



St Andrew's C of E Primary School



With Faith, Hope & Love we can achieve greater things.

Planned use and impact of PP Grant Academic Year 2020 -2021

Summary information					
School	St Andrew's C E Primary School				
Academic Year	2020/21	Total PP budget	£237,650.00	Date of most recent PP Review	July 2020
Total number of pupils	443	Number of pupils eligible for PP	174 (39%)	Date for next internal review of this strategy	July 2021
Catch Up funding	£19,041.00				

Current attainment (Based on outcome from Academic Year 2018-2019 due to COVID-19)		
	<i>Pupils eligible for PP (your school) (in school non PP)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	R 78%, W 81%, M 69%	R 73%, W 78%, M 79%
progress in reading	2.61 (2.68)	0.3
progress in writing	2.78 (2.75)	0.3
progress in maths	1.81 (2.01)	0.4

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills) <i>(COVID specific barriers in blue)</i>		
A.	Challenge for all, especially more able, so that more PP pupils are high achievers - SIP Priority 2 <i>(COVID impact - number of pupils who were GD at Spring 2020 reduced in all year groups in all areas at September 2020)</i>	
B.	Reading & Writing skills of boys across the school influenced by limited life experiences/cultural capital/general knowledge, poor language skills and % of EAL pp pupils - SIP Priority 4 <i>(COVID impact - number of boys who were ARE at Spring 2020 reduced in all year groups in both areas at September 2020)</i>	
C.	PP pupils achieving in line with non PP but below national average in phonics screening. EAL impacts on phonics outcomes as does poor general vocabulary knowledge. Parents ability to support is also limited - SIP Priority 6 <i>(COVID impact – Phonics check not carried out until Autumn 2020 and not in normal circumstances Phonics %age had increased however still below national so remains an area for improvement)</i>	
D.	<i>Attainment of pupils impacted by COVID -19 school closure. All areas in all year groups show a decrease in number of pupils working at ARE – Sip Priority 1</i>	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Poor home learning environments/experiences, inc access to electronic devices & the internet and enrichment activities - SIP Priority 5	Further exacerbated by COVID-19
F.	Significant economic/social/emotional deprivation - SIP Priority 5	
G.	Low attendance for some PP pupils - SIP Priority 5	
H.	Pupils with children’s services involvement - SIP Priority 5	
I.	High mobility - SIP Priority 5	

Desired outcomes																																								
	<i>Desired outcomes and how they will be measured</i>							<i>Success criteria</i>																																
A.	<p>Sufficient challenge to be provided in order for pupils to make the sufficient progress to maintain GD or reach GD for those pupils with the potential and internally targeted in Pupil Progress Meetings Baseline (PP Pupils)</p> <table border="1"> <thead> <tr> <th></th> <th>Rec</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>0</td> <td>1</td> <td>0/1</td> <td>0/1</td> <td>2/11</td> <td>0/5</td> <td>2/3</td> </tr> <tr> <td>W</td> <td>0</td> <td>0</td> <td>0/1</td> <td>2/0</td> <td>2/8</td> <td>0/1</td> <td>0/3</td> </tr> <tr> <td>M</td> <td>0</td> <td>0</td> <td>0/2</td> <td>1/2</td> <td>2/10</td> <td>0/3</td> <td>2/2</td> </tr> </tbody> </table> <p>Number of pupils working at GD/ EO previous KS data (yr 1 current data; yr 3 from EYFS)</p>								Rec	1	2	3	4	5	6	R	0	1	0/1	0/1	2/11	0/5	2/3	W	0	0	0/1	2/0	2/8	0/1	0/3	M	0	0	0/2	1/2	2/10	0/3	2/2	<p>Summer 2021 (<i>pupils who were GD at previous key stage to still be GD as a result of COVID Recovery Curriculum</i>) for more PP pupils achieving GD compared with Spring 2020 data. GD attainment for PP pupils to be in line with non PP internally and in line with national at end of KS2 (see SIP Priority 2 targets)</p>
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B.	<p>Increased pace of progress in reading and writing with a particular focus on boys across the school leading to raised attainment in summer 2021 for boys in all Year groups Baseline Boys (Spring 2020 Boys) (All pupils)</p> <table border="1"> <thead> <tr> <th></th> <th>Rec</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>0%</td> <td>21% (59%)</td> <td>18% (47%)</td> <td>20% (61%)</td> <td>29% (69%)</td> <td>0% (50%)</td> <td>45% (66%)</td> </tr> <tr> <td>W</td> <td>0%</td> <td>24% (55%)</td> <td>14% (47%)</td> <td>13% (52%)</td> <td>26% (63%)</td> <td>6% (59%)</td> <td>3% (61%)</td> </tr> </tbody> </table>								Rec	1	2	3	4	5	6	R	0%	21% (59%)	18% (47%)	20% (61%)	29% (69%)	0% (50%)	45% (66%)	W	0%	24% (55%)	14% (47%)	13% (52%)	26% (63%)	6% (59%)	3% (61%)	<p>Summer 2021 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Spring 2020 and for gender gap to have narrowed. (see SIP priority 4 targets) Incorporate outcomes of case study (Academic year 18-19 delayed due to COVID) investigating perceptions of children as to what makes a good writer, incorporated into classroom practice to improve outcome for boys</p>								
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C.	<p>Necessary progress to be made for PP pupils in order to increase the number of pupils passing the phonics screening test to be in line with National</p>							<p>Summer 2021 more PP pupils passing the Phonics Test compared with Summer 2019 (and Autumn 2020 (Covid)) so that the difference between PP and Non PP pupils remains equal but in line with National. (see SIP Priority 6 targets)</p>																																
D.	<p>Catch Up and Keep Up through recovery curriculum (revised curriculum) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD – key components of progression and gaps in prior knowledge prioritized.</p>							<p>Summer 21 all pupils who were ARE/GD at Spring 20 to be at least ARE/GD and for targeted pupils for sufficient progress to have been made to become ARE/GD where they previously were below</p>																																
E-I	<p>Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.</p> <p>Sustain/Improve provision to enhance wellbeing in school especially in light of COVID 19</p> <p>Pupils with SEMH difficulties are able to succeed making the best progress possible.</p>							<p>E...Ensure the take up by PP pupils with remote/blended learning is monitored, encouraged and supported alongside enabling access to TEAMS for homework tasks, through the provision of hardware/internet access where necessary</p> <p>Increase in numbers of Parents of PP pupils attending workshops when possible</p>																																

		F ...Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment
		G ...PP attendance shows a stable – improving picture. Lateness monitored and followed up.
		H ... Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment
		I ...New to school PP pupils make expected progress

1. Planned expenditure

Academic year	£237, 650.00 (+ £19, 041.00 COVID Catch Up Funding)
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Summer 2021 (<i>pupils who were GD at previous key stage to still be GD as a result of COVID Recovery Curriculum</i>) for more PP pupils achieving GD compared with Spring 2020 data. GD attainment for PP pupils to be in line with non PP internally and in line with national at end of KS2 (see SIP Priority 2 targets)</p> <p>And</p>	<p>Quality First teaching</p> <p>CPD for all staff regarding challenge focusing on Challenge in Maths and “Moving GD in Writing”</p> <p>Ensure teaching includes mastery opportunities for all pupils using the BSGP approach</p> <p>Ensure teaching includes quality feedback that moves learning on – immediately where possible</p> <p>PP pupils identified in Pupil Progress Meetings with the potential to be GD. These pupils in appropriate interventions (when possible) led by teachers or support staff to improve progress</p> <p>3 x HLTAs</p>	<p>Based on Spring 2020/Autumn 20 Baseline data more pupils need to be challenged to achieve GD.</p> <p>Spring term 2020 data showed PP pupils in 3/7 year groups attained below Non PP at Greater Depth in all areas. Comparing Spring term 19 with Spring term 20 the %age of PP pupils (in the same cohort) working at GD had increased in all areas but the number of pupils this equated to is still lower than desired</p> <p>To narrow/close the gap between PP pupils and other pupils in school and Nationally working at GD and to increase the number of pupils working at GD</p> <p><u>External rationale</u></p> <p><i>Sutton Trust (2014) – Quality First Teaching</i></p> <p><i>Mastery Learning: Cost Moderate; Progress +5 months. Research indicates that mastery learning approaches are effective leading to additional progress.</i></p>	<p>Increased and rigorous monitoring on a ½ termly basis of the progress and attainment of pupils identified as working at GD (Spring 2020 (due to COVID-19)/Previous KS) or with the potential to convert to GD.</p> <p>Phase meetings/Pupil progress meetings to discuss P & A & pupils falling behind</p> <p>Ensure Quality first teaching through monitoring of planning, books and teaching to ensure opportunities for challenge are delivered to raise opportunities for success for all learners.</p> <p>Lesson drop ins & observations to ensure BSGP differentiation approach is consistently adhered to</p> <p>Analyse interventions & adjust groupings/targets based on outcomes.</p>	<p>Ass Head</p> <p>Subject Leaders</p>	<p>January 2021</p>

<p>Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD</p>	<p>All PP pupils to access Recovery Curriculum in order to address gaps in learning as well as be in a position to further learn so as to progress and so keep up.</p> <p>All Pupils to have access to Bug Club and Time Table Rockstars to supplement learning</p>		<p>Comparison of LA baseline data with our Spring 2020 data to give a starting point for the academic year – Analysis of areas of weakness within classes and subjects to inform bespoke planning to address lost learning</p>		
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Milestones (A)

<p>Autumn</p> <p>Pupils identified for monitoring...communicate at P progress meetings – see Autumn PP Pupil Progress Meeting Notes</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.</p> <p>Initial analysis of quality & impact of interventions & adjust accordingly</p> <table border="1" data-bbox="107 1166 660 1342"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>0/2</td> <td>1/5</td> <td>1/5</td> <td>2/10</td> <td>2/7</td> <td>3/11</td> </tr> <tr> <td>W</td> <td>0/2</td> <td>1/5</td> <td>1/5</td> <td>1/9</td> <td>2/7</td> <td>1/11</td> </tr> <tr> <td>M</td> <td>0/2</td> <td>1/4</td> <td>1/5</td> <td>1/9</td> <td>2/7</td> <td>3/11</td> </tr> </tbody> </table>		1	2	3	4	5	6	R	0/2	1/5	1/5	2/10	2/7	3/11	W	0/2	1/5	1/5	1/9	2/7	1/11	M	0/2	1/4	1/5	1/9	2/7	3/11	<p>Spring</p> <p>Discussion in Jan around pupils identified for monitoring at Autumn Pupil Progress</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.</p> <p>Further analysis of quality & impact of interventions.</p> <table border="1" data-bbox="772 1133 1319 1305"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>1/2</td> <td>3/5</td> <td>3/5</td> <td>5/10</td> <td>4/7</td> <td>6/11</td> </tr> <tr> <td>W</td> <td>1/2</td> <td>3/5</td> <td>3/5</td> <td>4/9</td> <td>4/7</td> <td>5/11</td> </tr> <tr> <td>M</td> <td>1/2</td> <td>2/4</td> <td>3/5</td> <td>4/9</td> <td>4/7</td> <td>6/11</td> </tr> </tbody> </table>		1	2	3	4	5	6	R	1/2	3/5	3/5	5/10	4/7	6/11	W	1/2	3/5	3/5	4/9	4/7	5/11	M	1/2	2/4	3/5	4/9	4/7	6/11	<p>Summer</p> <p>Discussion in April around pupils identified for monitoring at Autumn Pupil Progress</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings</p> <p>Analysis of impact/suitability of interventions.</p> <table border="1" data-bbox="1438 1133 2018 1305"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>2/2</td> <td>5/5</td> <td>5/5</td> <td>10/10</td> <td>7/7</td> <td>11/11</td> </tr> <tr> <td>W</td> <td>2/2</td> <td>5/5</td> <td>5/5</td> <td>9/9</td> <td>7/7</td> <td>11/11</td> </tr> <tr> <td>M</td> <td>2/2</td> <td>4/4</td> <td>5/5</td> <td>9/9</td> <td>7/7</td> <td>11/11</td> </tr> </tbody> </table>		1	2	3	4	5	6	R	2/2	5/5	5/5	10/10	7/7	11/11	W	2/2	5/5	5/5	9/9	7/7	11/11	M	2/2	4/4	5/5	9/9	7/7	11/11
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Summer 2021 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Spring 2020 and for gender gap to have narrowed. (see SIP priority 4 targets)</p> <p>Incorporate outcomes of case study (Academic year 18-19 delayed due to COVID) investigating perceptions of children as to what makes a good writer, incorporated into classroom practice to improve outcome for boys</p> <p>And</p> <p>Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD</p>	<p>Quality First teaching</p> <p>Staff updates regarding the writing learning journey with an increased focus on reading into writing approach/visual literacy/Computing links</p> <p>Ensure teaching includes mastery opportunities and challenge for all pupils</p> <p>Male PP pupils identified with ability to be ARE to be in appropriate interventions led by support staff to improve progress</p> <p>3 x HLTAs</p> <p>Shining Lights intervention when possible</p> <p>All PP pupils to access Recovery Curriculum in order to address gaps in learning as well as be in a position to further learn so as to progress and so keep up.</p> <p>All Pupils to have access to Bug Club and Time Table Rockstars to supplement learning</p>	<p>Based on Spring 2020 data the gender gap between boys and girls needs to be diminished.</p> <p>Data showed In 5/7 year groups girls out - perform boys in RWM and in the other 2 year groups in 2/3 areas.</p> <p>To narrow/close the gender gap</p> <p><u>External rationale</u></p> <p><i>EEF Teaching and Learning Toolkit: Quality First Teaching</i></p> <p><i>National Literacy Trust (2014)</i></p>	<p>Increased and rigorous monitoring on a ½ termly basis of the progress and attainment of targeted boys</p> <p>Phase meetings/Pupil progress meetings to discuss P & A & pupils falling behind</p> <p>Ensure Quality first teaching through monitoring of planning, books and teaching to ensure opportunities for challenge are delivered to raise opportunities for success for all learners.</p> <p>Lesson drop ins & observations to ensure BSGP differentiation approach is consistently adhered to and Curriculum id fit for purpose (boy focused)</p> <p>Analyse interventions & adjust groupings/targets based on outcomes.</p> <p>Comparison of LA baseline data with our Spring 2020 data to give a starting point for the academic year – Analysis of areas of weakness within classes and subjects to inform bespoke planning to address lost learning</p>	<p>Ass Head</p> <p>English Leads</p>	<p>January 2020</p>

Milestones (B)

Autumn

Pupils identified for monitoring...communicate at P progress meetings

½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.

	Rec	1	2	3	4	5	6
R	30%	60%	50%	50%	55%	45%	55%
W	30%	55%	50%	45%	50%	50%	45%

Spring

Pupils identified for monitoring...communicate at P progress meetings

½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings

	Rec	1	2	3	4	5	6
R	45%	65%	65%	60%	65%	55%	64%
W	45%	65%	60%	55%	62%	60%	65%

Summer

Pupils identified for monitoring...communicate at P progress meetings

½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings

	Rec	1	2	3	4	5	6
R	65%	70%	80%	70%	70%	68%	70%
W	65%	70%	75%	70%	65%	70%	70%

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Summer 2021 more PP pupils passing the Phonics Test compared with Summer 2019 (and Autumn 2020 (Covid)) so that the difference between PP and Non PP pupils remains equal but in line with National. (see SIP Priority 6 targets)</p> <p>And</p> <p>Priority A & B</p>	<p>Early and regular identification of PP pupils not on track to pass the phonic check discussed at P Progress meetings</p> <p>Ensure appropriate challenge is in place so pupils progress through RWI groups</p> <p>HLTA in EYs</p> <p>1 X TA working with identified PP pupils from EYFS/KS1 pupils to deliver S & L support to targeted individuals (5 pupils)</p> <p>1 x Reading Recovery Teacher delivering programme to identified pupils (4 pupils)</p> <p>Target specific interventions in place for any PP pupil needing additional support to achieve ARE/GD or with GD potential</p> <p>Shining Lights Intervention</p>	<p>Falling Trend and St Andrew's pupils not achieving in line with National</p> <p>This is a suitable approach to embed across the school so that PP pupils alongside other pupils can be equally challenged and achieve in line with their non PP peers both in school and nationally.</p> <p>More regular monitoring of RWI groups will prevent pupils from stalling in their progress or missing opportunities to do the best they can.</p> <p>External barriers (See above) impact progress and therefore attainment, Specialist teaching and support for identified pupils provides bespoke provision to meet specific need.</p> <p><u>External rationale</u></p> <p><i>1:1 Tuition/Support/Intervention: short regular sessions over a set period of time result in optimum impact.</i></p>	<p>Increased and rigorous monitoring on a ½ termly basis of the progress and attainment of Year 1 PP pupils</p> <p>Phase meetings/Pupil progress meetings to discuss P & A of pupils not on track</p> <p>Ensure Quality first teaching through monitoring of RWI books and teaching to ensure opportunities for success for all learners.</p> <p>Monitoring of targets set for S & L intervention. Progress evident against targets</p> <p>Successful completion of RR Programme for pupils – impact on R outcomes for these pupils (ARE)</p>	<p>Ass Head</p> <p>KS1 Phase leader/English Lead</p>	<p>January 2020</p>

<p>Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD</p>	<p>All PP pupils to access Recovery Curriculum in order to address gaps in learning as well as be in a position to further learn so as to progress and so keep up.</p> <p>All Pupils to have access to Bug Club and Time Table Rockstars to supplement learning</p> <p>Year 5 to receive additional Maths tuition Spring term onwards</p>		<p>Comparison of LA baseline data with our Spring 2020 data to give a starting point for the academic year – Analysis of areas of weakness within classes and subjects to inform bespoke planning to address lost learning</p>		
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Milestones (C)

<p>Autumn</p> <p>Pupils identified as EYFS 2 for Reading and not making progress through RWI discussed at P Progress Meetings</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.</p>	<p>Spring</p> <p>Pupils identified as EYFS 2 for Reading and not making progress through RWI discussed at P Progress Meetings</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings.</p>	<p>Summer</p> <p>Pupils identified as EYFS 2 for Reading and not making progress through RWI discussed at P Progress Meetings</p> <p>½ termly sampling monitoring of targeted pupils inc learning walks/book scrutiny/staff 1:1 accountability meetings</p>
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Total budgeted cost i + ii	<p>£121,457.00</p> <p>£9520.50</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.</p> <p>Improve provision to enhance wellbeing in school.</p> <p>Attendance support for key groups/families led by Pastoral Manager and EWO</p> <p>Pupils with SEMH difficulties are able to succeed making the best progress possible.</p> <p>(E-I/SIP Priority 5)</p> <p>AND</p> <p>Catch Up and Keep Up through recovery curriculum (which will</p>	<p>Continue work of learning mentor and pastoral officer.</p> <p>Develop role of teacher responsible for parental engagement and further initiate new approaches to parents impacting learning</p> <p>Learning Mentor employed to support pupils with SEMH difficulties & to raise self-esteem and engagement of individual pupils.</p> <p>Pastoral Officer to support disadvantaged families & children to raise aspirations</p> <p>Contribution to school visits</p> <p>Fruit for KS2/ Breakfast provision</p> <p>Ed Resources inc. Bug Club &</p> <p>Counselling</p> <p>Contribution to funding of extra-curricular activities</p> <p>All pupils to participate in Jigsaw PSHE recovery curriculum and class</p>	<p>OFSTED inspection highlighted that this was an area for development.</p> <p>Bringing outside barriers into school in order to address them and equip families to support at home.</p> <p>National research shows that a successful way to improve outcomes for PP pupils is to maximise the engagement of parents and equip them to support in the best way at home</p> <p>Significant number of children who display challenging behaviour and difficulties with social situations in school.</p> <p>Raised national awareness and focus on mental health and the need for this to be high on school's agenda, alongside school's own awareness of the mental health and wellbeing needs and challenges for our pupils and families.</p> <p><u>External rationale</u></p> <p><i>National research shows that a successful way to improve outcomes for PP pupils is to maximise the engagement of parents and equip them to support in the best way at home – EEF Parental Engagement toolkit strand</i></p>	<p>Maintain the current good communication relationships of KS and BW with parents.</p> <p>CF to continue to initiate new initiatives/improve current strategies for engagement of parents</p> <p>Meet the Teacher events</p> <p>Reading/Phonics Workshops</p> <p>Regular supervision with LM and PO to ensure they are held to account.</p> <p>Data collected on wellbeing and social skills which impact on behavior</p> <p>Accelerated progress to be made by PP pupils in all year groups in order to have more high achieving PP pupils especially internally targeted pupils and high attainers</p> <p>SEMH needs of pupils are met so that they are ready and able to learn</p>	<p>Assistant head...KS, SH, CF</p> <p>Assistant Head, KS, SH, JH</p>	<p>January 2020</p>

<p>identify key priorities within RWM) in order to ensure well being and recoup lost learning and therefore numbers of pupils working at ARE/GD</p>	<p>worship to address SEMH aspects of returning to school and the impact of COVID Remote learning integrated into school curriculum planning. PP pupils to have access to this through the distribution of laptops and/or internet pilot scheme through LA</p>		<p>– evidenced in learning walks and other monitoring activity.</p>		
Milestones (D-H)					
<p>Autumn</p> <p>Gain Baseline data for children who access support from LM & PM (academic and social/emotional)</p> <p>Analyse performance of these pupils at the end of term</p> <p>Begin to monitor parental attendance</p> <p>Monitor impact of Bug Club</p> <p>Reduction in persistent absence of PP pupils</p>	<p>Spring</p> <p>Continue to monitor and analyse performance of pupils accessing school support for social/emotional/well- being needs...showing a stable/improving picture...use outcomes to inform further support and academic interventions required</p> <p>Continue to monitor parental attendance</p> <p>Monitor impact of Bug Club</p> <p>Further Reduction in persistent absence of PP pupils</p>	<p>Summer</p> <p>Continue to monitor and analyse performance of pupils accessing school support for social/emotional/well- being needs...showing a stable/improving picture...use outcomes to inform further support and academic interventions required.</p> <p>Increased parental attendance at workshops/parents eve</p> <p>Monitor impact of Bug Club</p> <p>Further Reduction in persistent absence of PP pupils</p>			
					<p>iii</p> <p>£116,193.00</p> <p>£9521.00</p>
Total budgeted cost					<p>£237,650.00</p> <p>£19,041.00</p>