics, VIPERS, maths mastery within the classroom.</p> <p>Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers which lays the foundation for writing.</p>		<p>Termly assessment and review of pupil outcomes and progress.</p> <p>Appropriately tailored interventions for specific periods of time with clear outcomes delivered by well-trained staff are shown to accelerate learning for pupils.</p> <p>Intervention to take place during lock down for all PP pupils so far (05/02/2021) 54% of PP children have attended an online Intervention during lockdown, aim is for 90% by half term.</p>	
<p>Higher rates of progress through EYFS and KS1 for pupils eligible for PP (SATS, OTrack, NFER). With Improved outcomes for disadvantaged early year pupils who lack confidence and experience in the outdoors.</p> <p>Children's, social skills, communication and physical health and well- being will be developed</p>	<p>Quality first English teaching</p> <p>VIPERS to be introduced across school to give pupils a structured reading lesson in every year group</p> <p>To develop outside learning areas in EYFS and KS1. This will then be rolled out to KS2.</p>	<p>Structured support needed for children e.g. phonics, VIPERS, maths mastery within the classroom. Pupils acquire a long-term, secure and adaptable understanding of maths. Pupils learn strategies and skills that allow them to</p>	<p>DHT</p> <p>E Gibson-Burkert (temp EYFS lead)</p> <p>H Betts (Phonics lead)</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Termly data</p> <p>Pupil Progress meetings</p> <p>Children will develop skills that will move with them through their school career and outdoor learning will be developed as a</p>	<p>Termly outcomes of monitoring cycle & pupil progress meetings</p>

	<p>RWI phonics to be used to identify gaps in children's phonics knowledge and teach from an appropriate starting point</p> <p>Maths mastery (WR maths)</p>	<p>read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers which lays the foundation for writing.</p>		<p>whole school initiate from EYFS to YR 6.</p> <p>Monitoring of reading VIPERS activities and data.</p>	
<p>Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)</p>	<p>RWI phonics (in school and virtual classroom online)</p> <p>Access to consultant to support and train staff in data analysis, improved outdoor provision and supporting children to exceed in literacy and mathematics.</p> <p>Highly-trained staff in Nursery assess children on entry, identify children requiring intervention to address speech & language needs and deliver bespoke programmes to ensure they rapidly make progress in our Early Years provision.</p>	<p>Every child deserves a secure, good, safe and happy childhood. EYFS sets the standards for learning, growth, development and care of children from birth to five years old. Proper development of these areas are essential for healthy growth and to have a better future learning.</p> <p>Quality EYFS provision will have a positive impact on attainment as pupils' progress through the school.</p> <p>Improved fluency and extends vocabulary range. Improved reading skills.</p> <p>Nationally recognised programme.</p>	<p>DHT</p> <p>H Betts (Phonics lead)</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Termly data</p> <p>Pupil progress meetings</p>	<p>Termly outcomes of monitoring cycle and pupil progress meetings.</p>
<p>Developing the outdoor area for children will encourage all children especially disadvantaged To be successful learners, confident individuals, effective contributors and responsible citizens.</p> <p>Our improved outdoor space will enhance disadvantaged children's learning experiences as outdoor learning encourages learners to understand the interplay and</p>	<p>Redevelop field and KS1 outdoor area to ensure that children have adequate space to play and develop physical skills.</p> <p>New surfacing to be laid and railing to be taken down to give access to and allow children to utilise huge areas of playground that were previously</p>	<p>There are many benefits to children and playing outside. Outside, children can release energy, use loud voices, play vigorously, and engage in messy projects. In addition, children can experience the plants and animals in their local ecosystem (Greenman, 2007).</p>	<p>DHT</p>	<p>Children will have access to numerous opportunities to develop physical health.</p> <p>More after school clubs can take place due to the increased areas for this to happen.</p> <p>Children in Afterschool and breakfast club can use the outdoor areas for longer</p>	<p>First Aid log</p> <p>Site manager report</p> <p>Behaviour Logs</p>

<p>relationship between Curriculum areas.</p>	<p>unusable in wet weather.</p>	<p>Research has helped us identify many other benefits to playing outdoors (Children and Nature Network, 2012), such as:</p> <ul style="list-style-type: none"> • Better physical health • Numerous opportunities to strengthen motor skills • Stress relief • Greater visual-motor integration (or the ability to control hand or body movement guided by vision) • Greater creativity • Stronger verbal and social skills • Production of Vitamin D (an essential vitamin for bone health) through exposure to sunlight • Increased attention and cognitive abilities (Wells, 2000) 		<p>periods of time in colder months. Less accidents and bumps at playtime due to hugely increased space and area development.</p> <p>Monitor timetables</p>	
<p>Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.</p>	<p>Behaviour system</p> <p>Sports coach</p> <p>Welfare calls home during lockdown to check on wellbeing.</p>	<p>Systematic and consistency in approach across the curriculum and school.</p> <p>Children and staff have a clear understanding of expectations.</p> <p>Develop pupils' emotional resilience.</p>	<p>D Walker (ABI lead)</p> <p>T Jones (Sports coach)</p> <p>Class teachers</p>	<p>SIMS</p> <p>Drop-ins</p> <p>Learning walks</p> <p>Behaviour logs</p> <p>Pupil progress data</p> <p>Evaluations of KIND centre experience.</p> <p>CPOMs</p> <p>Provision mapping (welfare calls)</p>	<p>Termly</p> <p>Weekly phone calls during lockdown.</p>

<p>Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality. Children are supported in school to make progress in line with Non-PP children.</p> <p>Provide all PP pupils with a device to work on from home during lockdown.</p>	<p>Attendance SLA CPOMS for safeguarding and behaviour. EWO DSL Subsidised wrap around care "new to school" uniforms Fruit scheme (KS1) Toast at playtimes Subsidised PE kits Devices for working at home (COVID catchup plan) Welfare calls home</p> <p>Use Covid Catch up fund and national schemes acquire devices</p>	<p>Specific families are targeted for support and liaise with a central point of contact (ABI lead). Key person is responsible for engaging target families.</p> <p>A central system is held so staff are kept up to date with developments and alerted about key issues.</p> <p>CPOMS is a tool to piece together the different behaviour traits of a child to help identify appropriate support.</p> <p>Any issues with welfare calls homes are referred to DSL/ deputy DSL and logged on provision mapping/ CPOMs.</p> <p>Devices allocated to families for remote learning through given criteria.</p>	<p>HT/DHT (deputy DSL) D Walker (ABI lead)</p> <p>DHT</p>	<p>SIMS Attendance and punctuality reports O'Track Family meetings Drop-ins Learning walks Behaviour logs Pupil progress data CPOMs Provision mapping</p> <p>Lockdown monitoring</p>	<p>Termly Attendance weekly</p> <p>Spring Term</p>
<p>Improved subject knowledge of teachers in the delivery of the curriculum</p>	<p>To cover supply costs for teachers, so they can attend valuable training, and network meetings and see good practice in other schools</p> <p>Individual support from SIO to support new subject leads in their roles</p> <p>In depth look at individual subjects to ensure progression throughout each subject.</p>	<p>Evidence of impact from previous year's progress and observations through monitoring.</p> <p>New subject leaders in each role.</p> <p>Subject leaders supporting all staff in curriculum development</p>	<p>DHT</p>	<p>Lesson observations Learning walks Book scrutiny Pupil voice</p>	<p>SLT Subject leaders Class teachers Support staff Supply staff</p>

ii. Targeted support

Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
Improved quality & quantity of oral language exchanges/improved oracy skills/increased pupil confidence & wellbeing	<p>Early Years staff trained to plan and deliver high quality provision aimed at children on track for exceeding.</p> <p>Use 'Wellcomm' intervention programme to identify communication needs in Early Years. Staff in EYFS are specifically trained to deliver the programme.</p>	Research has shown that delayed language skills set the scene for under-performance later in life, yet many children still arrive in primary school undiagnosed. "Wellcomm" is a diagnostic programme to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment. Instant reports are produced and it is an easy to understand traffic light scoring format that allows all parties in EYFS to be able to understand and use.	SLT	<p>TA's trained in using programme and monitored by SLT and EYFS lead staff.</p> <p>Termly reports to governors</p>	Improved quality & quantity of oral language exchanges/improved oracy skills/increased pupil confidence & wellbeing
Improved progress for PP pupils across the school and to diminish the difference between pp children and non pp children and ensure that all pp pupils continue to do well.	<p>Weekly small group sessions in reading, writing and mathematics for pp children including high- attaining pupils.</p> <p>Booster sessions in the morning and after school delivered by teaching and support staff.</p>	We know that small group interventions can prove useful in providing extra support. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with some further interventions delivered by the DH, Learning Support Officers and HLTAs.	<p>DHT</p> <p>SLT</p>	<p>DHT SEND Lead</p> <p>Support staff</p> <p>Booster teachers</p> <p>Year 6 class teachers</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>SLT and teachers released to participate in pupil progress meetings.</p> <p>Targeted CPD for teaching</p>	Improved progress for high attaining pupils across the school and to diminish the difference between pp children and non pp children and ensure that all pp pupils continue to do well.

				assistants	
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	VIPERS Purple Mash Basic skills Bespoke English and Maths CPD for all TAs Interventions, KS1 TA support 1:1 and small group interventions (Reading / SEN) Interventions: reading, writing, maths, phonics. Read, Write, Inc	Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met.	DHT PP Lead J Kelly S Hine (SENDco)	Drop-ins Learning walks Termly pupil data Pupil exit data Termly pupil premium review by PP lead.	Termly
To support a safe environment for pupil premium and vulnerable pupils over lunchtime.	Weekly meetings led by DHT ensure a safe and quality environment for all pupils. Training provided on ADHD for lunchtime staff. Update outdoor equipment (football pitches, assault course, flower planting area) All lunch time staff received First Aid training. We have zoned the playground so that children are engaged in meaningful and safe activities monitored by a member of Staff. Employ 2 Midday and further utilise Tas (paid) to support children in using the new additional outdoor areas and facilitating play.	We believe that a well-staffed and organised lunchtime will provide a quality environment for all pupils helping them to play and learn together socially and be ready to learn in the afternoon	DHT Miss Jones (Sports Coach)	DHT to meet each week with all lunchtime staff and teaching support staff. Regular updates on the needs of children.	Termly
That pupils' and their families who have social and emotional difficulties, including medical and mental health issues are given access to support form both school staff and outside agencies.	Sendco to provide support from external agencies including CAHMS and arrange meetings with parents	Families with identified needs are proven to need more support and time in a school setting. 1:1 and small group support are used where needed. Specific strategies	DHT SENDCO D. Walker (ABI lead)	SIMS Drop ins Behaviour logs/ system SIMS log Number of exclusions	weekly

		<p>taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>			
<p>Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality.</p> <p>Children are supported in school and make progress in line with non-PP children.</p>	<p>Safeguarding officer</p> <p>Subsidised/ fully funded places at breakfast club/ after school club.</p>	<p>Multi-agency approach to address situations for children in challenging circumstances.</p> <p>Supporting families through extended school provision.</p> <p>Supporting families through access to devices.</p>	<p>D Walker (ABI lead)</p> <p>SLT</p> <p>DSL</p>	<p>Behaviour logs</p> <p>Attendance/ punctuality data</p> <p>Exclusions data</p>	<p>Termly</p>
<p>PP children are punctual and their attendance records are in line with national expectations.</p>	<p>EWO 1:1 – target families identified, home visits, parent meetings.</p>	<p>Key member of staff has ownership of this area and is accountable for the % achieved by the school. Clear lines of responsibility and accountability.</p> <p>Direct line to home.</p> <p>Targeted and systematic approach to ensure attendance and punctuality is improving.</p> <p>They ensure families are fulfilling their legal obligations relating to school attendance in partnership with the EWO.</p>	<p>E Gibson-Burkert (EWO)</p> <p>D Walker (ABI lead)</p>	<p>SIMs</p> <p>Attendance and punctuality reports</p> <p>Tracking system</p>	<p>Weekly</p>

Provide enrichments to support the curriculum.	Wide variety of enrichment opportunities offered – virtual pantomime December 2020	All children can access the same educational opportunities, whether in school or remotely.	SLT	SIMs CPOMS	Termly Ongoing during lockdown
iii. Other approaches					
Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	Staff lead	How will you ensure it is implemented well?	When will you review the implementation?
By providing trips, swimming and residential discounts for PP pupils we will enable PP children to have the same experiences as those from other backgrounds, therefore raising their 'Cultural Capital.	To pay part of residential experiences in France and Italy and at PGL for PP children. <i>(if residential trips go ahead due to Covid 19)</i>	A school residential trip gives children a chance to interact with the outdoors and have many opportunities to develop their Cultural Capital. It also gives them a chance to try sports that they may not have had an opportunity to do so otherwise.	DHT	PP children will be actively encouraged to attend trips/swimming and residential and we will see the development of social, personal and study skills. We will monitor the take up of these. <i>(residential trips may not go ahead due to Covid 19)</i>	Termly
Increased confidence in children to be able to articulate their thoughts and improve communication	RWI VIPERS LOR Small group work Bespoke English and Maths CPD for all TAs Well Comms (EYFS)	A number of our PP children display the bullets below. <ul style="list-style-type: none"> • Attention and listening • Understanding language and following instructions • Poor vocabulary • Limited spoken language or poor grammar • Poor speech sound development • Stammering • Selective mutism 	SLT S Hind (SENDCO) E Gibson-Burkert (Temp EYFS lead)	Assessment data from OTrack. Drop-ins Pupil voice	Termly.

		<ul style="list-style-type: none"> Social and communication difficulties 			
Children access a nutritional diet and sense of belonging to the school community	Free fruit KS1 Free toast (whole school) Uniforms Milk subsidy.	Children access healthy/nutritional food. Improve diet. Improved concentration and energy levels. Children have the appropriate school uniform.	DHT D Walker (ABI lead) Lunchtime staff Teachers on duty	Monitoring lunchboxes and playtime snacks Uniform checks	SLT feedback - termly
Attendance at Breakfast Club and After School Club.	Provision in Breakfast and After School Club for pupils eligible for PP when required.	Access to breakfast club/afters school club supports children and their families with improved learning, attendance and behaviour at school, punctuality, healthy eating, social development and fun through play.	DHT	HT/DHT liaise with School Office Manager to identify children in need of further financial support.	Termly

Funding for LAC children is released and spending is planned appropriately.	Pupil Premium+ Spending Plans.	Strategic approach to spending plans for LAC children to ensure funds are targeted appropriately.	J Kelly (PP lead) SLT	Planning document/application for release of PP funding.	Termly
To provide provision of ad-hoc support as required for PP groups, pupils & their families	<p>Pay for school music service for PP children</p> <p>Respond to ad-hoc needs or opportunities which arise to support children, pupil groups and families as required e.g. extra year of music tuition for Y4 disadvantaged pupils/paying for uniform/sports equipment/additional revision books/transport to and from events Laptops purchased for PP families during lockdown period to ensure learning was facilitated fully</p>	<p>Ad-hoc/bespoke support can be very effective in targeted instances to support our PP pupils and families. Music programme – music is shown to enhance cognitive ability.</p> <p>Ensuring all children have equal opportunities will enhance their confidence and it will also ensure they have experiences in order to apply this into their work.</p> <p>Enrichment opportunities will also enhance the children's experiential vocabulary.</p>	SLT	<p>Review of such instances & their impact with PP governor</p> <p><i>(This will be from January 2021, due to Covid 19 restrictions)</i></p>	
Provide vulnerable families with food hampers during lockdown	<p>Order food hampers and deliver to families.</p> <p>Use KIND to further supplies for food hampers</p> <p>Survey parents to ask what is best, hampers or vouchers?</p>	Parents need additional support during lockdown, PP has increased 16.67% since March 2020.	SLT	Family welfare calls.	Autumn and Spring