

 Pupil Premium funding plan strategy 2020-2021

Pupil Premium funding, is additional to the main school funding, is allocated to schools to help address inequalities between children eligible for free school meals (FSM) and those children who are not. Please refer to the Pupil Premium policy for further information not covered in the following funding plan overview.

## Statement of intent

We at Blackheath Primary believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support, in particular following the Covid 19 school closures; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

Who is entitled to Pupil Premium Funding?

* Schools are currently given Pupil Premium funding of £1,345 per pupil for those whose families who have registered for FSM or who have been registered for FSM at any point during the past 6 years. Following Covid 19, the Government also announced a further £80 per child under the Catch-up Premium Grant, for the school to focus on catch-up where the school feels there is most need, with appropriate reference to DFE guidance and EEF findings. The school has a separate funding plan and strategy for this additional funding (Also available on request from the school office or on the schools website)
* The children of members of the armed forces are also entitled to this funding at £310
* In addition, the school receives £2,345 for each pupil who are looked after children who have been looked after continuously for more than six months or have been adopted from care.

How can I find out if my child is entitled to the Pupil Premium funding?

* The process for applying is straightforward and confidential, please refer to the Pupil premium policy or the school office for further information and help.

KS1 and Free School Meals

* Since September 2014 all children in Reception, Year 1 and Year 2 have automatically been entitled to a free school lunch.  However, registering for free meals could raise an extra £1,300 for the school. These funds enable our school to take on additional staff and invest in additional equipment, resources and activities to the benefit all children. Being in receipt of the pupil premium fund will also entitle your child to support with the cost of school visits.

How is the funding used?

* The key purpose of the Pupil Premium funding is to enable all pupils to reach their full potential. Each school may decide how best to use the funding to enable all its pupils to reach age related expectations and are held accountable for how it has been used to support pupils from low income families. Details of how Pupil Premium funding is used here at Blackheath can be found below.
* We recognise that barriers to achievement take a variety of forms. At Blackheath, we will do whatever it takes to support a child, both in and out of the classroom using a tiered approach (Outlined further on in this document).  We use all our resources to ensure that every child has an equal opportunity to become an empowered learner.  In order to achieve this we offer our children a wide range of opportunities, we always make sure these are accessible for everyone. We work with our families and colleagues to make sure everyone has high aspirations for all pupils.
* As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.
* We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school’s website.
* Section 9 of this regulation requires schools to publish ‘The amount of the school’s allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year’s allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated’.
* Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

**Blackheath Primary Pupil Premium Grant 2020-2021**

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| **Funding information** |
| **Academic year** | 2020-2021 |
| **Total number of pupils on roll** | 488 |
| **Total number of pupils eligible for PPG** | 152 (31% (Subject to increase upon receipt of new uptake, 40% in 2019-2020) |
| **Amount of PPG received per pupil**  | £1345 |
| **Number of pupils eligible for LAC and PLAC premium** | 3 |
| **Number of pupils eligible for SPP** | 3 |
| **Total SPP received** | £310 per child |
| **Review date** | £ 223,270 |
| **Statement authorised by** | October 2020 |
| **Pupil premium lead** | A.McElwee |
| **Governor lead** | M.Hytch |

How we make decisions at Blackheath Primary regarding the use of the pupil premium?

In making decisions on the use of the Pupil Premium we will focus on approaches that:

* + Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
	+ Use the evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
	+ Are transparent in reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
	+ Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
	+ Are mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of ‘low ability’ because of their social circumstances.
	+ Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
	+ Are focused on clear short-term goals providing opportunities for pupils to experience success.
	+ Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
	+ Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
	+ Raise aspirations through access to high-quality educational experiences
	+ Promote pupil’s awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
	+ Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
	+ Use the Pupil Premium for all year groups not just those in key end points
	+ Use the Pupil Premium for more able, not just those falling behind their peers.

 We choose approaches that emphasise:

* Relationship-building, both with appropriate adults and with their peers.
* An emotionally intelligent approach to the setting of clear behaviour boundaries.
* Increasing pupils’ understanding of their emotions and identity.
* Positive reinforcement.
* Building self-esteem.
* Relevance to the learner – the approach relates to pupils’ interests and makes success matter to them.
* A joined-up approach involving the pupil’s social worker, carer, virtual school head (VSH), and other relevant professionals.
* A child-centred approach to assessment for learning.

# A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows (Detailed expenditure plan outlined later in this document):

1: Teaching

2: Targeted academic support

3: Wider strategies

1.Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

* Professional development, impacting on Wave 1 practice at minimum
* Recruitment and retention, including leadership to maximise curriculum strategy, depth and delivery
* Supporting early career teachers

# 2.Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

* Structured interventions (In and out of the class, but planned for minimising lost curriculum time)
* Small group tuition
* Enhanced Speech and language
* One-to-one support

# 3.Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies such as:

* Behaviour support initiatives e.g. mentors, counselling to enable children to be as emotionally able to learn as possible
* Access to before and after school clubs to widen experiences
* Attendance initiatives
* Safe guarding e.g. Family support worker
* Accessing wider experiences e.g. memorable experiences or residentials,

# Accountability and reporting

* + Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
	+ The progress of pupils in receipt of the PPG is regularly discussed with subject teachers and Governors hold the school to account on this.
	+ The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.
	+ The school publishes its strategy for using the PPG on the school website.
	+ The school publishes individual performance on the school website.
	+ The Headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.
	+ The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the Headteacher and the governing board throughout the year
	+ The EEF’s [DIY Evaluation Guide](https://educationendowmentfoundation.org.uk/tools/diy-guide/getting-started/) is used to measure the impact of the school’s spending.
	+ Information regarding PPG spending is published on the school website.
	+ For parents of pupils in receipt of PPG, details of the pupil’s academic progress, attitude and behaviour are sent home in their reports and at face to face parent consultations. Consultations are offered at three points and further upon request, through the academic year. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

**School overview**

## Disadvantaged pupil progress scores for last academic year at the end of KS2 2019

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| **Measure** | **Score** |
| Reading | -0.6 |
| Writing | -0.1 |
| Maths | -0.9 |

## Disadvantaged pupil performance overview for last academic year at the end of KS2

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| **Measure** | **2019 (DFE)** | **2020 (TA)** |
| Meeting expected standard at KS2 |
| Reading EXP+ | 64% | 76% |
| Writing EXP+ | 72% | 76% |
| Maths EXP+ | 60% | 76% |
| Combined EXP+ | 48% | 76% |
| Achieving high standard at KS2 EXP+ |  |  |
| Reading  | 16% | 10% |
| Writing  | 4% | 13% |
| Maths  | 20% | 13% |

What are the barriers to our Pupil premium children?

The main barriers our disadvantaged children face are around:

Lost learning following Covid-19 closure, adding to demands on progress and catch-up needs, as outlined Nationally. This impacted and runs throughout all the existing barriers outlined below:

* + Knowledge of the world, (In particular restricting cultural capital and creative writing)
	+ Well being/Mental health (Impacting on behaviour, learning and socialising)
	+ Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
	+ Speech and language
	+ Attendance
	+ Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas
	+ Low levels of parental engagement, domestic related issues, social and emotional needs

Many of these pose a greater barrier where a chid is both disadvantaged and a boy, in particular if they are also Summer born. End of Y6 results show the overall impact on these barriers between disadvantaged and none disadvantaged. Although differences may still remain, **it is clear and evident that without the school taking action to reduce the impact of these barriers, then the gaps would be even wider.**

Therefore at Blackheath Primary we have chosen to use the allocation for the pupil premium, **including the Catch-up Premium,** under the tiered approach outlined above, within the four key areas outlined by the current OFSTED framework, in order to diminish the differences, support attainment and progress. **A further in depth, detailed action plan covering prioritised objective, actions, Time frames, Resources, Expected impact, Milestones, Monitoring and personnel followed by termly evaluation is in place and used to plan, monitor and evaluate the overarching spending overview and approach outlined below to tackle the barriers identified. There is also a specific EYFS PP spending plan.**

**Leadership and management**

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| Barriers | Targets | Spending in action & planned outcomes | Impact measures (Extended in the PP Action plan) |
| 1. Children’s limited cultural capital and Knowledge of the world.
2. Low aspiration/Learning attitudes impacting the curriculum learning
 | 1. DHT, (Curriculum lead) to orchestrate the creation of the schools 7 steps curriculum, including Catch-up actions following Covid 19 closure.
2. DHT and subject leaders to support the CPD of leaders and teachers, ensuring that in planning and creating a bespoke 3D curriculum that meets the needs of our disadvantaged pupils.

  | 1.The DHT is the curriculum lead, enabling them to guide leaders in creating and delivering the schools ‘3D curriculum’ to meet the needs of disadvantaged pupils from a strategic position. In addition, following Covid-19 closure, the DHT has analysed specific lost learning and now supports leaders in establishing recovery plans for short and longer term based on gaps. 2.Leaders are supported to have a strong overview of the standards, data, assessment use and progression of their curriculum area and can support accordingly with planning and delivery needs of staff, for quality first, wave 1 delivery. Quality wave one teaching is also driven through the capacity of SLT to work alongside teachers who need curriculum support, in particular in response to outcomes of monitoring and the needs of Catch-up following the Covid-19 closure and lost learning. Leaders are also released and lead Pupil progress meetings. They set, review and support target setting, and are aware of targets set., diminishing difference, ensuring disadvantaged pupils achieve their full potential and receive Catch-up support needed. Leaders will also be released to discuss progress under their role as teachers/subject leaders with Governors to ensure transparency and accountability. In addition this approach may be used to support the more able in securing their expected greater depth outcomes. **Outcome: Leaders and teachers are supported in ensuring teaching and curriculum means that pupils are excited and engaged in learning at a level equal to their peers, developing a love of learning, aspiration and wider experiences of a cultural capital. Gaps caused by Covid 19 lost learning are diminished over time creating a full and balanced curriculum and learner. These will also be addressed through alternative Covid 19 catchup grant funding plans.**  | 1. Impact to be measured through triangulation of revised planning, teaching observations, books, pupil conferencing and teachers assessment.
2. Impact to be measured by evidence from coaching forms, triangulation of teaching observations, books, pupil conferencing and teachers assessments (formative use of revised staged targets to inform Summative judgements)
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**Quality of education**

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| Barriers  | Targets | Spending in action & planned outcome | Impact measures (Extended in the PP Action plan) |
| 1. A gap in attainment and progress between PP and non-PP pupils, connected to lower aspiration, learning attitudes & behaviours.
 | 1. To improve progress rates through the deployment of teaching assistants to either release teachers to focus on disadvantaged learning needs or be a direct effective extension of the teacher in reading, writing, maths, phonics and the wider curriculum.
2. To increase sustained quality first, ‘Wave 1’ teaching and provision, through bespoke CPD, including understanding of teaching in greater depth.
 | 1.Teaching assistants have input to and a clear understanding of the outcomes of Pupil progress meeting process to understand EOY targets and individual pupil needs. Teaching assistants then carry out support in class through teacher directives, helping to increase progress rates and also reduce lost learning following the Covid 19 closure, helping children to meet their targets in reading, writing or mathematics. This can be through either releasing the teacher to focus on PP children by working with other groups (following EEF research) or by working directly with PP children, as an extension of the teacher. This decision is planned for in accordance with the teachers assessments and judgements of pupils needs.TA’s lead out of class evidence backed intervention for Reading (Aut term reviewed for Spring for Maths intervention and a further review at Spring 2 for summer intervention), which meets the recommendations of the EEF 2019 report for effective use of PP funding and use of TA’s. These interventions are carried out daily after lunch in every year group between Y1 to Y6 but timing is strategic to reduce narrowing of the curriculum. Teaching assistants are provided with additional professional respect i.e. training and PPA time, to ensure interventions are prepared and ready to be delivered accurately. These interventions are conducted efficiently to reduce impact on children’s access to the wider curriculum. TA’s are also deployed into wider curricular lessons in the afternoon to enable the class teacher to focus direct support on priority disadvantaged pupils, ensuring quality wave 1 practice in the wider curriculum. An additional action plan to ensure the use of TA’s meets the recommendations of the EEF 2020 has been established. This addresses both deployment and training needs. A questionnaire has also been completed by TA’s to maximise the impact of this plan, with funding assigned to support the outcomes and CPD needs. In addition this approach may be used to support the more able in securing their expected greater depth outcomes. **Outcome: Teaching assistants are dynamic, well supported and engineered to maximise the impact of disadvantaged pupils either directly through intervention (Wave 1 or 2) or through enabling the class teacher to work directly with disadvantaged to meet their needs. As a result disadvantaged pupils progress is maximised and their aspiration, learning, attitude and behaviour are at minimum good.** 2. Personalised CPD and support is targeted to ensure pupils access ‘Quality first teaching’ alongside whole school updates which are planned for in subject leader action plans e.g. Greater depth and the wider whole schools focus on Catch-up following Covid 19 closure – ‘Pitch and pace’ and Covid catch-up funding plan (launched on 1.9.20 INSET) Through the use of senior and middle leaders, CPD provision is tailored to meet the needs of those who are responsible for the daily teaching and learning of PP children as either class teacher or support. Needs are identified through action planning, appraisals, outcomes and monitoring, then supported through appropriate channels e.g. staff meetings or external specialist training.Bespoke monitoring meetings are also provided for all staff, to meet their individual training needs alongside the use of appraisals. Through these, the school aims to not only recruit but also retain staff, to enable the ‘investment’ to benefit PP children, year on year. The ‘Blackheath well being 50’ offer to Staff also shows the schools dedication to the quality retention of staff to support PP children’s needs. **Outcome:** **Teachers are recruited, retained are supported in accordance to their CPD needs to provide high levels of teaching for disadvantaged pupils and expectations. This support maximises the teaching, assessment and planning, ensuring pupils progress is maximised alongside improved aspiration, learning attitude and behaviour.** | 1.Impact to be measured through half termly PPM’s, planning, action plan reviews, monitoring, feedback, review and do coaching follow up support, Wave 1 review forms, Intervention trackers, pupil conferencing, books, staff feedback, TA intervention trackers and data.2.Impact to be measured through CPD reviews, action planning, school MEANI grid, staff questionnaire data, books, review and do forms, coaching forms and pupil conferencing. |
| 1. To support Y2 pupils in class to achieve EOY targets, appropriate to their starting points, by the end of KS1.
 | 3.Through an additional L3 teaching assistant, pupils in Year 2 have higher levels of support and intervention in class, enabling teachers to help increase rates of progress towards appropriate targets for disadvantaged pupils and also reduce lost learning following Covid 19 closure alongside any prior attainment and progress gaps. **Outcome: Teachers are able to be strategic in the best approach to enabling Disadvantaged pupils achieve to the highest of their ability in relation to their starting point, peers and where possible, achieve above this.**  | 3.Impact to be measured through half termly PPM’s, planning, intervention trackers, monitoring feedback and data. |
| 1. To improve progress of rates through targeted teaching group interventions in reading, writing, and numeracy in years 6 to ensure children are as ‘Secondary ready’ as possible.
 | 4.Pupils are split into 3 groups in year six to help ensure that children achieve the appropriate standards based on their given starting points, and above where possible, maximising the potential for them to be prepared for the next phase in their education and also reduce lost learning following Covid 19 closure on top of any prior gaps. **Outcome: Pupils receive the appropriate direct teaching to meet their needs, maximising their progress and outcomes in relation to their peers, breaking down lower aspiration, learning attitudes & behaviours** | 4.Impact to be measured through triangulation of teaching observations, books and data. |
| 2.Disadvantaged pupils attitude and engagement in reading and phonics. | 1. To increase children enjoyment of reading (at home and in school) through the creation of bespoke Reading rewards and enhanced access to texts through strategies such as the employment of a reading advocate (librarian) and further TA work.
 | 1,Following OFSTED in July 2016, the school has continually reviewed was to help engage boys phonics and reading and phonics particularly in KS1. The school has revised its approach to reading, increasing rewards, engaging parents, and purchasing appropriate schemes to support both the teaching and enjoyment of reading, in particular boys, particularly in the light of the lost learning during Covid 19 closure on top of any prior gaps.Children are rewarded for reading at least twice a week at home and a minimum of once in school to an adult. Without this intervention disadvantaged children’s comprehension and decoding skills would be weaker. Wave 1 reading and phonics interventions are driven through the purchase of ‘Cracking Comprehension’, use of VIPERS and Wave 2 through a series of school approved, evidence backed schemes.In addition, the school employs a librarian to support reading and associated practices, working both in class and in the library. TA’s support assessments in reading and phonics, through regular assessment and Wave 1 and 2 support. Following the Covid 19 closure, the school has made amendments and changes to increase the access to reading material whilst ensuring that guidance on transition is adhered to. **Outcome: ‘Traditional’ negative attitudes and behaviours towards reading are eroded, increasing phonological awareness and reading ability moreover fostering a love of reading and books. More children read at ARE and at appropriate levels, given their starting points and in comparison to their peers.**  | 1.Impact to be measured through summative data and formative data, showing that children are making appropriate progress in line with their targets and peers. Qualitative data through pupil conversations will also be gathered.  |
| 3.Limited levels of Disadvantaged pupils Speech and language ability. | 1.Speech and language therapist and SALT support practitioner. | 1.The school employs a private S&L therapist to work with PP children who have complex speech and language needs. Work on this is further supported through the use of designated SALT support practitioner alongside other class TA’s (Funded through the Pupil Premium), ensuring children’s specific S&L needs are met. Following Covid 19 closure and reduced in school learning, despite remote school provision, it is envisaged that further spending and pupil allocation to this work will be required following initial observations in the Autumn term. Additional funding through the Catch-up grant will be used in tandem with PP funding to maximise wider support.**Outcome: Speech and language barriers are removed through therapist and school collaborative work, use of TA and outside agencies resulting in higher levels of GLD and speech and language associated functioning.** | 1.Children’s communication through S&L work will be measures in relation to their progress against bespoke targets set.  |
| 4.Low aspiration/Learning attitudes & behaviours which lead some children to underperform in mathematics. | 1. Third space learning (Mathematics).
 | 1.The school invests in ‘Third space learning’ for disadvantaged pupils in Year 5 and 6 who have gaps in their mathematical learning. Through a weekly online mentors support, children receive a bespoke package of support to assist them in narrowing the gaps with their peers. (Following the success of Third Space last academic year, additional spending through Covid Catch-up funding is also used to further increase the use of this strategy under the NTP initiative, beyond just PP funding allocated here, in order to maximise impact for more PP pupils)In addition this approach may be used to support the more able in securing their expected greater depth outcomes. **Outcome: Children develop an ‘I can do it!’ mathematical approach which breaks down prior negative attitudes towards mathematics, allowing children to achieve well in comparison to their peers, having a deeper understanding of mathematics and progress at or above expected given their starting points.** | 1.Baseline data from diagnostic sampling compared to outcomes review will demonstrate progress alongside teacher assessments. |
| 5.To enhance provision in the EYFS to support Poor Early communication and achievement to wards the GLD | 1.Wave 1 teaching, intervention support and parental support | 1.The school employs staff to deliver intervention programmes with a specific focus on the development of communication and language skills for target children e.g. specific activities based on speech and language therapy and communication interventions such as, dough disco, write dance, Word Aware, Early Talk Boost and Aided Language programmesTeachers run workshops to provide parents with support to aid their child’s communication skills, as well as early reading and mark making skills. Wider community experiences are also funded and support communication skills.**Outcome: Through home and school collaborative work, use of TA and outside agencies more disadvantaged pupils achieve higher levels of GLD than otherwise possible.** | 1.GLD assessments and interventions are used to track impact and progress accordingly. Changes are regularly made where children are not responding.  |

**Behaviour and attitudes**

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| Barriers | Targets | Spending in action & planned outcome | Impact measures (Extended in the PP Action plan) |
| 1.Mental health and wellbeing that contributes to negative learning behaviours and attitudes.  | 1.Wellbeing and healthy minds support through Learning mentor support to drive the schools established ‘RESPECT ‘values and use of ‘Jigsaw’.  | 1.The school runs a well being hub supporting a healthy minds agenda. Children access this room as part of a series of interventions to help them with their social and emotional needs. The Learning mentor, ensures that this work continues in class, enabling Pupil premium children to be emotionally ready to learn. Following the Covid-19 closure, this role is even more critical for those disadvantaged and vulnerable pupils who did not engage in school support during lockdown (Other than safe and well checks etc) This work supports and enhances the schools ‘Respect’ values which in turn are embedded in the schools use of Jigsaw. In addition this approach may be used to support the more able in securing their expected greater depth outcomes where appropriate. **Outcome: Those children who are at risk of falling behind, in and around the middle ability groups are supported directly on the specific learning needs to ensure they do not fall behind from the EOY targets.**  | 1.Impact to be measured through Boxall profile baselines reviews and tracking, Case studies, Learning journals and passports, data and behaviour incident tracking. |
| 1. Attitude to attendance and lateness of Disadvantaged pupils.
 | 1.To reduce rates of ipoor attendance and punctuality through the employment of an Attendance officer to maximise attendance, supporting children and parents in upholding the schools OTIS (On Time In School) and Challenge 97% initiatives. | 1.Through the schools work (e.g SLT and Governor support meetings) and that of the attendance officer, the school continues to work with families to maximise the attendance of pupils, particularly those who have poor rates or patterns of attendance and concerns around returning to school following the Covid 19 outbreak closure or prior to this. The attendance officer monitors individuals, groups. They then direct or works alongside the SLT/family support worker to best support families with getting their children to school and on time. Each week classes are rewarded for top attendance and low rates of poor punctuality. The attendance officer works closely with the Local authority attendance and prosecution service to ensure appropriate action is taken where families take holidays in term time or do not attend well.In addition this approach may be used to support the more able in securing their expected greater depth outcomes, gaining the education they need as regularly as possible. The school will also use PP funding to support attendance through paying for taxis, attendance to breakfast or after school, whatever is required to support families in ensuring their children attend school.**Outcome: Attitudes towards attendance and punctuality increase in positivity resulting in continued good and sustained levels of attendance. Children are safe and well if not in school and parents are supported where required. Ultimately, levels of attendance and persistence absence are better than without such interventions.**  | 1.The use of SIM’s data and caseloads will be used to monitor improvements and actions taken where attendance continues to be a concern.  |

Personal development

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| Barriers | Targets | Spending in action & planned outcome | Impact measures (Extended in the PP Action plan) |
| 1.Poor understanding and knowledge of healthy lifestyle choices. | 1. To ensure disadvantaged pupils have daily access to milk and a good understanding of healthy lifestyle choices.
 | 1. The school also ensures that through the use of the schools caterers that children have sessions on healthy eating options. This is outside the statutory curriculum and usual curriculum content.
2. By law, the school has to provide milk for disadvantaged pupils. This is available at lunches to the children.

**Outcome: Children are healthier and have the understanding around healthy lifestyles and associated choices. The school provides healthy options and encourages these.**  | 1&2. The schools weights and measure report, wider curricular content and pupil conferencing.  |
| 2.PP pupils limited life experiences to the world around them. 3.Support Low aspiration/Learning attitudes | 1.To provide enrichment of the wider curriculum which improves pupils cultural capital alongside their awareness of the arts, through strong and bespoke memorable experiences. | 1Each term, classes launch their new theme for the Challenge curriculum. Each of these is started with a memorable experience, which is largely if not fully covered by the use of this funding especially with reduced off site visits currently due to to Covid 19.. In order to further strengthen cultural capital and the schools ‘offer’ to Pupil premium children, wider experiences such as culture week and arts week ensure children have a the opportunity to gain deeper social and cultural understanding of the world. Following the Covid 19 closure, the school is aware of the importance of this more than ever. The school ensures that disadvantaged pupils are part of the Pupil Leadership Team and wider school committees, to work alongside teachers and Governing body to take part in quality review, monitoring and decision making processes so that PP pupils’ voice is at the heart of all School decisions, securing greater involvement in their own learning whilst experiencing the opportunities that leading can giveWhere needed, the school can support identified Pupil premium children and families by financial supporting them in accessing after school clubs, enabling children to access opportunities which further add to their understanding of the wider world. **Outcome: Disadvantaged pupils have a voice in the school and experience a vast array of experiences to widen their aspiration, understanding of the world and attitude as life long learners and future global citizens.**  | 1.Impact to be measured through Calendar of memorable experiences, learning logs, committee action plans, committee reviews along with triangulation, books, pupil conferencing and planning.  |
| 4.Continued regular domestic needs and family support.5.Supporting pupil Well being/Mental health 6.Support Low aspiration/Learning attitudes | 1.To employ a parent support worker to directly engage with, support and signpost parents to appropriate interventions and support.  | 1.Our Family Liaison officer works with over 45% of families. She conducts support meetings with families, completes family outreach work, supporting with housing issues and parenting skills (delivering the Changes programme). She leads EH meetings and attends EH, CIN and CP meetings where appropriate. She liaises across and multitude of agencies to support our most vulnerable pupils and their families. In addition, she line manages the Learning mentor, enabling for a higher level of safeguarding, communication and overall impact on the needs of the child and interventions. Following the Covid 19 closure additional work and evaluation of pupils and families will be needed and is planned for to ensure current, new and previously known families are functioning to support children’s needs upon return. Where this is not the case, individual circumstances and needs will be supported accordingly. **Outcome: Through the work of the school’s parent support worker, home, school and outside agency collaborate, to ensure the highest levels of safeguarding and engagement possible for the benefit of disadvantaged pupils/families. As a result pupils mental health and well being is supported, enabling them to better access learning.**  | 1.Impact to be measured through attendance, support review documents case studies, behaviour logs, referral forms and Governor reports.  |
| 2. Extracurricular activities sand Wrap around support. | 2.Where disadvantaged families struggle to fund after school activities, get their children to school on time or collect them (see behaviour and attitudes point 2 above), the school allocates pupil premium funding to help families to provide a stable start and or end to the day, enhancing the child’s wider curricular experiences that would otherwise be limited compared to their non pupil premium peers. **Outcome: Disadvantaged pupils wellbeing and mental health is supported through further positive experiences, provided by being in school. Through these, pupils can improve their aspiration, understanding of the world and learning attitude.**  | 2.PP attendance registers, pupil conferences, invite letters and overview of clubs offered. |

**All of the above are planned and monitored in depth using a designated Pupil premium action plan, which is regularly evaluated by leaders and Governors. Funding and spending is also monitored regularly to ensure the spending of the Pupil premium is accurate. There is also a specific EYFS PP spending plan.**

**In addition to the above, the school also has a ‘Poverty proofing’ strategy and action plan to further support disadvantaged pupils.**

Review of this spending plan: July 2021.