



Pool Hayes Primary School - Pupil Premium Strategy Statement: 2020-2021

Overview of Pupil Premium at Pool Hayes Primary

In September 2020 there were 65 pupils (29% of pupils on roll) eligible for Pupil Premium funding. This figure is comprised of 56 pupils who are currently eligible for Free School Meals (FSM) and 9 pupils who have been eligible for FSM in the previous six years (Ever 6s). Our figure for pupils currently eligible for FSM, at 25%, is well above the national average of 17%.

61% of our pupils with Special Educational Needs (SEN) are also eligible for Pupil Premium funding, which is considerably higher than the national average (28.4%).

How our Pupil Premium pupils are supported.

At Pool Hayes Primary school, we are committed to promoting the progress and attainment of all our pupils, whatever their backgrounds. Our approach ensures that the school supports children from disadvantaged backgrounds, by providing targeted support when it is needed. It is by providing excellent teaching, tailored to the needs of every individual child, with specific help to enable pupils who are falling behind to catch up quickly, and those who are excelling to be stretched further, that each can reach their full potential.

Class Teachers determine how PP pupils are supported in class. In addition to in-class support, Pupil Premium pupils may receive further support in the form of small group boosters and possibly one-to-one specific interventions, depending upon the level of need.

How we ensure that provision for our Pupil Premium pupils is effective.

Impact on Pupil Premium pupils is measured at the end of each half term and monitored closely by each Class Teacher on a daily basis. The school's data management tool, DCPro, allows both Class Teachers, the Inclusion Leader and Senior Management Team to closely track the progress and attainment of Pupil Premium pupils.

An in-depth analysis of data for each year group is carried out regularly and any issues regarding specific pupils identified. This enables Class Teachers, the Inclusion Leader and Senior Management Team to ensure that Pupil Premium funded resources - including staff - are used effectively, that initiatives are having the desired impact and changes are made if necessary. It will also ensure that all Pupil Premium children continue to receive the specific support they need in order to achieve their full potential.

Each Pupil Premium child has their own Pupil Premium Education Personal Profile (4P) which details their progress and attainment over the academic year. The 4P also contains other information that may be pertinent to the educational, social and emotional development of the child, and a 'Pupil Voice' statement in which the child records their views on how they are progressing at school, any areas of concern that they may have and how they feel the school can support them further.

1. Summary information					
School	Pool Hayes Primary School				
Academic Year	2020/21	Total PP budget	TBC	Date of most recent PP Review	Sept. 2020
Total number of pupils	228	Number of pupils eligible for PP	64 (28%)	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
KS2 Attainment for 2019/20 – Non available due to Covid19 Data shown is 2018/19	<i>Pupils eligible for PP (our school) 2018/19 (10 pupils)</i>	<i>Pupils not eligible for PP (our school/national Y6) 2018/19 (20 pupils)</i>
% achieving expected standard or above in reading, writing and maths	40%	47% / 65%
% achieving expected standard or above in reading	40%	57% / 73%
% achieving expected standard or above in writing	60%	70% / 78%
% achieving expected standard or above in maths	60%	63% / 79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	On entry to school, oral language skills of PP children are often below expected. Consequently, many are not achieving 'Good Level of Development' (GLD) in the area of speech, language and communication by the end of the Foundation Stage.
B.	Some PP children are not achieving ARE in Reading by the end of KS2. PP pupils are less likely to have engaged with home learning during the COVID19 lockdown and school closure, which will lead to further widening of the attainment gap between the performance of PP pupils and their peers/national.
C.	Some PP children are not achieving ARE in Writing by the end of KS2. PP pupils are less likely to have engaged with home learning during the COVID19 lockdown and school closure, which will lead to further widening of the attainment gap between the performance of PP pupils and their peers/national.
D.	Some PP children are not achieving ARE in Maths by the end of KS2. PP pupils are less likely to have engaged with home learning during the COVID19 lockdown and school closure, which will lead to further widening of the attainment gap between the performance of PP pupils and their peers/national.

E.	SEMH – the mental health and wellbeing of PP children may have been disproportionately affected by the lockdown and school closure. COVID19 may have exacerbated existing challenges or created new challenges for PP pupils, such as loss of routines, friendships, opportunities and freedom. This may impact negatively upon their learning on return to school.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance and punctuality for PP pupils is lower than the average for the rest of the school. At the end of 2018/19 academic year, 25% of PP pupils had attendance of less than 90% (i.e. persistent absence), compared with 17.6% of non-PP pupils across the school. (Accurate figures for 2019/20 not available due to school closure).	
G.		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Enhance EYFS PP pupils' ability to communicate effectively and improve progress across the curriculum. To diminish the differences between Foundation Stage PP pupils and their peers in the area of 'communication and language', with more PP pupils achieving GLD in this area by the end of Foundation Stage. Increased score in Early Talkboost assessments and above expected progress in 'communication and language' area of the EYFS.	Increased score in Early Talkboost assessments. Above expected progress in 'communication and language' area of the EYFS with an increased number of PP pupils achieving GLD in this area by the end of the Foundation Stage. Improved progress across the curriculum as a result of pupil's enhanced ability to communicate with both their peers and adults.
B.	To diminish the differences between PP pupils and their peers in Reading throughout school. Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough. Children will meet their next steps targets and this will be evident in assessments and books. Progress and attainment of all pupils will be tracked on a half-termly basis with PP eligible pupils highlighted on all tracking.	The differences between PP pupils and their peers for attainment and progress in Reading are diminished. Accelerated progress of this group of pupils to increase the % of children achieving end of year expectations. Increase in 'higher' level attainment for PP pupils in Reading by the end of KS2.
C.	To diminish the differences between PP pupils and their peers in Writing throughout school. Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough. Children will meet their next steps targets and this will be evident in assessments and books. Progress and attainment of all pupils will be tracked on a half-termly basis with PP eligible pupils highlighted on all tracking.	The differences between PP pupils and their peers for attainment and progress in Writing are diminished. Accelerated progress of this group of pupils to increase the % of children achieving end of year expectations. Increase in 'higher' level attainment for PP pupils in Writing by the end of KS2.
D.	To diminish the differences between PP pupils and their peers in Maths throughout school. Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough. Children will meet their next steps targets and this will be evident in assessments and books. Progress and attainment of all pupils will be tracked on a half-termly basis with PP eligible pupils highlighted on all tracking.	The differences between PP pupils and their peers for attainment and progress in Maths are diminished. Accelerated progress of this group of pupils to increase the % of children achieving end of year expectations. Increase in 'higher' level attainment for PP pupils in Writing by the end of the KS2.

E.	PP pupils are more self-aware about their emotional health and well-being and are able to express their emotions. The best learning conditions for every pupil will be created – safe, happy, engaged and positive mental health. Where pupils experience mental health difficulties, clear plans and pathways to specialist support exist, including the involvement of outside agencies when necessary.	Mental health and well-being awareness is embedded in every aspect of school life. Pupils are involved in the design of mental health and wellbeing initiatives.
F.	The attendance of PP children is at least in line with other groups and there is a decrease in the number of sessions attended late. Support will be provided to vulnerable families where routines have not been maintained during lockdown. Parents and pupils will be made aware of the importance of being in school every day for pupils' well-being, learning and rapid progress to close gaps.	All PP children to have attendance of 96% or above, in line with expectations for the whole school.
G.	More PP children are completing home learning activities, whether that be online or in other formats. PP pupils will upload completed home learning activities into their portfolios in Class DoJo.	All PP children are evidencing engagement in, and completion of, home learning activities.

5. Planned expenditure

Academic year

2020/21

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. Enhance EYFS PP pupils' ability to communicate effectively and improve progress across the curriculum. To diminish the differences between Foundation Stage PP pupils and their peers in the area of 'communication and language', with more PP pupils achieving GLD in this area by the end of Foundation Stage. Increased score in Early Talkboost assessments and above expected progress in 'communication and language' area of the EYFS.</p>	<p>Use of Wellcome and Early Talkboost communication and language programmes in EYFS. Use of Makaton language programme signs and symbols to support children with more severe speech and language difficulties. Early identification of PP pupils with speech, communication and language difficulties, enabling early support and interventions from NHS Speech and Language Therapy (SALT) team and school's designated Speech Therapist.</p>	<p>EEF Early Years Toolkit suggests that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>EYFS Co-ordinator trained in the delivery of the Wellcome programme and will train other EYFS staff. All EYFS staff to be provided with ongoing training in the delivery of the Early Talkboost and Makaton language programmes. EYFS Co-ordinator will oversee and manage the assessment and tracking systems for these programmes and report on their effectiveness on a half termly basis during Pupil Progress meetings. Inclusion Leader to ensure that PP children with specific speech, language or communication difficulties are identified early and referrals made to SALT team for support either in, or out, of school.</p>	<p>EYFS Co-ordinator. Inclusion Leader.</p>	<p>February 2021</p>
<p>B. To diminish the differences between PP pupils and their peers in Reading throughout school. Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough.</p>	<p>Headteacher has taken on the role of KS2 Reading lead, to oversee the implementation and development of a 'Whole Class Reading' approach throughout KS2. The existing Reading Co-ordinator is now able to focus on early reading in our Foundation Stage as well as overseeing the</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We also want to ensure that PP pupils develop a love of reading through a promotion of 'reading for pleasure'. The EEF Teaching and Learning toolkit indicates that successful reading comprehension approaches deliver an additional six months progress. Many of the approaches can be usefully combined with collaborative learning</p>	<p>Progress made by PP pupils in Reading is assessed through both half termly summative tests and ongoing, weekly teacher assessment against Reading targets. Pupils will be assessed twice yearly using the "York Assessment of Reading for Comprehension" (YARC). The school's online data management system, 'DCPro', enables teaching staff, subject co-ordinators and SLT to track the progress and attainment of</p>	<p>Class Teachers/ Reading Co-ordinator/ Inclusion Leader.</p>	<p>February 2021</p>

	<p>implementation of RWI Phonics in FS/KS1. School to receive external support from English Hub. This support will initially focus on early reading, but over the course of our three-year PP strategy the improvements resulting from this support will begin to impact on KS2 reading also.</p> <p>PP pupils are identified on Class Teachers' lesson plans and will receive support from either Class Teacher or Teaching Assistant in Whole Class Reading lessons and in any lessons involving the use of text.</p> <p>Our Deputy Headteacher is supporting with the delivery of RWI Phonics in KS1. All reading lessons to have clear curriculum outcomes. High quality and engaging texts to be used in English lessons.</p> <p>Additional interventions for PP pupils who require extra support will be planned by Class Teachers.</p> <p>In each classroom, Reading Corners have been improved, with a stipulated set of 'non-negotiables' that outline what is required.</p> <p>A range of initiatives to be introduced to encourage reading at home and a love of ,reading, e.g. 'Read for the Stars'.</p>	<p>techniques and phonics to develop reading skills.</p>	<p>all pupils, with the added facility of more forensic drilling down to focus on specific groups or individual pupils. The Reading Co-ordinator monitors this progress regularly and half termly Pupil Progress meetings are held at which the progress made by PP pupils is discussed.</p> <p>The Inclusion Leader also produces a termly report into progress made by PP pupils in RWM compared with that of their peers.</p> <p>PP pupils have their own, individual 'Personal Profile' which identifies a pupil's strengths and barriers to learning, as well as highlighting their progress in RWM. These are reviewed termly.</p>		
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<p>C. To diminish the differences between PP pupils and their peers in Writing throughout school. Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough.</p>	<p>PP pupils are identified on Class Teachers' lesson plans and will receive support from either Class Teacher or Teaching Assistant in all lessons where pupils are required to record their ideas in writing.</p> <p>Additional interventions for PP pupils who require extra support will be planned by Class Teachers.</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards' in writing by the end of KS1. These pupils will then continue to show increased progress throughout KS2.</p> <p>The introduction of additional Literacy lessons in KS1, delivered separately from RWI lessons, provides increased opportunity for the specific teaching of Writing.</p> <p>The EEF Teaching and Learning Toolkit indicates that small group tuition is effective, and can lead to an additional four months' progress over the course of a school year.</p>	<p>Progress made by PP pupils in Writing is assessed through both half termly summative tests and ongoing, weekly teacher assessment against Writing targets. The school's online data management system, 'DCPro', enables teaching staff, subject co-ordinators and SLT to track the progress and attainment of all pupils, with the added facility of more forensic drilling down to focus on specific groups or individual pupils.</p> <p>The Writing Co-ordinator monitors this progress regularly and half termly Pupil Progress meetings are held at which the progress made by PP pupils is discussed.</p> <p>The Inclusion Leader also produces a termly report into progress made by PP pupils in RWM compared with that of their peers.</p> <p>PP pupils have their own, individual 'Personal Profile' which identifies a pupil's strengths and barriers to learning, as well as highlighting their progress in RWM. These are reviewed termly.</p>	<p>Class Teachers/ Writing Co-ordinator/ Inclusion Leader.</p>	<p>February 2021.</p>
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<p>D. To diminish the differences between PP pupils and their peers in Maths throughout school. Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough.</p>	<p>PP pupils are identified on Class Teachers' lesson plans and will receive support from either Class Teacher or Teaching Assistant in all lessons where pupils are required to record their ideas in writing.</p> <p>Additional interventions for PP pupils who require extra support will be planned by Class Teachers.</p> <p>Upon return to school in September 2020, all pupils were assessed using Puma standardised Maths assessments, in order to identify gaps in learning that have arisen during lockdown and pupils that require additional, catch-up support. These catch-up sessions are to be delivered by the Maths Coordinator, with children working in small groups, out of class.</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards' in Maths, by the end of KS2.</p> <p>The EEF Teaching and Learning Toolkit indicates that small group tuition is effective, and can lead to an additional four months' progress over the course of a school year.</p>	<p>Progress made by PP pupils in Maths is assessed through both half termly summative tests and ongoing, weekly teacher assessment against Maths targets. Pupils will be assessed twice yearly using the Puma . standardised Maths assessments, in order to identify progress made and any gaps in learning.</p> <p>The school's online data management system, 'DCPro', enables teaching staff, subject co-ordinators and SLT to track the progress and attainment of all pupils, with the added facility of more forensic drilling down to focus on specific groups or individual pupils.</p> <p>The Maths Co-ordinator monitors this progress regularly and half termly Pupil Progress meetings are held at which the progress made by PP pupils is discussed. The Inclusion Leader also produces a termly report into progress made by PP pupils in RWM compared with that of their peers.</p> <p>PP pupils have their own, individual 'Personal Profile' which identifies a pupil's strengths and barriers to</p>		<p>February 2021.</p>
Total budgeted cost					TBC

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>A. Enhance EYFS PP pupils' ability to communicate effectively and improve progress across the curriculum. Increased score in Early Talkboost assessments and above expected progress in 'communication and language' area of the EYFS. To diminish the differences between Foundation Stage PP pupils and their peers in the area of 'communication and language', with more PP pupils achieving GLD in this area by the end of Foundation Stage.</p>	<p>Early identification of PP pupils with speech, communication and language difficulties, enabling early support and interventions from NHS Speech and Language Therapy (SALT) team and school's designated Speech Therapist if it is deemed necessary.</p>	<p>SALT team provide specialist, 1:1 support, targeted at a child's specific needs. This support can be delivered in school, by our designated SALT, or at local clinics.</p>	<p>SALT will conduct continual assessment of specified children. This information is made available to school, along with recommended strategies to support the child in school.</p>	<p>School SALT.</p>	<p>February 2021.</p>

<p>B. To diminish the differences between PP pupils and their peers in Reading throughout school.</p>	<p>Class Teachers are aware of who their PP pupils are and take their needs into account when planning their lessons. Continual assessment and monitoring of these pupils' progress will ensure that those requiring additional interventions/support are identified early and appropriate support can then be given. Regular small group or 1:1 booster sessions delivered by Class Teacher or Teaching Assistant focussing on key areas of need for PP pupils. Teaching Assistants will be trained in the delivery of appropriate intervention programmes. During Autumn Term, the KS1 Reading Coordinator will carry out a RWI assessment of all KS1 pupils and will then deliver a 'catch-up' phonics/reading support programme for those pupils who are identified as having gaps in their learning.</p>	<p>Some PP pupils need targeted support to catch up. The EEF Teaching and Learning toolkit indicates that, on average, small group tuition can lead to an additional four months' progress over the course of a school year. Small group tuition enables the Class Teacher to deliver specific, targeted support that focuses on the key needs of PP pupils.</p>	<p>Progress made by PP pupils in Writing is assessed through both half termly summative tests and ongoing, weekly teacher assessment against Reading targets. Progress made in Reading by PP pupils will be assessed twice yearly using the "York Assessment of Reading for Comprehension" (YARC). The Reading Co-ordinator monitors this progress regularly and half termly Pupil Progress meetings are held at which the progress made by PP pupils is discussed. The Inclusion Leader also produces a termly report into progress made by PP pupils in RWM compared with that of their peers. Class Teachers are given a copy of this report. TAs attend weekly meetings that focus on CPD, in order to ensure that they have the knowledge and skills to deliver high quality interventions. They have received training in a number of specific intervention programmes, including training delivered by North Star Inclusion Advisory Service.</p>	<p>Class Teacher/ Reading Co-Ordinator/ Inclusion Leader</p>	<p>Feb. 2021.</p>
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<p>C. To diminish the differences between PP pupils and their peers in Writing throughout the school.</p>	<p>Class Teachers are aware of who their PP pupils are and take their needs into account when planning their lessons. Continual assessment and monitoring of these pupils' progress will ensure that those requiring additional interventions/support are identified early and appropriate support can then be given. Regular small group or 1:1 booster sessions delivered by Class Teacher or Teaching Assistant focussing on key areas of need for PP pupils. Teaching Assistants will be trained in the delivery of appropriate intervention programmes.</p>	<p>Some PP pupils need targeted support to catch up. The EEF Teaching and Learning toolkit indicates that, on average, small group tuition can lead to an additional four months' progress over the course of a school year. Small group tuition enables the Class Teacher to deliver specific, targeted support that focuses on the key needs of PP pupils.</p>	<p>Progress made by PP pupils in Writing is assessed through both half termly summative tests and ongoing, weekly teacher assessment against Writing targets. The Writing Co-ordinator monitors this progress regularly and half termly Pupil Progress meetings are held at which the progress made by PP pupils is discussed. The Inclusion Leader also produces a termly report into progress made by PP pupils in RWM compared with that of their peers. Class Teachers are given a copy of this report. TAs attend weekly meetings that focus on CPD, in order to ensure that they have the knowledge and skills to deliver high quality interventions. They have received training in a number of specific intervention programmes, including training delivered by North Star Inclusion Advisory Service.</p>	<p>Class Teacher/ Writing Co-Ordinator/ Inclusion Leader</p>	<p>Feb. 2021</p>
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<p>D. To diminish the differences between PP pupils and their peers in Maths throughout school.</p>	<p>Class Teachers are aware of who their PP pupils are and take their needs into account when planning their lessons. Continual assessment and monitoring of these pupils' progress will ensure that those requiring additional interventions/support are identified early and appropriate support can then be given. Regular small group or 1:1 booster sessions delivered by Class Teacher or Teaching Assistant focussing on key areas of need for PP pupils. Teaching Assistants will be trained in the delivery of appropriate intervention programmes. Upon return to school in September 2020, all pupils were assessed using Puma standardised Maths assessments, in order to identify gaps in learning that have arisen during lockdown and pupils that require additional, catch-up support. These catch-up sessions are to be delivered by the Maths Coordinator, with children working in small groups, out of class.</p>	<p>Some PP pupils need targeted support to catch up. The EEF Teaching and Learning toolkit indicates that, on average, small group tuition can lead to an additional four months' progress over the course of a school year. Small group tuition enables the Class Teacher to deliver specific, targeted support that focuses on the key needs of PP pupils.</p>	<p>Progress made by PP pupils in Maths is assessed through both half termly summative tests and ongoing, weekly teacher assessment against Maths targets. Pupils will be assessed twice yearly using the Puma . standardised Maths assessments, in order to identify progress made and any gaps in learning. The Maths Co-ordinator monitors this progress regularly and half termly Pupil Progress meetings are held at which the progress made by PP pupils is discussed. The Inclusion Leader also produces a termly report into progress made by PP pupils in RWM compared with that of their peers. Class Teachers are given a copy of this report. TAs attend weekly meetings that focus on CPD, in order to ensure that they have the knowledge and skills to deliver high quality interventions. They have received training in a number of specific intervention programmes, including training delivered by North Star Inclusion Advisory Service.</p>	<p>Class Teacher/ Maths Coodinator/ Inclusion Leader</p>	<p>Feb. 2021</p>
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<p>E. PP pupils are more self-aware about their emotional health and well-being and are able to express their emotions. The best learning conditions for every pupil will be created – safe, happy, engaged and positive mental health. Pupil wellbeing is developed through implicit methods of teaching and learning such as emotional literacy, resilience and self-awareness. Where pupils experience mental health difficulties, clear plans and pathways to specialist support exist, including the involvement of outside agencies when necessary.</p>	<p>A member of the Senior Leadership Team has taken on the role of Mental Health Lead and has completed the Mental Health First Aid course. In addition to planning and implementing targeted support initiatives aimed at improving SEMH in school, the Mental Health lead will ensure that mental health and well-being awareness is embedded in every aspect of school life. School is participating in Walsall's 'Attachment Aware School Project', with a staff team including the Mental Health Lead and Inclusion Leader overseeing the implementation of the project. Pupils are involved in the design of mental health and wellbeing initiatives.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF Teaching and Learning toolkit indicates that, on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>The DfE publication – Mental Health and Behaviour in Schools (Nov. 2018) - provides further evidence of the benefits of a focus on mental health in school, including that :-</p> <ul style="list-style-type: none"> * Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. * There are things that schools can do for all pupils, as well as those at risk of developing mental health problems, to intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur. 	<p>The School Mental Health Lead will oversee the implementation of initiatives/projects within school and will audit their effectiveness.</p>	<p>Mental Health Lead/Inclusion Leader/Class Teachers.</p>	<p>Feb. 2021.</p>
Total budgeted cost					<p>TBC</p>

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?
F. Ensure good attendance of all PP children.	<p>Family Support Officer to monitor attendance on a daily basis. Analyse data to find patterns and address issues.</p> <p>The school's allocated Education and Welfare Officer (EWO) will attend weekly meetings with our Family Support Officer. They will then work with the parents/carers of those PP children whose attendance is currently below 96%, to offer advice and assistance as required.</p> <p>Incentives/rewards to encourage attendance including 100% Attendance Certificates; Attendance weeks with prizes for pupils achieving 100% attendance.</p> <p>No holidays during term time will be authorised and parents applying for holiday leave will be asked to attend a meeting with the Deputy Head and Family Support Officer. The parent's/carers of pupils taking</p>	<p>Whole school attendance for 2017/18 was 95.3% compared with a national average of 95.8%.</p> <p>However, 69% of PP children had attendance below 95%. 25% of PP children had attendance below 90%.</p>	<p>Family Support Officer will produce daily attendance data. Inclusion leader will monitor attendance of PP children and liaise with Family Support Officer to ensure that appropriate strategies are put into place to address the issue.</p> <p>School EWO to be engaged promptly to support families of PP children where attendance is low/falling.</p>	Family Support Officer/EWO.	Feb. 2021

<p>G. More PP children are completing home learning activities, whether that be online or in other formats. PP pupils will upload completed home learning activities into their portfolios in Class DoJo. Family</p>	<p>Provision of support for home learning via electronic learning platforms such as Oak National Academy, TT Rock stars, Active Learn and Bug Club. The Deputy Headteacher has devised a 'Blended Learning' scheme of work for each for each year group, which pupils will be able to access at home in the event of future lockdowns/school closure. Those PP pupils who have no, or limited, access to IT at home will be provided with 'hard copy' of home learning activities. School will identify those disadvantaged pupils who are eligible for the Government's scheme to provide digital devices, enabling access to remote education during future lockdowns/school closures. School will apply for devices on behalf of those children.</p>	<p>The EEF Teaching and Learning toolkit reports that studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	<p>Class Teachers will monitor completion of home learning activities completed and shared on children's' portfolios on Class Dojo, or the return of 'hard copies' of home learning tasks. Deputy Headteacher to oversee applications for digital devices for those PP pupils who do not have access to the internet at home.</p>	<p>Deputy Headteacher/ Inclusion Leader/ Class Teachers</p>	<p>Feb. 2021</p>
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Total budgeted cost

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

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

7. Additional detail

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