

Nailsworth CE Primary School Pupil Premium Funding

Pupil Premium is allocated to schools from central Government to support children from low-income families who are currently known to be eligible for free school meals and children who have looked after continuously for more than six months. Schools are free to spend the money as they see fit and are required to publish this information online.

Our school allocation for 2019/20 from central Government is £53,949 covering 48 children out of 200 children.

At Nailsworth CE Primary, it is used to help our most disadvantaged children to close the gap with both their emotional and academic needs.

What are our barriers to future attainment?

Reviewing our children's needs, children enter school with two clear areas of need; emotional and academic. Our families also seek support for their children in accessing the wider curriculum.

As a result we target these needs in our Pupil Premium priorities:

- To support the rapid academic progress of disadvantaged children, including those with special needs, from their typically lower starting points to close the gap against their peers progress
- To support the well-being of all disadvantaged pupils so they may express their full potential each and everyday
- To provide full access to the wider curriculum providing first hand experiences near to their peers
- To help with external barriers where appropriate such as low attendance

What do we aim to create? What actions are we doing?

i. Rapid academic progress of disadvantaged children, including those with special needs, so that:

- *90% of higher prior attainers working at greater depth at end of year 2*
- *30% of pupil premium children working at greater depth at end of year*
- *80% of children working at expected at the end of the year*
- *Progress measure for pupil premium children 2+ for KS2*
- *Progress measure for pupil premium children to be 0+ in Keystage 1*

We will achieve this through:

- *Open questions for children to answer in books.*
- *Reading reward scheme for each child.*
- *Introduction of Mrs Wordsmith*
- *Unfamiliar vocabulary displayed in classroom*
- *3 spelling rules displayed in the classroom.*
- *Maths vocabulary on working walls*
- *Naming and tracking of children*
- *Use of Oktopus softwear on Smart TVs to enhance teaching and learning.*
- *X tables focus PP children in Y3 and Y4*
- *All monitoring (PPMs, book looks and lesson observations) to focus on disadvantaged children in each class.*

ii. Support the well-being of all disadvantaged pupils through emotional and behavioural support, so that they:

- Have access to a full range of behaviour and emotional support
- Feel safe, exhibit good behaviours and show appropriate learning behaviours

We will achieve this through:

- Continuing the success of our Therapeutic Story Writing programme and mental health/special needs training programme.
- Grow our well-being programme through the increase in numbers of our THRIVE practioners, working alongside a play therapist and Forest School.
- Increase the use of the nurture room provision in the morning for those children not accessing their learning in the classroom environment
- Continue the use of mentoring
- Introduction of school therapy dog

iii. *Provide full access to the wider curriculum providing first hand experiences near to their peers, so that:*

- *No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income*
- *Parents and their children have a sense of ownership of how they use funds to meet their needs and that they are fully used*

We will achieve this through:

- *Continuing the child personalised fund for £250 per financial year.*
- *Simplifying and make more effective the way parents manage their child's personalised fund through liaison with the Thrive practitioner.*
- *Implementation of the Continuous Provision of the curriculum which has been designed to support pupil premium children in their learning.*

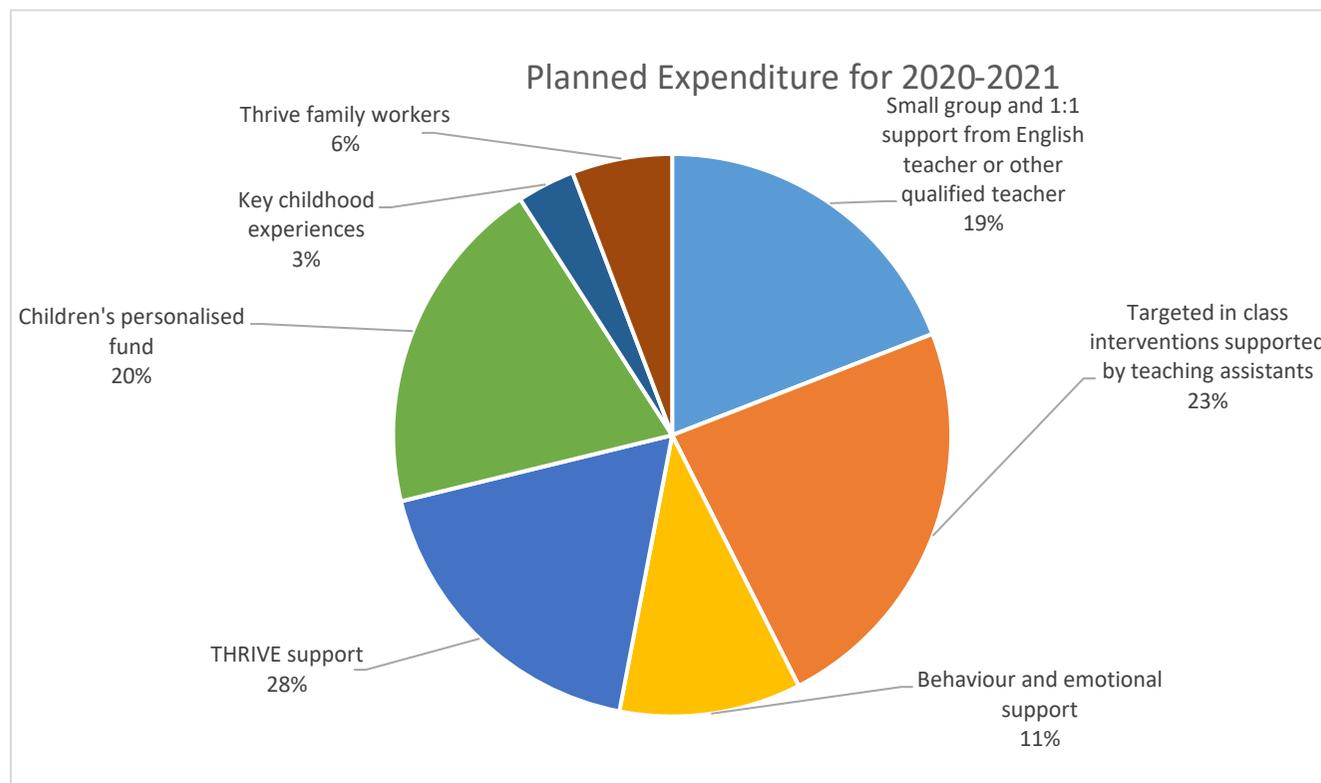
iv. Help with external barriers where appropriate such as low attendance, so that:

- Disadvantaged children average attendance closes the gap against their peer and those national figures

We will achieve this through:

- Continuing with the free breakfast or breakfast club provision for children
- Exploring ways to engage those children not taking up support and work with parents to find other ways of helping via Thrive practitioners.

Planned expenditure for 2020-21 : Overview



<i>i. Rapid academic progress of disadvantaged children, including those with special needs</i>					
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><i>Disadvantaged children and those with special needs will achieve expected or better progress from their prior attainment starting point</i></p> <p><i>80% of disadvantaged children will be working at expected at the end of the year</i></p> <p><i>The progress measure for pupil premium children will be</i></p> <p><i>2+ for KS2</i> <i>The progress measure for pupil premium children will be 0+ in Keystage 1</i></p>	<p><i>Clearer interventions and My Plan(Plus) academic actions and targets against non-negotiables skills in reading, writing and maths to raise the progress of children</i></p> <p><i>Whole class questioning to target disadvantaged children.</i></p> <p><i>Open questions to target disadvantaged children both verbally and in books.</i></p>	<p><i>Disadvantaged children are at risk of falling behind in their learning, often through poor communication skills, poor reading and writing skills and mathematical knowledge. Without this being addressed, future life chances are put in jeopardy.</i></p>	<p><i>Termly pupil progress meetings focused on progress of children from their starting points and progress needed to reach age expected attainment</i></p> <p><i>SLT monitoring cycle of data, book-looks and lesson observation outcomes</i></p> <p><i>Staff meeting focus on open questions</i></p> <p><i>All monitoring (PPMs book looks and lesson observations) focused on every class PP child.</i></p> <p><i>Focus on raising the attainment of higher prior attainment PP children to reach greater depth by the end of the key stage</i></p> <p><i>Planned/unplanned timeouts to support rapid catch-up.</i></p> <p><i>Children to have access to supporting structures (success criteria, modelled work, posters, guides, word banks, practical equipment etc)</i></p> <p><i>Provision of many opportunities/time to deepen</i></p>	<p><i>SLT and all staff</i></p>	<p><i>Pupil Progress Meetings between class teacher and Head to assess academic impact – 6 times a year</i></p> <p><i>Pupil Premium/SEND designated Governor Review meeting end of Spring term with HT, Senco.</i></p> <p><i>Management Review submitted to Governor Standards committee three times a year with a focus on the end of each big term</i></p>

			<i>understanding of key skills through frequent repetition/practise</i>		
<p><i>All disadvantaged children higher prior attainment meet age expected or better progress in their writing</i></p> <p><i>30% of disadvantaged children to be working at greater depth at end of year</i></p>	<p><i>Targeting of children progressing slowly. A clear focus on spellings around spelling accurately Attainment to be in line with national :</i></p> <p><i>5+ 91% 10+ 74% 15+ 40% 20 5%</i></p> <p><i>Mrs Wordsmith initiative to introduce 3 new words a week to children.</i></p>	<p><i>Children from disadvantaged backgrounds often struggle with applying basic core skills; spelling and handwriting often impede their creativity. If these gaps persist or reduce too slowly, the gap widens quickly and life chances can diminish. This spend ensures that gaps in opportunities to apply knowledge and practise skills in core subjects are closed and children make stronger progress and catch up</i></p>	<p><i>See above</i></p>	<p><i>SLT</i></p>	<p><i>As above</i></p> <p><i>Pupil Progress Meetings to assess academic impact – 6 times a year</i></p> <p><i>Pupil Premium/SEND designated Governor Review meeting end of Spring term with HT and Senco.</i></p> <p><i>Management Review submitted to Governor Standards committee three times a year with a focus on the end of each big term</i></p>
<p><i>All lower prior attainment disadvantaged children will successfully reach the threshold standard for the Phonics Screen by the end of Keystage 1</i></p>	<p><i>Target slow progressing children with additional teacher support from non-class based Deputy Headteacher</i></p> <p><i>Clearer interventions and My Plan(Plus) academic actions and targets against non-negotiables skills in reading, writing and maths to raise the progress of children</i></p>	<p><i>Poor skills of decoding whilst reading in Keystage 2 slows comprehension in reading and maths and hampers writing progress.</i></p> <p><i>Ensuring a high phonics pass rate as children enter Keystage 2 allows greater progress across reading, writing and maths.</i></p>	<p><i>Outcomes are monitored by English leads, HT and SLT six times a year monitoring data, listening to readers and lesson observations</i></p> <p><i>Keystage 1 and EYFS team meetings weekly</i></p> <p><i>TA weekly meetings – phonics as a standing item</i></p>	<p><i>English Lead for KS1 and KS2 and SLT</i></p>	<p><i>Management Review submitted to Governor Standards committee three times a year with a focus on the end of each big term</i></p> <p><i>Pupil Progress Meetings to assess academic impact – 5 times a year</i></p>

	<i>Clearer, simplified assessment route through EYFS and Keystage 1 raising issues early</i>		<i>Teacher-led interventions for reading daily for PP children who are behind age-expected standard and do not read at home.</i>		
<i>Consolidation of the % of boys at age expected attainment and more than expected, for each cohort. Progress measure for each cohort to be 2+ in Keystage 2 Progress measure for boys to be 0+ in Keystage 1</i>	<i>Focus on boys reading and writing through richness of curriculum and first hand experiences, available to disadvantaged pupils.</i>	<i>Boys from disadvantaged backgrounds often struggle with the basic core skills and motivation to engage with reading and writing with limited exposure to a range of literacy and role models</i>	<i>SLT learning walks focused on boys engagement Non-negotiable lesson observation check list including focused learning objectives and boys engagement Planning of 3 "I"s shows consideration and incorporation of non-fiction writing and boy-friendly topics.</i>		<i>Pupil Progress Meetings to assess academic impact – 6 times a year Management Review submitted to Governor Standards committee three times a year with a focus on the end of each big term</i>
Total budgeted cost					
Targeted in class interventions supported by teaching assistants and specialised teachers					£33,543.58
ii. Support the well-being of all disadvantaged pupils through emotional and behavioural 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?
<i>Have access to a full range of behaviour and emotional support</i>	<i>Continuing the success of our Therapeutic Story Writing programme and mental health/special needs training programme. Continue in well-being programme through the introduction of THRIVE, Forest Schools and play therapy.</i>	<i>Children from disadvantaged backgrounds can have emotional needs that impact on their learning. A range of approaches helps a range of children needs.</i>	<i>Regular communications with provision leaders, children and parents to ensure the approach is supporting the children's needs</i>	<i>SENCO</i>	<i>After the first, middle and last sessions Pre and post pupil survey discussions with children, parents and staff</i>

	<i>Introduce therapy dog</i>				
<i>Feel safe, exhibit good behaviours and show appropriate learning behaviours</i>	<i>Develop the use of the nurture room provision and thrive rooms for those children not accessing their learning in the classroom environment Develop succinct speech and simple instructions to support children with high levels of anxiety.</i>	<i>Children from disadvantaged backgrounds can have emotional needs that impact on their learning through attachment and special educational needs issues</i>	<i>Regular communications with SENCO, children and parents to ensure the approach is supporting the children's needs</i>	SENCO HT	<i>After the first, middle and last sessions Pre and post pupil survey discussions with children, parents and staff December Pupil Progress meeting</i>
				Total budgeted cost Behaviour and emotional support THRIVE support	£2,995 £1,438
iii. Provide full access to the wider curriculum providing first hand experiences near to their peers					
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?
<i>No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income</i>	<i>Continuing the child personalised fund for £250 per financial year. Simplifying and make more effective the way parents manage their child's personalised fund Expand the opportunities for children to access, including the targeted promotion of some activities for example wider range of music tuition,</i>	<i>Not all children in receipt of additional funding can afford school opportunities, activities or trips Not all children in receipt of additional funding know what is available to them due to limited life experience</i>	<i>Regular communications from Business Manager with Thrive practioners, teachers, children and parents to ensure the children access a full range of experiences Letters termly sent to parents outlining balances and opportunities available and tasters for children to attend</i>	<i>Business Manager HT Thrive practioner</i>	<i>Termly review of Pupil Premium personalised fund balances and activities undertaken to date Included in Pupil Progress Meetings to assess academic impact</i>

	<i>book tokens, online academic subscriptions opportunities similar to their peers</i>				
<i>Parents and their children have a sense of ownership of how they use funds to meet their needs ensuring funds fully used</i>	<i>Simplifying and make more effective the way parents manage their child's personalised fund</i>	<i>Not all parents of children in receipt of additional funding use their full allocation</i>	<i>Letters termly sent to parents outlining balances and opportunities available and tasters for children to attend</i>	<i>Business Manager HT Thrive practioner</i>	<i>Termly review of Pupil Premium personalised fund balances and activities undertaken todate Teachers to review at parents evenings</i>
Total budgeted cost Children's personalised fund					£15000
iv. Help with external barriers where appropriate such as low attendance and lateness.					
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?
<i>Disadvantage children average attendance is closing the gap against their peers.</i>	<i>Continuing with the free breakfast or breakfast club provision for children Provide the opportunity for Exploring ways to engage those children not taking up support and work with parents to find other ways of helping Closer working with families via thrive practioners.</i>	<i>Where children have engaged with the breakfast club there has been significant improvement in their attendance. 20 children have regularly attende.</i>	<i>Regular communication with the Breakfast Club leaders, children and parents. Termly attendance review. Thrive practioners and Attendance Officer weekly communication Targeted attendance awards</i>	<i>Attendance Officer HT SENCO Thrive practioners.</i>	<i>Six times a year SLT meeting Management Review reports submitted to Governor Standards committee three times a year with a focus on the end of each big term</i>
Total budgeted cost Thrive Family Support and resources					£1,028

Review of expenditure for 2018-19: Impact on achievement

• 2019 KS2 attainment		
3 Pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019) TBC</i>
% achieving expected standards or above in reading, writing & maths (or equivalent)	88%	84%
Progress measure in reading	6.6	9.7
Progress measure in writing	0.2	3.2
Progress measure in maths	-0.3	1.6

Review of expenditure for 2019-20: Detail

Our school allocation for 2019/20 from central Government was £53,949 covering 48 children out of 198 children. Actual expenditure £53,949.

i. Rapid academic progress of disadvantaged children, including those with special needs

Desired outcome	Chosen action / approach in 2019-20 based on the outcomes from 2018-19.	Estimated impact: Did you meet the success criteria in 2019-20? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach in 2019-20)	Cost
		<p>Please note: Data is predicted and based on summative and formative assessment carried out between September 2019 and March 2020 when all schools were closed.</p>		

<p><i>Disadvantaged children and those with special needs will achieve expected or better progress from their prior attainment starting point</i></p>	<p><i>Raising the quality of teaching by using focused, simplified learning objectives clearly linked to My Plan(Plus) actions and targets</i></p> <p><i>Clearer interventions and My Plan(Plus) academic actions and targets against non-negotiables skills in reading, writing and maths to raise the progress of children</i></p> <p><i>More direct training of Teaching Assistants in guided activities focused on “teach and retreat” to install greater independence</i></p> <p><i>Use of interactive TV’s to support modelling of concepts.</i></p> <p><i>Whole class questioning to target disadvantaged children.</i></p> <p><i>Clearer interventions and My Plan(Plus) academic actions and targets against non-negotiables skills in reading, writing and maths to raise the progress of children</i></p>	<p><i>Keystage 2 – Pupil Premium children school data</i> <i>Reading 67% at expected;33% above expected; +6.7 progress measure</i> <i>Non-Pupil Premium children school data</i> <i>Reading 92% at expected;60% above expected; +7.8 progress measure</i></p> <p><i>Pupil premium children Writing 67% at expected; 33% above expected; +0.2 progress measure</i> <i>Non Pupil premium children Writing 92% at expected; 44% above expected; +5.8 progress measure</i></p> <p><i>Pupil premium Maths 67% at expected; 33% above expected; 4.4progress measure</i> <i>Non Pupil premium Maths 92% at expected; 48% above expected; 4.9 progress measure</i></p> <p><i>Keystage 2 – SEND children</i> <i>Reading 0% at expected; 7.4 progress measure</i> <i>Writing 0% at expected; -0.1 progress measure</i> <i>Maths 0% at expected; 6.2 progress measure</i></p> <p><i>Keystage 1</i> <i>Pupil premium reading value added +3.0.</i> <i>Pupil premium reading at expected 57%</i> <i>Non Pupil premium reading value added 2.1</i> <i>Non Pupil premium reading at expected 2.1%</i></p> <p><i>Pupil premium writing at expected 57%</i> <i>Pupil premium writing value added 1.6</i> <i>Non Pupil premium writing at expected 94%</i> <i>Non Pupil premium writing value added 5.6</i></p> <p><i>Pupil premium Maths at expected 86%</i> <i>Pupil premium Maths value added 5.0</i> <i>Non Pupil premium Maths at expected 83%</i> <i>Non Pupil premium Maths value added 1.9</i></p> <p><i>EYFS (children)</i></p>	<p><i>There was a clear impact on the attainment and progress of pupil premium children in Key stage 2.</i></p> <p><i>The pupil premium children start lower than their peers and can take their full primary school life to catch their peers.</i> <i>X tables focus for PP children in Y3/4 will target shortfall in multiplication knowledge.</i> <i>All monitoring (PPMs, book looks and lesson obs) to focus on PP children in each class to keep focus on PP children.</i> <i>Continued focus on spellings and language acquisition.</i></p>	<p><i>Small group and 1:1 support from English teacher or other qualified teacher Budget £33,543 ; Actual £33543</i></p>
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		<p><i>Pupil premium reading at expected 60%</i> <i>Non pupil premium reading at expected 87%</i></p> <p><i>Pupil premium writing at expected 50%</i> <i>Non pupil premium writing at expected 96%</i></p> <p><i>Pupil premium Maths at expected 60%</i> <i>Non pupil premium Maths at expected 96%</i></p>		
<p><i>All disadvantaged children with middle or higher prior attainment meet age expected or better attainment</i></p>	<p><i>Target slow progressing children with additional teacher support from non-class based Deputy Headteacher</i></p> <p><i>A clear focus on spellings around spelling accurately the high frequency 300 words and ensuring handwriting is fluent</i></p>	<p><i>Keystage 2 – Higher prior attainment</i> <i>Reading 100% at expected; 100% above expected; +1.3 progress measure</i> <i>Writing 100% at expected; 100% above expected; +3 progress measure</i> <i>Maths 100% at expected; 50% above expected; -1.8 progress measure</i></p> <p><i>Keystage 2 – Middle prior attainment</i> <i>Reading 93% at expected; 20% above expected; +1.3 progress measure</i> <i>Writing 100% at expected; 47% above expected; +5.2 progress measure</i> <i>Maths 87% at expected; 33% above expected; +1.6 progress measure</i></p>	As above	
<p><i>All lower prior attainment disadvantaged children will successfully reach the threshold standard for the Phonics Screen by the end of Keystage 1</i></p>	<p><i>Target slow progressing children with additional teacher support from non-class based Deputy Headteacher</i></p> <p><i>Clearer interventions and My Plan(Plus) academic actions and targets against non-negotiables skills in reading, writing and maths to raise the progress of children</i></p> <p><i>Clearer, simplified assessment route through EYFS and Keystage 1 raising issues early</i></p>	<p><i>Year 1 Phonics-Not taken due to Covid</i> <i>Year 2 Phonics –Not taken due to Covid</i></p>	<p><i>Continue use clearer interventions linked to phonics in reading writing.</i></p> <p><i>Embedded tracking system based on phonics screening throughout EYFS and Key stage 1</i></p>	

<p><i>The gap between disadvantaged boys and girls is reduced, with boys progress achieving or exceeding the national average</i></p>	<p><i>Focus on boys reading and writing through richness of curriculum and first hand experiences, including the engagement of the family in reading and writing.</i></p>	<p>Keystage 2</p> <p>Maths</p> <p>Boys Girls</p> <p>92% 86%</p> <p>Reading</p> <p>Boys Girls</p> <p>93% 85%</p> <p>Writing</p> <p>Boys Girls</p> <p>92% 93%</p> <p>Key Stage 1</p> <p>Maths</p> <p>Boys Girls</p> <p>83% 85%</p> <p>Reading</p> <p>Boys Girls</p> <p>67% 92%</p> <p>Writing</p> <p>Boys Girls</p> <p>67% 100%</p> <p>EYFS</p> <p>Boys Girls</p> <p>88% 88%</p> <p>Writing</p> <p>Boys 88% Girls 93%</p> <p>Maths</p>	<p><i>Continue the focus on boys high interest topics</i></p> <p><i>See spelling approach above</i></p>	
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		Boys 94% Girls 93%		
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<i>ii. Support the well-being of all disadvantaged pupils through emotional and behavioural support</i>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<i>Have access to a full range of behaviour and emotional support</i>	<i>Continuing the success of our Therapeutic Story Writing programme and mental health/special needs training programme. Grow our well-being programme through the introduction of THRIVE, Therapeutic Drama, Forest Schools and Facts for Life Continue the use of mentoring focused on potential bullying behaviours.</i>	<i>Therapeutic Story writing helped children show greater resilience in school, more willing to talk with staff about issues, greater confidence with writing. All most all children wished it to continue</i> <i>THRIVE has had a very positive impact on those attending individual or group sessions. Friendships have been improved and outbursts of anger reduced for a number of children.</i> <i>Forest School whole class work with a focus on mindfulness.</i>	<i>Continue</i> <i>Develop the THRIVE approach with another trained person and create addition time to support children</i> <i>Continue Forest School for the academic whole year</i> <i>Whole school approach in developing succinct speech and simple instructions to support children with high levels of anxiety</i>	<i>Behaviour and emotional support Budget £ 5,500 ; Actual £5,500</i> <i>THRIVE support Budget £9,507; Actual £9,507</i>
<i>Feel safe, exhibit good behaviours and show appropriate learning behaviours</i>	<i>Develop the use of the Thrive and sensory room provision for those children not accessing their learning in the classroom environment</i> <i>Continue the use of the nurture room provision for lunchtimes and playtimes</i> <i>Introduction of school therapy dog</i>	<i>The Thrive and Sensory rooms have been developed and used as provision for those children requiring reflective or “talking” space.</i> <i>The Nurture room has been used more by individual THRIVE and therapeutic sessions.</i> <i>School dog introduced into school at no cost to school.</i>	<i>Targeted use of Sensory and Thrive room.</i> <i>Continue nurture room provision for lunchtimes and playtimes</i> <i>Direct children to the many clubs at lunchtime available to them</i>	

iii. Provide full access to the wider curriculum providing first hand experiences near to their peers				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<i>No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income</i>	<i>Continuing the child personalised fund for £250 per financial year. Simplifying and make more effective the way parents manage their child's personalised fund Expand the opportunities for children to access, including the targeted promotion of some activities for example wider range of music tuition, book tokens, online academic subscriptions Develop the use and effectiveness of ICT equipment in providing opportunities similar to their peers</i>	<i>No child has been excluded from any trip or residential as a result of financial concerns from those families in receipt of additional funding. No child has been excluded from any regular school clubs and sporting/musical activities as a result of financial concerns from those families in receipt of additional funding. All paid school club places or sporting activity places were accessed by children with a Pupil Premium allocation. No child has been excluded from enjoying the wrap around care as a result of financial concerns from those families in receipt of additional funding. 19 children with a Pupil Premium allocation accessed wrap around care. No child has been excluded from accessing enrichment opportunities as a result of financial concerns from those families in receipt of additional funding. Enrichment opportunities this year accessed by all children with a Pupil Premium allocation included food</i>	<i>Continue approach Develop regular communications from Business Manager with Thrive practioners, teachers, children and parents to ensure the children access a full range of experiences Ensure letters termly sent to parents outlining balances and opportunities available and tasters for children to attend Expand the opportunities for children to access, including the targeted promotion of some activities for example wider range of music tuition, book tokens, online academic subscriptions</i>	<i>Children' s personalised fund Budget £10,250; Actual £10,250 Key childhood experiences Budget £1750; Actual £1750</i>

		<p><i>education (cooking with the school's chefs), working with percussion musicians, watching live pantomime theatre, learning the art of chess.</i></p> <p><i>A children were supported with SEN provision where appropriate.</i></p> <p>Once lockdown began, money set aside for key childhood experiences was used to improve key learning areas both inside the school and in the school grounds.</p>		
<p><i>Parents and their children have a sense of ownership of how they use funds to meet their needs ensuring funds fully used</i></p>	<p><i>Simplifying and make more effective the way parents manage their child's personalised fund</i></p>	<p><i>Spending of the personalised fund was impacted by Covid preventing whole school functioning. See above.</i></p>	<p><i>Use Thrive practioners to help parents use allocations.</i></p>	

<p>iv. <i>Help with external barriers where appropriate such as low attendance</i></p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p><i>Disadvantaged children average attendance is closing the gap against their peers and those nationally</i></p>	<p><i>Continuing with the free breakfast or breakfast club provision for children Provide the opportunity for Year 5 and 6 pupils to become breakfast chefs Exploring ways to engage those children not taking up support and work with parents to find other ways of helping</i></p>	<p><i>Attendance for PP children was 96.72% with gap of 0.14% (96.86% Non PP).</i></p> <p><i>2 children were affected by being late</i></p>	<p><i>Breakfast club works well for a few children</i></p> <p><i>Greater support of families with Thrive practioner.</i></p> <p><i>Extending breakfast provision for children and providing breakfast where</i></p>	<p>Family Link Worker and resources; Budget £:3,038 Actual £3,038</p>

	<p><i>Closer working with families via our Thrive Family Link Worker</i></p>		<p><i>necessary continues to have a large impact on attendance.</i></p>	
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