

Pupil Premium Strategy Statement: Garswood Primary School



1. Summary information					
School	Garswood Primary School				
Academic Year	2020/21	Total PP budget	£26,210 <i>(New figure to be announced in January 2021)</i>	Date of most recent PP Review	No external review
Total number of pupils	204	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July 21

2. Current attainment by the end of KS2 (2018-19 Data). <i>No data for academic year 2019-2020 due to cancellation of external KS2 SATs</i>				
	Average PPG	% PPG achieving exp	(National Average SS – all pupils)	% all pupils nationally
Standardised scores in Reading at KS2 (100 is the expected level)	106.8	100%	104	73%
Greater Depth Attainment Reading	111	20%		27%
Standardised scores in Grammar at KS2 (100 is the expected level)	107.6	100%	106	78%
Greater Depth Attainment Grammar	111	20%		36%
Standardised scores in Mathematics at KS2 (100 is the expected level)	106	100%	105	79%
Greater Depth Attainment Maths	n/a	0%		27%
Assessment information in Writing at KS2 – Teacher Assessment		100%		78%
Greater Depth Attainment Writing – Teacher Assessment		20%		20%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

Children and young people have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit and will therefore warrant additional support during this time. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Due to the enforced changes to educational and pastoral provision caused by the COVID-19 pandemic the details and subsequent areas of focus highlighted in this Pupil Premium Strategy for 2020 have focussed mainly on the support mechanisms for those families and groups in greatest need. Our use of the funding has been carefully considered to ensure pupils' needs are met, families are supported and pathways for support are given the greatest of priorities.

We feel that during this time, the following key steps must be prioritised to ensure that 'PPG' pupils' barriers to learning continue to be overcome and appropriate levels of support offered wherever possible:

- Children attending school during/following the Covid-19 Pandemic*
- Ensuring children have the correct tools to complete home learning and are technically supported to maintain contact with school and its learning platforms*
- Pastoral Family support to ensure anxieties are countered and difficulties overcome which may not be focussed purely on academic progress.*

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Supporting children to focus on education and learning in a home-based environment or one which is different to normal in school. - upon returning to school pupil challenges to demonstrate a sense of 'ready to learn' and the significance of gaining the most from the time they spend in school with a new 'condensed' and 'reorganised' timetable. Levels of anxiety and pressures which negatively impact on their learning capacity need to be refocussed and support put in place for those demonstrating levels of anxiety which they are not normally do.
B.	Recent Corona- Virus has further gone to delay the acquisition of a wide and varied reading vocabulary linked to limited experiences and a further narrowed reading diet – language reducing the capacity to think, make links, develop ideas and furthermore to comprehend beyond End of Key stage 2.
C.	Ability to develop a deeper understanding of mathematical concepts as expressed through complex language and real life experiences to support and develop an understanding of shape and measure, pattern and sequence. Pupils in all year groups having missed regular teacher lead maths session since March 2020 have significant gaps in their learning which need addressing through a carefully planned and bespoke curriculum – one which incorporates previous year's topics.
D.	Pupils requiring more pastoral support to manage anxiety whilst in lock down and returning to school under new circumstances. Pupils and families requiring additional support to overcome emotional challenges as well as those based around academic achievement.
E.	Attendance of PPG pupils – through long term sickness, lates and unauthorised absences. Figures have improved through the guidance and links with EWO (continuing to do so) but continue to require focus especially in light of the corona virus pandemic. Many pupils being kept of school and those choosing to work at home provided with home learning do no have the resources to access them

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Late transfer of PPG pupils across the school and a rise of pupils triggering PP funds across Key Stage 2 continues to be a challenge, with pastoral support for families becoming more demanding on school resources. The majority of PPG pupils are in the KS2 setting - There continues to be a considerable number of children within the PPG who transfer to the school later than the usual time of admission – limiting or shortening the time we can impact on their attainment, progress and development. The amount of pupils joining us in
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	upper Key Stage 2 continues to rise. Pupils arriving in our setting within the Early Years group is increasing also. There are 25 FSM Ever 6 pupils with 4 LAC pupils on role this year.
G	Some children have experienced disruption to home lives ranging from bereavement, separation, domestic violence, parental substance misuse. Some children have experienced significant early childhood trauma as a result of their external experiences.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children feel supported on re- entry to the school following the lock down and have a bespoke curriculum which they can access at school and at home if required to do so. Gaps in learning are addressed and narrowed in a short space of time with the aid of interventions, online learning platforms and TEAMS activities as and when required to maintain steady levels of progress which can be monitored upon return to school using the schools in house tracking.	Pupils eligible for pupil premium funds – along with all pupils – are reassured about the return to full time learning. The vulnerable pupils make accelerated progress to have gaps in learning addressed as necessary to ensure the particular specific gap is narrowed. The in house attainment and progress measures coupled with O Track and teacher assessment monitor the progress carefully.
B.	Support for pupils understanding of reading techniques through a focus on key vocabulary and grammar in order to access the online and remote curriculum effectively. Pupils will achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.	Children given greater opportunity to develop their reading skills through bespoke learning pathways and activities provided by the teacher. In school Book challenge has been adapted and used alongside the rich reading resources in class and the library. The book challenge is now more accessible to children whose reading pace is slower than others. Reading of unfamiliar genre to be encouraged and pupils reflect on their experiences with positivity and understanding of the impact on their whole school experience.
C.	Children can catch up rapidly with missed mathematical learning through the use of online mathematical learning activities. Previous years gaps are addressed and 'fixed' to enable appropriate progress to be made within their current year group.	Children achieve in line with national comparison in mathematics with gaps in previous learning addressed. Support given through MathsSeeds, TT Rockstars, Mathletics with pupil having access at home as well as bespoke timetabling of computers in school.
D.	Children supported in their anxieties upon returning to school and are developing a positive approach to school despite the changes to the environment.	Pupils demonstrate positivity towards school return to school with a vigour and purposeful attitude. Positive approach to learning is demonstrated at all times with a clear support mechanism in place for those children who demonstrate unusual levels of anxiety.
E.	Attendance of the group eligible for pupil premium improves since the lock down. Attendance figures rise and become more in line with whole school attendance figures from previous years.	Improved overall attendance rates of PPG to exceed the national all pupils of 96% despite Covid-19. Where these figures cannot be met, support strategies put in place to support home learning through EWO and DSL/Pastoral.
F.	Pupils transferring late to the setting have access to pastoral support enabling them to settle more rapidly. These pupils and their families continue to gain access to support networks and agencies who they may have already been accessing whilst in their previous setting. Alternatively, new links to be accessed as and when available.	Those children who have transferred late into the school setting are offered a smooth transition. Support networks are maintained and/or reviewed to ensure that suitable pathways are signposted. Late transferring PPG pupil's attainment is monitored closely, and gaps highlighted and narrowed appropriately. Monitoring demonstrates clear progress of PPG late transfer group with pupils realising their potential despite the unsettling potential a transfer of this nature may cause.
G.	To offer support for those children and their immediate family members who have suffered or been witness to trauma Stakeholders will feel comfortable in discussing issues in school and ask for support and guidance to pathways as and when required.	Families and pupils will feel supported in school and have a sense of solace when in attendance. Support in place for children and families and signposts for access to support networks. Children and families will see school as a supporting hub – a place where they can express their worries and concerns and have the opportunity to seek time, guidance and professional support.

5. Planned expenditure					
Academic year	2020/2021				
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?
A. Children feel supported on re-entry to the school following the lock down and have a bespoke curriculum which they can access at school and at home if required to do so. Gaps in learning are addressed and narrowed in a short space of time with the aid of interventions. Online learning platforms and TEAMS activities as and when required to maintain steady levels of progress which can be monitored upon return to school using the schools in house tracking.	<p>Children are welcomed into the school with warmth and a sense of care with extra emphasis placed on their well-being in terms of anxiety. Pupils are given opportunities to discuss their feelings through PATHS activities and PSHE based curriculum. Pupils will be encouraged to seek out staff members to talk about their feelings whenever necessary.</p> <p>Teachers engage with the child regularly to ensure the progress made is rapid and effective. Progress measures are recorded and analysed systematically to ensure any gaps in past learning are highlighted and addressed. Funding ring-fenced for vulnerable pupils to access residential visits such as London and PGL when they are to be available. DHT to maintain contact with companies to determine the possible next steps.</p>	<p>Children need to feel cared for and nurtured upon arrival in the school setting, in light of current Covid changes. The parents/adults should have faith in the school that they have best interests of their child and that of the families at heart and will work together as a team to ensure the child feels valued and supported within the school environment. School ethos should become familiar to the child and family and they should quickly feel part of the school community despite the changes to the school day. It is only feeling safe and secure that will then enable them to be in a good place to learn.</p>	<p>Risk assessments put in place to support the pupils and families during this time.</p> <p>PATHS implemented consistently – monitored by member of senior staff</p> <p>Reminders to all staff and monitoring processes.</p> <p>Pupils well-being, attainment and progress to be monitored carefully with regular updates taking place between staff, pastoral team, school leaders and parents.</p>	<p>Class teachers</p> <p>DHT to monitor progress and support</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
B. Support for pupils understanding of vocabulary and grammar in order	<p>Online reading resources to be accessed through electronic platforms. For those pupils/families with limited access to technology at home then specific schemes and grants to be accessed to ensure they are not disadvantaged. Laptops and tablets</p>	<p>Pupils opportunities to read from a rich range of texts needs to be refocussed. The reading material in library and classrooms has been monitored to ensure diversity and challenge and a</p>	<p>The book challenge will be reorganised and monitored by English lead once the access to the books can be regulated and monitored accurately.</p>	<p>PP lead, English lead, DHT English Lead.</p>	<p>Termly review and report to Governors in sub-committee meetings</p>

<p>to access the online and remote curriculum effectively and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</p>	<p>provided for those in greatest need. Greater focus on the wider range of reading material available to the pupils as well as that which is available online. Greater range of electronic resources on offer and promotion of new reading material to ensure that all pupils understand clearly what is available and what they can experience.</p> <p>Raise the profile of reading/grammar through online learning strategies and increase the range of the pupils who can access it so that those with lower reading speeds feel a sense of achievement.</p> <p>Raise the profile of the school library to ensure pupils are aware of the diversity of reading materials available. Library is focussed on positively as an area for learning. Reading books are still provide for children despite the difficulties of quarantining of texts.</p> <p>Develop a wider range of enriched learning opportunities through external agencies and/or online resources/support material. These to be supported and reported on school website and twitter and TEAMS.</p>	<p>bespoke system to ensure that reading books can be recycled despite limitations due to the Covid-19 pandemic.</p> <p>English lead reports on the material on offer and oversees the impact of the material to the SLT. Electronic/online resources made available to all pupils working from home with additional support being provided for those at greater risk of losing contact.</p> <p>Recent staff meetings have reassessed the learning opportunities on offer – particularly those which are available remotely. The new curriculum maps have a more integrated approach with the extended opportunities for each class taking on even greater significance when considering the learning pathways of all of the pupils. Enriched learning opportunities are offered as a means of pupils experiencing greater range of vocabulary and more focussed learning environments.</p>	<p>Book stock needs replenishing to incorporate a wider range of texts.</p> <p>Regular updates to be provided and pupils successes celebrated.</p> <p>Additional learning pathways coupled with the enriched learning opportunities monitored and gauged on their success in terms of pupil enjoyment and impact.</p>		
<p>Total budgeted cost Bespoke intervention and support.</p>					<p>£5,000</p>

<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>C. Children can catch up rapidly with missed mathematical learning through the use of online mathematical learning activities. Previous years gaps are addressed and 'fixed' to enable appropriate progress to be made within their current year group.</p>	<p>White Rose catch up maths curriculum implemented to help catch up potential gaps from previous years learning. Online resources through TEAMS and other platforms used to subsidise the curriculum delivered in school as an additional resource.</p> <p>Additional intervention support across key stages to be implemented to those children in school in order that complex mathematical challenges are experienced by all PPG pupils and consequently they develop their own confidence.</p>	<p>End of Key stage 2 attainment figures and data is not available from the previous year. Instead, in house progress measures will be implemented throughout the year to monitor progress.</p> <p>A carefully planned assessment timetable for the year will be followed to include NFER at the end of the Autumn 1 half term. Other formal assessments are timetabled in throughout the year to allow for quantifiable progress to be measured and gaps to be monitored.</p>	<p>Data analysis to be performed regularly and reported to the governors/SLT.</p>	<p>Assessment Lead/Teachers</p> <p>Monitored by PP lead and SLT</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
<p>D. Children supported in their anxieties upon returning to school and are developing a positive approach to school despite the changes to the environment</p>	<p>Pastoral support to be provided to those pupils who feel anxious about their return to school and who demonstrate a lack of engagement. Staff to discuss concerns with pupils/families and offer mentoring to those who feel most at need.</p> <p>Pathways introduced to councillors who can work with individuals and families to impact on anxiety levels.</p> <p>Help to be provided to ease day to day pressures of parenting through EHAT and multi-agency working</p> <p>Online and computer based support interventions such as 'Mind Moose' used to support mental health in families.</p> <p>Face to face meetings or telephone meetings with those who require additional support to be held to ensure all individuals needs are catered for and that transition back to school is as smooth as possible.</p>	<p>Child/parent meetings have been held regularly to try to motivate and engage pupils into a more positive approach to their own learning.</p> <p>Support for pupils and is significant in maintaining strong school-home links and giving pupils opportunities to discuss their anxieties and worries. The support can be seen as a way of ensuring pupils engage positively with school life.</p> <p>Pupils positivity towards their education and school is enhanced and clearly evidenced through their attitude for learning. Pupils have clear expectations of themselves and understand the challenge required to build on their own previous knowledge. Progress will be increased due to an increased level of focus in lessons as well as online support for those pupils working from home.</p>	<p>Staff/DSL/DHT/HT in contact with families</p> <p>PP lead to analyse data throughout the year.</p> <p>Pupils and their Families will engage well with school lead through various strategies which will enable them to feel less anxious and negative towards returning to school and the consequent learning associated with this.</p> <p>Progress will be logged and kept alongside pupil records of progress made.</p>	<p>DSL and PPG lead to report on progress to SLT</p>	<p>Termly review and report to Governors in sub-committee meetings</p>

<p>E. Attendance of the group eligible for pupil premium improves since the lock down. Attendance figures rise and become more in line with whole school attendance figures from previous years.</p>	<p>Links with EWO team to highlight particular individuals – home visits and supportive meetings to provide support and motivation to attend school – on time. Records and tracking used to monitor impact of rewards strategies to support attendance.</p> <p>Continue to issue penalty notices to discourage chosen absences and work closely with EWO to enhance the attendance figures.</p> <p>Attendance rewards used to impact positively on lateness and absences during term time.</p> <p>New EWO in place to ensure continuity. Meetings set up tri-weekly to issue penalty notices and perform home visits as and when required.</p>	<p>EWO enable a more formal approach whilst maintaining positive relationships with the school staff – this has had proven impact in the past and should continue to do so.</p> <p>Late gates implemented and maintained intermittently.</p> <p>Regular monitoring will ensure the impact of rewards and consequences of penalty notices will serve as a deterrent – particularly for term time holidays and lateness through the ‘Late gate’ system.</p> <p>Office (AG) to monitor attendance figures, reporting back to AY who will in turn discuss data with the EWO.</p>	<p>DSL to ensure initiation, implementation and impetus whilst working alongside the new EWO for consistency.</p> <p>Data analysis and close tracking of the target group from AG/AY with overview reports from EWO to measure impact and feedback</p>	<p>AY to monitor and work alongside EWO to maintain links.</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
Total budgeted cost					<p>£4,000 to include EWO visits.</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?

<p>F. Pupils transferring late to the setting have access to pastoral support enabling them to settle more rapidly. These pupils and their families continue to gain access to support networks and agencies who they may have already been accessing whilst in their previous setting. Alternatively, new links to be accessed as and when available.</p>	<p>Previous assessment data of Pupils transferring late to the setting is explored and communicated to new teacher. Contact made with previous school to ensure any concerns are reported and support networks/links maintained. Any specific interventions are maintained or reflected in new setting. Conversations with other family members are held to gauge specific requirements. Family members are made to feel welcomed and supported by the school throughout the transfer process. Other outside agencies are contacted if necessary to ensure a clear picture for support is processed and recommendations are followed.</p>	<p>Pupils transferring later to school have historically demonstrated gaps in learning which need to be addressed and drawn in line with the current settings expectations/curriculum. PPG pupils with specific support mechanisms already being accessed need to be maintained – contact with external links suggesting the impact of such mechanisms is positive but often – due to pupils transferring from outside the borough- challenging to maintain. Thus, it is important for school to have a strong rapport with families and external agencies to promote clear and accessible pathways following their transfer.</p>	<p>Initial contact with previous educational setting to be held. Any reports passed on and investigated. CPOMS to be updated to hold previous inputs. Family meetings held regularly to monitor progress. Initial family meeting with pupil held. Reports produced for Governors on a termly basis. All staff associated with new pupils in regular contact to monitor progress.</p>	<p>PP Lead and DSL Monitored by SLT</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
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<p>G. To offer support for those children and their immediate family members who have suffered or been witness to trauma which is not directly related to the Covid pandemic. Stakeholders will feel comfortable in discussing issues in school and ask for support and guidance to pathways as and when required.</p>	<p>School to establish an open door policy where families feel comfortable in approaching staff/professionals for support during trauma which may not be directly related to Covid-19.</p> <p>School to offer families additional resources such as PATHS – an external agency which specialises in motivation, well being and positivity.</p> <p>School to act as point of access for other external counselling agencies such as the Phillipi Trust. Counselling sessions such as these to be funded on a case by case basis for pupils who require additional support which can add to the support provided in school.</p> <p>School will ensure that a multi-agency approach is used to offer the very best support for pupils and families in greatest need.</p>	<p>School discuss the needs of pupils and families regularly.</p> <p>Remote or face to face meetings are held as often as required to ensure the correct support is offered.</p> <p>External pathways are explored and offered where appropriate</p> <p>Contact can be made on behalf of the families if necessary and followed up to ensure the level of support is appropriate and effective.</p> <p>Contact maintained with families to monitor uptake of offers and whether appointments/sessions are providing effective support or if other means of support require exploring.</p> <p>Feedback from agencies taken and situations reviewed regularly to ensure progress is made.</p>	<p>Regular meetings held with families to ensure pathways are beneficial.</p> <p>Voice of Child sessions taken to understand the needs of the pupils and how the support being put in is being impacted.</p> <p>Regular meetings as an SLT to discuss Matrix of Vulnerability in relation to CPOMS.</p>	<p>SLT, class teachers, external agency lead professionals</p>	<p>Weekly reviews of MofV to ensure appropriate support being offered. Opportunities to flag up any new cases.</p>
Total budgeted cost					<p>£12,000 for additional resources and subsequent Paths project.</p>

6. Review of expenditure				
Previous Academic Year: 2019/20				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</p>	<p>Increase the books system and banding approach to y6 so all children across KS2 have a broader range of texts – increasing the reach and variety of the language they experience in texts Introduce the 100 book challenge for y5/6 Promote the use of the library through the reading challenge and mischief makers</p> <p>Enrichment and activity across the school of high standard and high level including – day in a decade, Shakespeare performance, trip to PGL/London; cookery;</p>	<p>The impact of the 100 book challenge has been difficult to measure due to the lower number of pupils attending school. Reading has been a significant focus of school since pupils have been working from home. Daily team meetings are held with the class teacher to promote the importance of reading. Bug Club initiative has been trialled as an additional means of promoting a joy of reading. Online resources such as My Lexia are promoted and monitored carefully to ensure pupils are accessing all that is possible with progress being monitored and reported back on individual channels.</p>	<p>Extension of the 100 book challenge will be significant from March 8th and will sit alongside other reading strategies to enable pupils to make rapid progress and fill any gaps they may have missed whilst at home.</p> <p>Reading focus to be maintained over the remainder of the academic year.</p> <p>Formal assessments to take place termly to monitor progress and potential gaps.</p>	<p>My Lexia subscription. Bug Club trial</p>

<p>Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.</p>	<p>Maths CPD programme for staff with SLE and new staff with maths no problem – live coaching where appropriate</p> <p>Close monitoring of coverage and depth in maths teaching and puma and NFER testing to evaluate the impact of the teaching</p> <p>Pre-teach to increase confidence and RM maths intervention to secure and consolidate</p>	<p>Staff have been provided with a range of maths resources to further develop the home learning offer.</p> <p>Mathletics and Mathseeds is used as a means of supporting pupils at home and those who are working in school.</p> <p>Careful monitoring of the progress made enable staff to plan future sessions and learning strands.</p> <p>Intervention work is provided for those pupils working in school with a major focus on pupils understanding of vocabulary and application.</p> <p>Although additional breakfast clubs have not been available for the Year 6 pupil's other interventions and online support have been offered to ensure the pupils have been given every opportunity to develop their thinking skills and develop their vocabulary.</p>	<p>Focus on maths to continue with intense coverage to fill gaps in learning caused by home learning and lost learning from Covid.</p> <p>Maths interventions to be implemented as a means of providing pupils returning to school with a structured and intense programme which will minimise the impact of Covid and home learning.</p> <p>Maths activities such as TTR and Mathletics to be used daily to fill gaps.</p> <p>Teacher assessment levels have demonstrated expected trends and data continues to be monitored. Pupils working at greater depth in maths continues to be an area for focus and will continue into next academic year.</p>	<p>Curriculum enrichment</p>
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ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>Children settle quickly into school and staff assess their needs swiftly – pastorally and educationally enabling children to quickly progress despite lack of time within the school as measured by progress rate and pupil voice.</p>	<p>All teachers to give additional time and phone calls home to engage parents and children and embrace them into Garswood</p> <p>SLT/HT/DSL to arrange a termly meeting to ensure settling in and address any niggles</p>	<p>Children have returned to school in small groups. Having been affected by bubbles going off and other Covid related incidents it has been important for staff to monitor the impact this has had on the individuals concerned.</p> <p>Pupil voice conferences, Blob tree exercises and other forms of communication with pupils have taken place.</p> <p>Staff have made regular telephone calls to parents and pupils as a means of supporting them during the lock down period.</p> <p>Parental opinions have been extremely positive, and feedback has been good. It has been challenging to ensure all pupils are engaging effectively. Devises have been provided for the children to use as well as expenditure on online educational resources to encourage all pupils maintain levels of engagement.</p>	<p>Regular communication through various channels is imperative. All pupils across the school (who are working at home) have been contacted on a regular basis. This has been carefully planned and the monitoring process has suggested that current practice is effective and should be maintained until pupils return to school.</p>	<p>Per pupil funding.</p> <p>Cost for EWO</p> <p>Cost for o track</p> <p>Costs for staff salary</p>

<p>Children present in school with positive attitudes and demonstrate healthy relationships with parents and carers.</p>	<p>An open-door policy to support individuals with difficulties requiring guidance and links to support mechanisms and groups.</p> <p>Help to be provided to ease day to day pressures of parenting through EHAT and multiagency working</p> <p>Coffee mornings and family cookery classes used as a means of an opportunity to meet likeminded individuals.</p>	<p>Through regular Pupil Voice parents and Pupils alike see the school as a caring and comfortable place to be.</p> <p>Conversations with parents via video link have been positive and face to face meetings (where necessary) have shown clearly the strong levels of support and rapport between school and home.</p>	<p>EHATs have continued to be a significant tool in supporting families through challenging times. Several of which have been actioned/or reopened and other agencies are involved with families where needed – including referrals through for early help, the school nurse, educational psychologist, lasc, young carers, triple p etc. Referrals not always accepted but continue to be an appropriate route to access support.</p> <p>Lessons learned will be to continually escalate within agencies if school believe support required for families and access to this not gained. Ensuring strong link with external agencies throughout the process.</p>	<p>Cover costs for SENDCO and teachers as needed</p>
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<p>Children feel safe and are well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice</p>	<p>School adopts an open door policy for children</p> <p>Quick and swift referral to other agencies as and when needed</p> <p>Sports kits/uniform and supplementary foods as and when needed</p>	<p>School has ensured that regular contact has been made with all families – particularly those of vulnerable groups. Matrix of vulnerability is updated and monitored regularly</p> <p>EWO is in regular contact with parents requiring additional support</p> <p>Food bank voucher scheme has been accessed.</p>	<p>. School leaders and DSL to continue to ensure systems in place for pupil voice and monitoring of worry boxes and of staff concerns via cpoms system to ensure swift action can be taken and the appropriate support offered.</p>	
<p>Children are able to immerse themselves within the curriculum experiences and school is a safe haven.</p>	<p>School seen as a beacon in the community to support all children</p> <p>Children have a multitude of experiences both within school time and after school to enjoy – including residential trips</p>	<p>A carefully designed curriculum has been formulated to ensure that all pupils (including those working from home) are provided with a detailed and challenging curriculum. One which is reflected between school and home and which (through detailed live lessons) ensures that all learners receive the same value for money.</p>	<p>Curriculum maps to be developed and refined so as to reflect the needs of all learners through the lockdown.</p> <p>All pupils will be encouraged to do their very best and be offered detailed and bespoke support and interventions to catch up upon their return to school.</p> <p>Meetings will be held amongst staff to ensure a clear and careful pathway for the development of the curriculum over time.</p>	
<p>Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces.</p>	<p>Links with EWO team to highlight particular individuals – home visits and supportive meetings to .</p> <p>Records used to monitor impact of rewards strategies to support attendance.</p> <p>Continue to issue penalty notices to discourage chosen absences</p> <p>EHATs to engage with health professionals</p>	<p>Overall attendance for the group was 95.2% - an increase from last year's 94.7%</p> <p>Although not in line with all pupils it does show an improvement of 0.5%</p>	<p>This approach has shown a positive impact with the overall attendance for the group improving.</p>	<p>EWO costs</p> <p>Attendance awards costs</p>

7. Additional detail

Considering the recent Corona-Virus epidemic and its consequent impact on school, there has been much reconsideration of barriers to learning and consequent targets throughout the school. Most of the targets within the strategy are reflective of the impact on pupils learning over recent months and the need to support their needs both academically and pastorally. Much consideration has been given to the needs of all pupils and subsequent restructuring of the support mechanisms in school. There is also reference to the changes to our learning with an online and remote approach becoming much more prevalent and necessary to bridge the gaps resulting from pupil's absence from the school during the academic year 2019-2020.