

St. George's Catholic Primary School



3 YEAR PUPIL PREMIUM STRATEGIC PLAN

**Organisation**

The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Section	Focus	Contents
Section 1	School context & approach to the PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long term (3 year) overview	Setting long term goals to reflect the school context
Section 3	Academic Year Action Plan & Impact Statement	Action plan for the current academic year, funding and evaluation of impact

**SECTION 1**

**SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)**

**PHILOSOPHY & PRACTICE**

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended ‘tiered’ approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies.**

Area of Principles	School Practice
<b>Whole-school ethos of attainment for all</b>	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
<b>Addressing behaviour and attendance</b>	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
<b>High quality teaching for all</b>	Emphasise and deliver ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
<b>Meeting individual learning needs</b>	Identify each pupil’s challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
<b>Deploying staff effectively</b>	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils’ learning
<b>Impact driven and responsive to evidence</b>	Effectively use data, and other evidence, to identify pupils’ learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
<b>Ambitious leadership</b>	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

The following tables support understanding of our school context and are used to identify areas of strength and development (long, medium and short term)

OVERVIEW OF SCHOOL CONTEXT														
Characteristic	EYFS PP	EYFS non-PP	Year 1 PP	Year 1 non-PP	Year 2 PP	Year 2 non-PP	Year 3 PP	Year 3 non-PP	Year 4 PP	Year 4 non-PP	Year 5 PP	Year 5 non-PP	Year 6 PP	Year 6 non-PP
Year Group	3 (27%)	8 (73%)	3 (15%)	17 (85%)	5 (21%)	19 (89%)	6 (30%)	14 (70%)	9 (33%)	18 (67%)	13 (45%)	16 (55%)	9 (38%)	15 (62%)
Boys	0 (0%)	6 (100%)	0 (0%)	11 (0%)	2 (15%)	11 (85%)	2 (20%)	8 (80%)	5 (31%)	11 (69%)	4 (29%)	10 (71%)	5 (38%)	9 (62%)
Girls	3 (60%)	2 (40%)	3 (33%)	6 (67%)	3 (27%)	8 (73%)	4 (40%)	6 (60%)	4 (36%)	7 (64%)	9 (60%)	6 (40%)	4 (40%)	6 (60%)
SEN Support	2 (67%)	1 (33%)	1 (25%)	3 (75%)	2 (50%)	2 (50%)	0 (0%)	5 (100%)	5 (71%)	2 (29%)	4 (80%)	1 (20%)	5 (63%)	3 (37%)
EHC Plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1 (100%)
EAL	1 (100%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)	3 (100%)	0 (0%)	2 (100%)	0 (0%)	5 (100%)	0 (0%)	4 (4%)	0 (0%)	3 (3%)

\*Adapt or add to these groups based on your school's context

**ASSESSMENT DATA 2021 actuals**

EARLY YEARS FOUNDATION STAGE (EYFS)							
	All pupils 12 pupils	Pupils eligible for Pupil Premium (1 Pupil)	Pupils not eligible for Pupil Premium (11 Pupils)	National average	PP data from previous 3 years		
					2017 - 18	2018 - 2019	2019 - 2020
<b>Good Level of Development (GLoD)</b>	<b>50%</b>	<b>0%</b>	<b>55%</b>	<b>2018-2019 -71.8%</b>	<b>100%</b>	<b>50%</b>	<b>0%</b>
<b>Reading</b>	<b>50%</b>	<b>0%</b>	<b>55%</b>	-	<b>100%</b>	<b>50%</b>	<b>33%</b>
<b>Writing</b>	<b>42%</b>	<b>0%</b>	<b>45%</b>	-	<b>100%</b>	<b>50%</b>	<b>0%</b>
<b>Number</b>	<b>67%</b>	<b>0%</b>	<b>73%</b>	-	<b>100%</b>	<b>50%</b>	<b>0%</b>
<b>Shape</b>	<b>67%</b>	<b>0%</b>	<b>73%</b>	-	<b>100%</b>	<b>50%</b>	<b>0%</b>

YEAR 1 PHONICS SCREENING CHECK No data recorded due to Covid restrictions						
All pupils (19 Pupils)	Pupils eligible for Pupil Premium (3 Pupils)	Pupils not eligible for Pupil Premium (16 Pupils)	National average	PP data from previous 3 years		
				2017 - 18	2018 - 19	2019 - 20
13 (68%)	3 (67%)	69%	?	60%	79%	60%

END OF KEY STAGE ONE (KS1)							
	All pupils	Pupils eligible for Pupil Premium 4	Pupils not eligible for Pupil Premium 19	National average	PP data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 20
% achieving expected standard or above in Reading, Writing and Maths	13 [57%]	1 [25%]	12[63%]	65%	57%	33%	[67%]
% making expected progress in Reading	18[78%]	2 [50%]	16[84%]	-	57%	56%	[83%]
% making expected progress in Writing	13[57%]	1[25%]	12[63%]	-	57%	44%	[83%]
% making expected progress in Maths	19[83%]	2[50%]	17[89%]	-	57%	44%	[67%]

## END OF KEY STAGE TWO (KS2)

	All pupils	Pupils eligible for Pupil Premium (9)	Pupils not eligible for Pupil Premium (15)	National average	PP data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 20
% achieving expected standard or above in Reading, Writing and Maths	[16] [67%]	[3] [33%]	[13] [87%]	65%	29%	75%	[75%]
% making expected progress in Reading	[20] [83%]	[6] [67%]	[14] [93%]	-	50%	43%	N/A
% making expected progress in Writing	[19] [79%]	[6] 67%	[13] [87%]	-	50%	14%	N/A
% making expected progress in Maths	[17] [71%]	[3] [33%]	[14] [93%]	-	25%	57%	N/A

ATTENDANCE –							
	All pupils	Pupils eligible for PP	Pupil not eligible for PP	National average (2018/2019)	Data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 20 (Mar 20)
Overall absence	3.4%	6%	2.2%	4%	4.3%	4.1%	5.4%
Unauthorised absence	0.4%	1.7%	0.2%	1.1%			
Persistent absentees	22.6% absence 16/155	22.7% absence 15/155	20.6% absence 1/155	%	16	11	32
Lates	0.16%	0.3%	0.13%				

BEHAVIOUR –									
	All pupils	Pupils eligible for PP	Pupils not eligible for PP	National average 2018/2019			Data from previous 3 years		
				All	PP	Non-PP	2017 - 18	2018 - 19	2019 - 20
% Permanent Exclusions	0%	0%	0%	0.1	0.27	0.06	0	0	0

BEHAVIOUR –									
% Fixed Term Exclusions	0%	0%	0%	5.36	13.76	3.83	0	2	3
<i>Own school tracking</i>									

SAFEGUARDING						
	All pupils	Pupils eligible for PP	Pupils not eligible for PP	Data from previous 3 years		
				2017 - 18	2018 - 19	2019 - 20
Number of Referrals				4	6	5
% Child Protection (CP)	2%(3)	1%(2)	1%(1)	1	2	1
% Child in Need (CiN)	1%(2)	1%(2)	0%	1	2	1
% LAC/PLAC	1%(2)	1%(2)	0%	1	1	1
% Early Help	1%(2)	1%(2)	0%	2	2	3

## 1. Barriers to future attainment (for pupils eligible for PP)

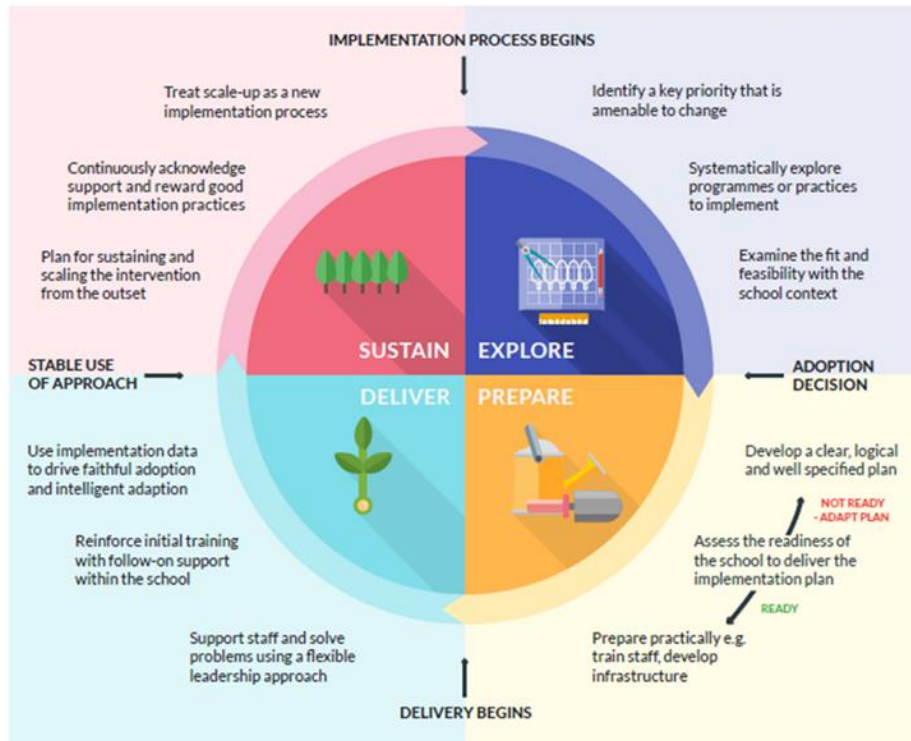
### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Children starting school with poor language skills.
<b>B.</b>	Lack of parental engagement or ability to support children at home.
<b>C.</b>	Lack of motivation or desire to succeed.



<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Children suffering from social and emotional difficulties for a range of reasons.	
<b>E.</b>	Poor attendance for some pupils.	
<b>F.</b>	Poor self-esteem leading to lack of confidence and self-belief.	
<b>2. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Attainment in English and Maths: to improve the outcomes for PP children in English and Mathematics.	The % of pupils working at or above ARE in Reading, Writing and Maths will increase. The attainment gap between PP pupils and others will close.
<b>B.</b>	Language to provide early language intervention and support for PP children in Foundation stage and Key Stage 1.	To ensure that PP children receive language support as necessary in EYFS and KS1 to enable them to achieve ARE in Communication and Language in EYFS and to close/narrow the gap between PP pupils and others.
<b>C.</b>	Engagement: to improve curriculum engagement and academic achievement for PP children.	The % of PP children working at or above ARE will increase. The attainment gap between PP pupils and others will close.
<b>D.</b>	To improve children's mental well-being so that they can develop into confident and resilient learners.	Children's attitudes to learning and approach to school improve.
<b>E.</b>	To provide PP pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities.	All pupils are socially equal within school and enjoy a variety of additional, inspirational first-hand experiences.

## IMPLEMENTATION PROCESS



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

**Explore:** what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

**Prepare:** do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

**Deliver:** how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

## OUR REVIEW PROCESS

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.

<b><i>The impact of the action/intervention is:</i></b>	<b><i>Far above expectations</i></b>		<b><i>Above expectations</i></b>		<b><i>As expected</i></b>		<b><i>Below expectations</i></b>		<b><i>Far below expectations</i></b>	
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## ACCOUNTABILITY

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

The Headteacher and Pupil Premium Leader will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

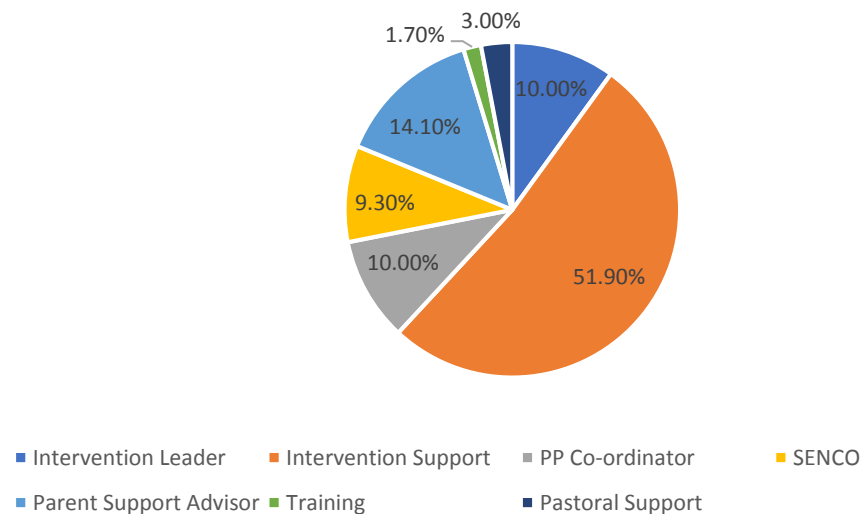
Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

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; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

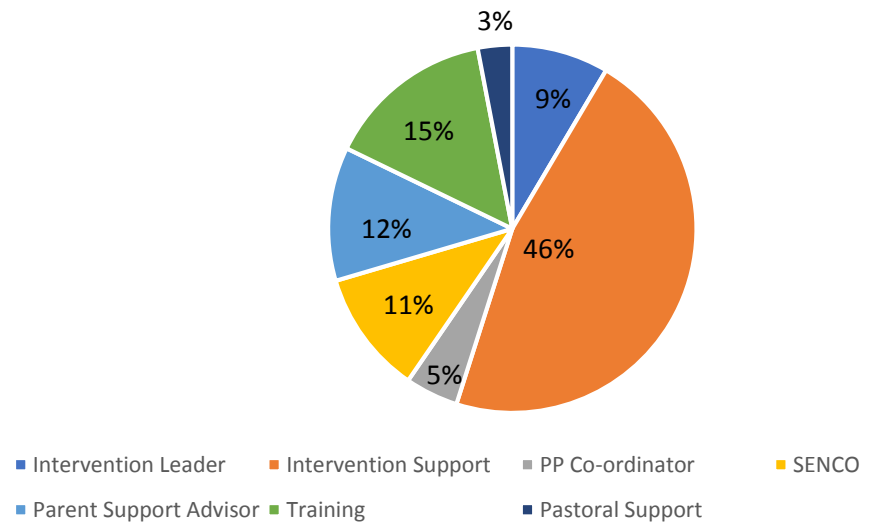
The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.

## FUNDING

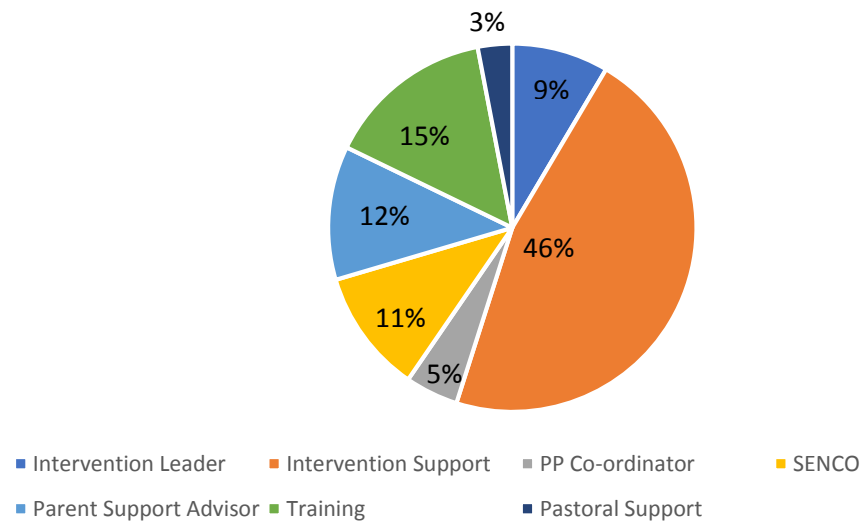
Percentage Pupil Premium Expenditure for 2019/2020



Percentage Pupil Premium Expenditure for 2020/21



## Proposed Percentage Pupil Premium Expenditure for 2021 - 22



**SECTION 2: LONG TERM (3 YEAR) OVERVIEW**

**SETTINGH**

*Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 3). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.*

<b>HEADLINE AREAS FOR DEVELOPMENT 2020 – 2023</b>		
<b>PP AREA FOR DEVELOPMENT</b>	<b>TIERED FOCUS AREA, RESEARCH &amp; EVIDENCE</b>	<b>PP DESIRED OUTCOME</b>
To improve attainment and progress in core subjects for pupils entitled to Pupil Premium through quality first teaching and interventions.	<p>Tier 1</p> <p>As a school, we continue to strive for academic excellence and have high expectations for all pupils.</p> <p>It is important that we improve the outcomes for PP pupils in all year groups and continue to close the gap with non-pupil premium pupils.</p>	The % of pupils working at or above ARE in Reading, Writing and Maths will increase. The attainment gap between PP pupils and others will close.
To provide early language intervention and support for PP children in Foundation Stage and Key Stage 1	<p>Tier 2</p> <p>Baseline assessment data shows that pupils often come to school with either poor oracy skills or a limited understanding of the English language. The development of oracy and language are a key focus in both the EYFS and KS1. Research shows that where interventions are put in early, that there is a lasting impact on pupil outcomes.</p>	To ensure that PP children receive language support as necessary in EYFS and KS1 to enable them to achieve ARE in Communication and Language in EYFS and to close/narrow the gap between PP pupils and others.
To support pupil' social and emotional provision through access to appropriate interventions.	<p>Tier 3</p> <p>To support the holistic development of the children we are able to offer ELSA and/or FSW support to identified children. This may be in</p>	Children's attitudes to learning and approach to school improve.

	<p>groups or individually, working with parents and families and external services.</p> <p>Looking at Maslow's hierarchy of needs – if these aren't met, the individual will be unable to learn.</p>	
<p>To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities.</p>	<p style="text-align: center;">Tier 3</p> <p>It is essential that those pupils entitled to pupil premium funding are not excluded from any activity, particularly those that enhance the curriculum such as educational visits. We have a comprehensive programme of enrichment which takes place throughout the year. It is important that all our pupils are able to access activities that enrich the curriculum; activities that they may not be able to access at home e.g. activities experienced through the residential.</p>	<p>All pupils are socially equal within school and enjoy a variety of additional, inspirational first-hand experiences.</p>

## SECTION 3: ACADEMIC YEAR 2020/2021 ACTION PLAN & IMPACT STATEMENT



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

**Tier 1 Teaching:** Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

**Tier 2 Targeted Academic Support:** Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

**Tier 3 Wider Strategies:** Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>			To improve attainment and progress in core subjects for pupils entitled to Pupil Premium through quality first teaching and interventions.		
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>			<b>Tier: 1</b> <b>All teachers to teach consistently good/ outstanding lessons by July 2021.</b>		
<b>AREA OF SPEND</b>	<b>PP SPEND</b>	<b>RESPONSIBILITY</b>	<b>DESCRIPTION OF ACTIONS &amp; TIMINGS</b>	<b>INTENDED OUTCOMES &amp; EVIDENCE</b>	<b>IMPACT</b>



<p><i>Close support and monitoring of all teachers who are not consistently good/ outstanding.</i></p>	<p>£12,667</p>	<p><i>FS2 &amp; KS1- AHT(VT-D) and HT</i></p> <p><i>KS2 –AHT (SH)</i></p>	<ul style="list-style-type: none"> <li>• Informal support plans and mentoring structure in place with AHT. AHTs working closely with all staff to improve standards.</li> <li>• LA support in numerous areas (English, EYFS etc to support improving standards)</li> <li>• More frequent drop in sessions and feedback for teachers and TAs.</li> </ul>	<p><i>By the end of KS2, pupils to achieve at least in line with the National average for the expected standard or better in Reading, Writing and Maths .</i></p> <ul style="list-style-type: none"> <li>• Support files, with clearly defined areas of improvement identified and relayed to teachers.</li> <li>• LA feedback forms with targets for when suggested improvements need to be implemented.</li> <li>• Teaching file which includes all lesson observations undertaken, so there is a trail of what has been observed.</li> </ul> <p>All teaching must be consistently good in order to support pp and all learners effectively. Review termly.</p>	<p>Due to the Covid pandemic there is no data available at time of writing to allow comparison of current attainment with national averages.</p> <p>At the most recent LA inspection and SIA visited all classes were observed. All teaching was observed as being “Good” or better. This reflects the findings of the HT and SLT, VLL during their observations/drop-ins throughout the latter half of the year. This shows that progress has been made in this area.</p>
<p><i>CPD for teaching staff where required to meet the objective and within this class cover for teacher release time.</i></p>	<p>£6000</p>	<p><i>HT and AHTs</i></p>	<ul style="list-style-type: none"> <li>• Training to support individual teaching staff to meet the needs of all learners.</li> <li>• Cover for the class whilst the teacher is provided with the training.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective CPD to enhance teacher knowledge and personal development.</li> </ul>	<p>Feedback from teachers at the end of CPD shows that they felt that this gave them new skills and knowledge and that they felt that it would allow them to improve their practice.</p> <p>Progressive improvements in the quality of teaching seen in class and the improved provision for all learners as part of quality-first teaching</p>

					shows that this has been achieved. It is an ongoing process and we would expect this to continue in 2021,22.
<i>Catch up grant to be used to provide intervention for Year 6 class prior to SATs through the national tutoring programme.</i>	£8000	HT	<ul style="list-style-type: none"> <li>Catch up grant for pupil premium to be used to support pupils in order to close their attainment gaps for this year in relation to COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps for pupils will be narrowed using the tutor.</li> </ul>	PP children who received this support made comparable progress gains to non – PP children.
<i>Shine intervention programme</i>	£4,394	HT and class teachers	<ul style="list-style-type: none"> <li>The programme identifies gaps in knowledge and provides specific intervention programme plans to close them.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps for pupils will be narrowed through very focused intervention.</li> </ul>	Teacher and TA judgement was that children had become more proficient in the areas where support was provided. However, this was not evident in all cases in formal assessment.
<i>Quick start employment programme</i>	£3000.	HT and class teacher	<ul style="list-style-type: none"> <li>Unemployed 16-24 allocated to the school on minimum wage to support with catch up.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom support for closing gaps.</li> </ul>	Children were able to receive additional support with aspects of school life where they

			<ul style="list-style-type: none"> <li>Professional development through online training.</li> </ul>		needed help (academic as well as social and emotional).
<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>			To provide early language intervention and support for PP children in Foundation Stage and Key Stage 1		
<b>ACADEMIC YEAR 2020/2021 OBJECTIVES:</b>			<b>Tier 2:</b> To have implemented effective provision in order to enhance language acquisition for all learners		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Teacher training/ TA training to support early language acquisition.	£2451	HT and AHT Class teacher's to identify courses and appropriate CPD.	<ul style="list-style-type: none"> <li>FS teacher booked on to Talk boost training for FS1.</li> <li>Early words together course provided by Spurgeons (Children's centre) for FS1 children.</li> <li>Early language acquisition training (BLAST, Welcome etc)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and TAs will be better equipped to provide early intervention and support through the training that has been provided.</li> </ul>	Because of the second COVID lockdown it was not possible to complete the training and programme. Government advice is that this should be completed in Year 1. Training for Year 1 practitioners has been planned. Assessment of the impact will take place next academic year.
Early intervention set up and continuously reviewed each term (x 6)	£3,444	AHT (VT-D) and CT/CTA	<ul style="list-style-type: none"> <li>Early identification of need within EYFS cohort and quick implementation of Talk boost and speech acquisition interventions.</li> <li>SALT targets given to all class teacher and class teacher to have provided intervention time for TA to conduct these sessions.</li> </ul>	<ul style="list-style-type: none"> <li>A greater level of language acquisition which is measurable (e.g Talk boost scale points, SALT targets met, NELI assessment tool etc)</li> </ul>	Because of the second COVID lockdown it was not possible to complete the training and programme. Government advice is that this should be completed in Year 1. Training for Year 1 practitioners has been planned. Assessment of

		AHT (SH)	<ul style="list-style-type: none"> <li>Nuffield early language intervention (NELI) 20 week intervention to improve oral language skills for FS2.</li> <li>Use of Tower Hamlets progression in language structures.</li> </ul>	<ul style="list-style-type: none"> <li>Tower hamlets PLS to be monitored on it's use throughout the school by SH.</li> </ul> <p>All targets and interventions to be reviewed termly by the class teacher and then VLL/AHT (VT-D). New targets and interventions to then be put into place.</p>	the impact will take place next academic year.
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<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>			To support pupil' social and emotional provision through access to appropriate interventions.		
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>			Tier 3: ELSA support sessions to be more specific, effective and measurable		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Additional time to set up and review ELSA support in place with all colleagues each term. (x6)	£5824	AHT (VT-D)	<ul style="list-style-type: none"> <li>Time with each ELSA has secured specific interventions that are required and also highlighted children who can come off intervention each term, allowing for new children to be seen.</li> <li>More of a focus on the individual needs of each child through the sharing of support plan actions.</li> </ul>	<p>Pupils are able to access learning in class. Social and emotional barriers to learning are minimised.</p> <ul style="list-style-type: none"> <li>Evidence is being recorded termly by the AHT and shared with the ELSA's.</li> <li>Focused intervention sessions that can be linked for group work.( E.g year 6 cooking for instructional text/ sequencing/ food anxieties.)</li> </ul>	<p>The school has records of children who have completed the intervention.</p> <p>We have carried out pupil voice conversations with children, who have said that the ELSA support has had a positive impact on their SEMH.</p> <p>Next year, we are planning to use a before and after children's</p>

					happiness scale to measure the impact of ELSA support.
Additional allocation of budget for resources.	£120	ELSA TA's (YOC & SB)	<ul style="list-style-type: none"> <li>Spending has been allocated so that the ELSA's have resources and a budget to provide engaging and exciting activities for the children that they work with.</li> </ul>	<ul style="list-style-type: none"> <li>Higher levels of engagement and activities specifically directed towards support plan points.</li> </ul>	We have carried out pupil voice conversations with children, who have said that the ELSA support has had a positive impact on their SEMH.

<b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b>		To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities.			
<b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b>		Tier 3: Ensure that PP children are supported to access extra-curricular activities and enrichment through considered spending of the PP budget.			
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Equine therapy	£5p.w None – This activity could not take place due to Covid restrictions.	AHT (VT-D)	<ul style="list-style-type: none"> <li>Equine therapy for one child who has sensory needs and attachment issues.</li> </ul>	<ul style="list-style-type: none"> <li>To have supported this child with time with her parent to support her attachment issues that have developed through a new sibling</li> </ul>	

<p>ELSA provision</p>	<p>£330</p>	<p>AHT (VT-D) and ELSAs</p>	<ul style="list-style-type: none"> <li>• Focused resources to support ELSAs in delivering specialised sessions for the children in their care.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the engagement of the children.</li> <li>• Quicker removal of children from the ELSA support sessions.</li> </ul>	<p>Staff delivering ELSA support have had access to more resources so they are better able to tailor their programmes to the interests and needs of the children.</p> <p>Children have been moved on quickly from the ELSA support programme.</p>
<p>Range of after school clubs.</p>	<p>FoC by Teachers</p>	<p>All teachers</p>	<ul style="list-style-type: none"> <li>• Teachers to run an after school club each term.</li> <li>• Encourage PP to attend clubs and monitor attendance/participation at these clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Give children access to experiences they might not otherwise have.</li> <li>• Clubs such as Dance and Drama and singing improve confidence and give the children opportunities to perform to an audience.</li> </ul>	<p>Normally the school offers a wide range of after-school clubs to cater to different interests. These have included: dance and drama, football, computing , art, chess, science, history, pony club.</p> <p>Because of Covid restrictions these have not been possible this year but we hope to re-start as soon as practicable.</p>

<p><b>LINKED TO 3 YEAR STRATEGIC OUTCOME:</b></p>	<p>Attendance</p>
<p><b>ACADEMIC YEAR 2020/2021 OBJECTIVE:</b></p>	<p><b>Tier 3:</b></p> <p>To monitor and track attendance for PP children closely in order to ensure that absenteeism is not impacting on their education.</p>

AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Designated Attendance officer	£1,170	HT and AHT (VT-D) Admin Asst CC	<ul style="list-style-type: none"> <li>• Revisal of Attendance Policy shared with all parents.</li> <li>• Parents sign up to policy as part of home school agreement.</li> <li>• Monitoring on a weekly basis of all children.</li> <li>• Revised % for initial concern letters to be sent out (96%)</li> <li>• Involvement of the EWO if attendance drops below 90% and does not improve over two successive monitoring periods.</li> <li>• Enhanced reward system for improved/good attendance.</li> </ul>	<i>No gap between FSM and all other pupils' attendance.</i>	Attendance for PP children was % compared to % for the whole school cohort. There are a very small number of children who disproportionately affect these averages, and the school actively works with these families to improve attendance.

%