

St Anselm's pupil premium strategy 2020-2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	November 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	420	Total pupil premium budget:	£31,590
Number of pupils eligible for pupil premium:	22	Amount of pupil premium received per child:	£1,345 for FSM £2,345 for LAC and Adopted £310 for service families

STRATEGY STATEMENT

The Government introduced the Pupil Premium Grant (PPG) in April 2011. This grant is additional to main school funding. The Pupil Premium Grant is perceived by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The PPG allocated to schools is clearly identifiable. Schools decide how the Pupil Premium Grant is spent, since they understand how best to assess what additional provision should be made for the individual pupils within their school. PPG is allocated to schools to support pupils who have been registered for free school meals at any point in the last six years. Schools also receive a Pupil Premium Grant for children who have been looked after continuously for more than six months, and children of service personnel.

At St Anselm's, we believe that children learn best when they feel happy, secure and well cared for, therefore our first priority is the provision of strong pastoral care in a nurturing environment. We aim to develop in our children a passion and love of learning by providing an enriched, broad and balanced curriculum; that delivers a high quality, inclusive education for all, so that each may reach their full potential. Inclusion at St Anselm's ensures that Teaching and Learning meets the needs of all pupils. The needs of socially disadvantaged pupils are effectively assessed and appropriate provision is made for pupils who belong to vulnerable groups. Rigorous tracking and monitoring of pupils' progress identifies the priority for individuals or groups to receive extra provision funded by the pupil premium to help them achieve age related expectations or better. Vulnerable pupils with social and emotional needs are supported to improve their health and wellbeing, thereby removing barriers to learning and consequently fuller access to curriculum provision. It is our aim to ensure that vulnerable pupils similarly have access to a variety of enrichment activities such as the arts and extra physical activities funded from the pupil premium grant so that they too can develop their talents to the full.

Assessment information 2019-2020 – TA predictions due to COVID-19

EYFS			
	All pupils (60)	PP (4)	National average
Good level of development (GLD)	88%	25%	-
Reading	88%	25%	-
Writing	88%	25%	-
Number	90%	50%	-
Shape	90%	50%	-

YEAR 1 PHONICS SCREENING CHECK- ASSESSED IN NOVEMBER 2020		
All pupils (60)	PP (2)	National average
100	100	-

END OF KS1			
	All pupils (60)	PP (2)	National average
% achieving expected standard or above in reading, writing and maths	90%	100%	-
% making expected progress in reading	97%	100%	-
% making above expected in reading	48%	0%	-
% making expected progress in writing	90%	100%	-
% making above expected in writing	23%	0%	-

END OF KS1			
% making expected progress in maths	95%	100%	-
% making above expected in maths	37%	0%	-

END OF KS2			
	All pupils (60)	PP (6)	National average
% achieving expected standard or above in reading, writing and maths	87%	50%	-
% making expected progress in reading	95%	67%	-
% making above expected in reading	57%	17%	-
% making expected progress in writing	92%	67%	-
% making above expected in writing	50%	17%	-
% making expected progress in maths	92%	67%	-
% making above expected in maths	50%	17%	-

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A lower percentage of pupil premium children are achieving above expected in Reading, Writing and Maths in comparison to the cohort.
B	27% of our children eligible for PP also have SEND needs.
C	Increasing number of children joining the school with poor oral language skills in EYFS.

ADDITIONAL BARRIERS

External barriers:

D	Increased social and emotional needs / home pastoral care for some children eligible for pupil premium- 32% needing additional support from EP, Play Therapist or Wellbeing and Learning mentor.
E	Analysis of attendance data of children who were at the school in the previous academic year shows 52% of PP children had an attendance rate lower than the school average and 11% were late on more than 10 occasions. Poor attendance can affect learning opportunities and progress.
F	Some children eligible for pupil premium may not have the same opportunities for enrichment activities as their cohort: sporting clubs, music.

BARRIERS ARISING FROM COVID-19

G	Some children may not have spoken or heard English for 6 months.
H	Number of children reaching expected level is lower than normal for the school.
I	Level of engagement of remote learning varied from child to child and the amount of support they have received over the period of school closure.
J	The resources children had available to them during school closure varied.

DESIRED OUTCOMES

Specific outcomes		Success criteria
A	To raise the attainment of PP children gaining greater depth so that it is closer to that of their cohort.	PP children have targeted support in class to ensure they reach their full potential. PP children are allocated additional support groups to ensure they make at least the expected progress and beyond. PP children are tracked during pupil progress meetings to ensure they reach their full potential.
B	To give targeted support through extra tuition and small group teaching for children who are eligible for PP, looking particularly at those who have additional SEND needs. To increase the number of PP children with SEN meeting the year group expectations.	Individual support plans for children with SEN who are eligible for PP detailing the support received to ensure they reach their potential. Regularly assess the impact of this support and adapt when needed. To close the gap between PP children with SEN and the cohort.
C	To ensure PP children in EYFS and KS1 reach the expected level in speaking and listening. To ensure all children with PP in EYFS and KS1 are supported to ensure they continue to progress in speaking and listening.	To track speaking and listening in KS1 to ensure children are making the expected progress and are on track for meeting expectations. To plan focused small group activities to develop S&L in these classes and excel progress. To focus on speaking and listening during learning walks and in pupil progress meetings.
D	To ensure that all PP children are emotional and socially ready to learn, providing support when this is needed through enhanced PHSE provision, increased in-class support from the Class Teacher and TA, support from the Wellbeing and Learning mentor, the Drama therapist, or EP. To support any families who have difficulties at home in the best interest of the child.	Children are resilient, settled, happy and ready to learn. Teachers, TAs and Learning mentors work closely with targeted PP children to build their self-esteem and inspire them to be the best they can be, through academic, sporting, musical or other personal achievements. All staff to ensure that additional emotional needs of PP children are identified early and that they have access to increased Teacher and TA support, support from the Wellbeing and Learning mentor and the Drama Therapist, and/or EP if required.
E	To narrow the attendance difference between PP children and the school average. To work with parents to make sure PP children are meeting at least the school target attendance of 97%	To monitor the attendance of any child eligible of PP and work with parents to ensure they meet the school's attendance target. To raise the attendance of PP children so it is line with their cohort.

F	To ensure PP children have the same opportunities for enrichment activities as their cohort.	To ensure all PP children are offered one or more suitable school enrichment activities.
G	For all children to be able communicate properly with their peers and school adults. For them to have enough basic language to ensure they can access the curriculum.	To baseline the S&L of all EYFS pupils. To track speaking and listening in KS1 to ensure children are making the expected progress and are on track for meeting expectations. To plan focused small group activities to develop S&L in these classes and excel progress. To use the learning platform to provide opportunities for S&L and phonics support for EAL families.
H	To ensure PP children reach the expected level in all key learning areas. To ensure support is put in place to close the gap between PP children and their peers. To ensure gaps are address in learning so full progress can be made. If class closure happens, PP children receive additional support through phone calls and emails to ensure they are full engaged and participating in home learning.	PP children will reach the expected level in all key areas of learning. Support groups are offered in any area where a child eligible for PP needs additional help. Targeted support is offered in class to ensure child reaches their potential. PP children are tracked during pupil progress meetings to ensure they reach their full potential. During class closure, PP children will be fully engaged and participating in their home learning.
I	To ensure all PP children complete the work set to a good standard and are supported fully if they find the work challenging and need additional support. PP families to receive additional support if required to complete home learning- phone calls, emails and Teams contact with the PP child.	Children are able to participate fully and are fully engaged in the home learning. To ensure gaps are not created through time away from school. To ensure families feel supported and know how to best support their children with home learning.
J	To ensure all children can fully participate in home learning. School resources to be provided: laptop/ipad, webcam if needed, school learning equipment and paper copies of work if required. To ensure PP children have the same opportunities for enrichment activities as their cohort.	All children have the resources they need to fully complete and participate in home learning. Families feel supported and feel they have adequate materials to access the remote learning.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Quality First Teaching for all	To have excellent teaching throughout the school where teachers have high expectations and learning is differentiated to support and challenge pupils.	Teachers alongside teaching assistants are able to excel learning for all pupil groups, offering smaller group teaching when needed	Learning walks will ensure teaching and learning is excellent. Staff meetings will offer CPD in areas needing development. Termly pupil progress meetings will ensure pupils are being tracked and monitored. Assessment monitored half termly.	HLT MLT	Learning walks monitor teaching and learning every half termly and pupil progress meetings happen termly. Assessment monitored half termly.
Total budgeted cost:					£10,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Targeted class support for PP children and other groups to progress in speaking and listening, phonics, reading, writing and maths.</p>	<p>CT and support staff provide high quality teaching through in class support-through higher order questioning and differentiated learning activities.</p>	<p>To ensure all children can progress in their learning, CT will identify the children needing more targeted support and offer this during class teaching. Children can then access the learning in a way that is supportive in order to enhance their learning.</p>	<p>Learning walks will look at the different learning needs and ensure they are met. Termly pupil progress meetings will ensure pupils are being tracked and monitored. Assessment monitored half termly. Provision maps completed termly to track provision given. Support Plans prepared termly for children with SEND and shared with parents and children. Support given through interventions monitored and impact assessed through a cycle of Plan, Do, Review each term.</p>	<p>HLT MLT</p>	<p>Learning walks monitor teaching and learning happen half termly and pupil progress meetings happen termly. Assessment monitored half termly. Provision maps and Support plans updated termly.</p>
<p>Focused small intervention groups out of class, including: speaking and listening, phonics, reading, writing and maths.</p>	<p>CT and/or support staff provide high quality interventions through smaller, more focused booster groups to progress learning of a focus group.</p>	<p>Small group teaching can enable teachers/ support staff to focus on areas of need to progress learning.</p>	<p>Ensure sessions are well planned and objectives are identified to progress learning. Look at these children in pupil progress meetings and assess the impact it has.</p>	<p>HLT CT</p>	<p>Termly pupil progress meetings. Assessment monitored half termly.</p>
<p>Focused pre-teaching sessions or 1:1 sessions from HLTAs, TAs or SLT, including: reading, writing and maths.</p>	<p>HLTAs and TAs provide high quality, of focused pre-teaching to</p>	<p>Pre-teaching can ensure children who have gaps in their learning, have these areas retaught and recapped and look at the new learning at the pace needed before it is taught in class. This means they are more ready for learning in class.</p>	<p>Ensure sessions are well planned and objectives are identified to progress learning. Look at these children in pupil progress meetings and assess the impact it has.</p>	<p>HLT CT</p>	<p>Termly pupil progress meetings. Assessment monitored half termly.</p>

<p>In school speech and language groups for children with S&L concerns and 1:1 SALT therapy</p>	<p>Improved social communication, improved expressive or receptive language skills</p>	<p>Children with S&L problems are more likely to have poor literacy skills and SEMH (social, emotional mental health) needs, so addressing the S&L difficulties improves outcomes. Improved communication results in better quality of life from improved friendships, relationships and life skills.</p>	<p>School interventions follow approved speech and language programs as recommended by S&L therapist and managed by the SENCO. Work in class done based on recommendations of S&L therapist.</p>	<p>JF SENCO SLT</p>	<p>S&L targets are set termly by SALT in collaboration with CT and SENCO and are included on school support plans</p>
<p>In school Drama Therapy for children identified as having significant SEMH (social, emotional and mental health) needs 1:1 with Drama Therapist (CCF)</p>	<p>Improved social, emotional and mental health. Improved resilience, happiness, ability to cope in school and with any difficulties. More appropriate behavior.</p>	<p>Children with Social, Emotional and Mental Health difficulties will not be happy, able to learn or to achieve to their full potential. Sometimes children with SEMH difficulties will struggle with behavior also and there can also be safeguarding issues.</p>	<p>Appropriate /close contact between therapist, family, CT, SENCO and SLT to ensure that appropriate counselling, strategies and support are given to the child, family and to school staff. Appropriate onward referral if needed e.g. to Harrow Horizons (tier 2 service) and Children and Adolescent mental Health Services (CAMHS – tier 3).</p>	<p>CCF SENCO</p>	<p>Monitored termly and as needed</p>
<p>Reading Recovery intervention for children in Year 1 and/or Yr 2 is an intervention for children with the lowest literacy attainment who are struggling with learning to read and write.</p>	<p>Early reading and writing intervention is necessary and most effective at this age to address potential literacy difficulties and to improve expected outcomes of children with suspected SEND</p>	<p>Lower attainment in literacy reduces ability to access all other parts of school curriculum and leads to reduced life chances and success. The inability to read affects a child's lifetime expectations and those who fail to reach their age-expected attainment early in their schooling will make up the poorest sections of our society in adult life</p>	<p>Reading Recovery taught by a qualified reading Recovery Teacher. Sessions are planned and objectives are identified to progress learning using RR methodology in line with Yr 1 curriculum for reading, writing and phonics. Children monitored in pupil progress meetings and assess the impact it has.</p>	<p>SENCO SLT</p>	<p>Children monitored on an ongoing basis between RR teacher and CT Termly pupil progress meetings. Assessment monitored half termly.</p>

Wellbeing and Learning Mentor -Supporting targeted pupils 1:1 or small group sessions - In-class learning support for targeted groups.	For identified children to have access to our well-being and learning mentor to raise wellbeing self-esteem and resilience. Increased self confidence can lead to improved attainment.	Improved Mental Health and Well-being is focus in the school (inc in SDP) and children work with the Wellbeing and Learning Mentor to raise wellbeing, self-esteem and resilience. Friendships groups help to develop strategies for dealing with behavior, conflict and resilience. In class support helps to improve confidence and attainment.	Children are identified by CT, SENCO and SLT to work with Well-being and Learning Mentor (WLM). SLT and SENCO assesses the children's needs and allocate slots for the children depending on their needs. JM is a trained counsellor with considerable experience with children with SEMH, bereavement and SEND.	JM SENCO SLT	Termly and as needed
Total budgeted cost:					£15,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide children opportunities for positions of responsibility and increase pupil voice: Green Warriors, GIFT, School council, house captains, Arts council, PE leaders, prefects.	To raise children's self-esteem through positions of responsibility and a chance for them to have their voice heard.	Improved Mental Health and Well-being is focus in the school (inc in SDP) and we know our children like to have positions of responsibility and a chance to have their voice heard. We have increased the opportunities for this within the school, particularly in KS2.	Teachers/SLT to take a lead in positions of responsibility. Children are able to show interest in the positions that interest them and can then be voted in or chosen by staff running them. To give badges etc to make the roles official and feel important. To give opportunities to raise the profile of their role in assemblies, Twitter etc.	CT SLT	Termly

<p>To run a number of physical education clubs, including: girl's football, running club, walking club, boy's football, netball, A&J football, dance club, ballet club and Irish dancing.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them. For children who find playtime difficult to have alternative activities.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>CJ RS LR CW SB A&J</p>	<p>Termly</p>
<p>To run a number of music clubs, including: Year 2 choir, recorder club, ukulele club, school band and Year 4/5 choir.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>EP</p>	<p>Termly</p>
<p>To run a number of arts clubs, including: KS1 story time, knitting club, lego club, art club, book club, French club, and drama club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>CJ KT / GT GC AC</p>	<p>Termly</p>
<p>To run a computing club and film club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>We want to ensure that all children, particularly those who do not have access to a computer at home, are able to use one in school within a club. Computing is very popular and this allows children more time to use the computers outside of the curriculum.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>T O'F.</p>	<p>Termly</p>

To provide a meditation club.	To ensure all children have access to a club which may help to improve their mental health and wellbeing.	To improve children's mental health and well-being, we feel some may benefit from a quiet and calm environment for meditation led by a HLTA.	To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.	KT	Termly
To provide music tuition	For all children to have access to a range of extra-curricular activities which may interest them.	We want children to have an opportunity to learn an instrument if this is of interest to them to enable them to learn new skills, enhance self-esteem and allow them to participate additional school activities.	When teachers are completing the pupil premium provision maps, decide on whether this child would benefit or be interested in learning an instrument.	CT SB	Termly when provision maps are completed
Funding for education trips, including School Journey in Year 6.	Pupils have access to school trips to ensure they have an enriched and diverse curriculum.	Pupils are able to fully participate in the wider curriculum, those planned to enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and on residential trips,	Identify PP children who may need financial support with these trips and ensure this is offered.	C Tomlinson SB	When trips are organised
Monitor attendance and punctuality regularly	To ensure attendance and punctuality is in line with the school target.	Children can miss learning if their attendance/punctuality is poor which will affect the progress they make.	First day absence reports completed daily, messages check and details added to the register. Text or phone call made to follow up on absences. Late letters given out half termly and termly letters of repeated absences sent.	C Tomlinson	Half termly
Additional learning resources purchased if required and given out when and if needed (e.g. ipads, laptops, webcams, spell checkers revision guides, uniform)	To ensure all PP children have access to learning resources they may need to help with their learning in school and for periods of remote learning.	Pupils are fully supported by learning resources being made available to them such as ipads to complete tasks/games that consolidate learning. To enable the wide range of learning styles to be catered for. For children to feel proud of their uniform.	For class teachers to ensure their classroom learning environment is suitable for the needs to their pupils and order any additional resources required to support targeted children.	CT	Half termly

<p>To provide additional support and guidance for PP children if required to complete remote learning (regular phone calls, email contact and Team calls from CT to pupil, as well as adaptations to learning if needed- printed copies, simplified or scaffolded work, tutorials)</p>	<p>For PP children to be able to fully engage and participate in online learning to a high standard. For parents to feel supported and guided by staff in order to best support at home.</p>	<p>In the initial assessments it is clear that some children who did not engage well with remote learning at home and some who have additional needs- SEN have formed increased gaps between their learning and their peers. Some parents found remote learning difficult and could not motivate their child to complete it.</p>	<p>To create a spreadsheet noting down contact for PP children so it can be tracked and monitored. HLT to provide phone calls to check in with PP children as well as regular contact from CTs.</p>	<p>HLT CT</p>	<p>Half termly or after any remote learning happens.</p>
<p>In exceptional circumstances, when we feel an EYFS or KS1 child is not benefitting from other clubs and interventions on offer, an OSC place may be offered.</p>	<p>For PP children to have opportunities to engage with other children. To support families with OSC care.</p>	<p>Analysis of PP funding and allocation shows that some of our youngest pupils have least offered to them due to be too young for some of the clubs on offer. Discussion with parents has led us to believe OSC care would be both beneficial to the child and to their families.</p>	<p>Headteacher communication with OSC and parents when making this decision. Trial for child and parent in OSC to ensure it is of benefit.</p>	<p>MOC CN</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£6,500</p>

ADDITIONAL INFORMATION

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Quality First Teaching for all	To have excellent teaching throughout the school where teachers have high expectations and learning is differentiated to support and challenge pupils.	<p>Learning walks in the 1st half of the year show teaching standards are being met, In most cases to a high standard.</p> <p>CT's provided an excellent curriculum for chn experiencing remote learning- After Easter, we moved to new learning so that the curriculum was covered as it would have been. Voice over powerpoints and video/audio recordings were made to engage the chn and 3 main lessons were set out daily- Maths, English and an extra. As well as this daily PE challenges were available as well as well-being activities and spiritual reflections. Chn performed very well in the first assessments in October 2020 showing new learning had been retained. PP chn were provided with laptops if they were needed and adaptations to the work set- scaffolded support or printed resources.</p>	<p>Results show that excellent teaching has led to high results in all key stages. To further engage all children and enable additional support for those struggling, we plan to move to live teaching if classes are isolated.</p> <p>The same approach will be taken next year; continued support for PP and SEN children to continue to raise their attainment and close gaps.</p>	£10,000

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Targeted class support for PP children and other groups to progress in speaking and listening, phonics, reading, writing and maths.	CT and support staff provide high quality teaching through in class support- through higher order questioning and differentiated learning activities.	Lesson observations post closure showed that work was differentiated effectively and pupils' needs were met through targeted class support. CT targeted support remotely for groups of chn proving additional work, additional support and extra phone calls by SENCO and CT. Most PP children were engaged with home learning and for those who were not, they were targeted as soon as the school were able to open to more chn.	Targeted class support with focus children is effective and will continue next year. In the event of remote learning taking place, additional support will be offered to PP chn in the form of phone calls, additional resources, adaptations to resources and school facilities provided if needed.	£0
Focused small intervention groups out of class, including: speaking and listening, phonics, reading, writing and maths.	CT and/or support staff provide high quality interventions through smaller, more focused booster groups to progress learning of a focus group.	Focused small intervention groups enabled children who were not progressing as quickly to make good development and for many to meet the year group's expectations. TAs continued to support PP chn remotely and through forums, alongside CTs. Video recordings and voice recordings raised the level of engagement to remote learning.	Focused small intervention groups will continue but the focus of these may change slightly depending on the needs of the class and school. S&L has been negatively affected due to school closure so will be a main focus for next year. Phonics has also progressed at a slower speed for some children although we have found many children are still on track due to the videos and recordings teachers made to support parent and children at home.	£5,000

<p>Focused pre-teaching sessions from HLTAs and TAs, including: reading, writing and maths.</p>	<p>HLTAs and TAs provide high quality, of focused pre-teaching to</p>	<p>Focused pre-teaching sessions have a large impact on the progress of lower attaining groups. Unfortunately these were not able to continue throughout the year but the HLTAs still provide additional booster work on sharepoint for their groups. These groups were monitored closely and additional communication was made to ensure they were coping with the work and families felt supported.</p>	<p>Focused pre-teaching sessions will continue next year. HLTAs will be split into the year groups with most need and support will be provided.</p> <p>2 Year groups are identified from the data as requiring most support- those who have shown least progress since School closure.</p>	<p>£7,000</p>
<p>In school, speech and language groups for children with S&L concerns and 1:1 SALT therapy</p>	<p>Improved social communication, improved expressive or receptive language skills</p>	<p>6 PP children had S&L interventions and/or support from external SALT. TAs were trained by the SENCO to deliver the interventions on S&L. KS1 use the programme 'Listen, Remember, Do' recommended by SALT, and KS2 use the 'Talk About' programmes focus on self-esteem, social communication and friendships.</p>	<p>S&L groups to continue throughout the school for those children with S&L needs with an emphasis on improving S&L in EYFS.</p> <p>S&L focus groups in KS1 and KS2 following the programmes 'Listen, Remember, Do' and 'Talk About'.</p>	<p>£0</p>
<p>Wellbeing and Learning Mentor -Supporting targeted pupils 1:1 or small group sessions - In-class learning support for targeted groups. School councillor</p>	<p>For identified children to have access to our well-being and learning mentor to raise wellbeing self-esteem and resilience. Increased self-confidence can lead to improved attainment.</p>	<p>Children who had in-class learning support showed improved confidence and engagement in lessons when children were supported by wellbeing and learning mentor.</p> <p>Parents of children supported feel this resource in beneficial and self-esteem has improved as a result. The school councillor continued supporting remotely during School closure.</p>	<p>Well-being and Learning Mentor has helped to raise level of engagement in class and has positively affected the self-esteem of the children she has worked with.</p> <p>The school councillor is a highly thought of intervention by parents and both CT and parents note the positive effect it has on the children benefiting.</p>	<p>£10,000</p>

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
To run a number of physical education clubs, including: girl's football, running club, boy's football, netball, A&J football, ballet club and Irish dancing.	For all children to have access to a range of extra-curricular activities which may interest them.	Before school closure, 32% of PP children eligible participated in football, 27% in running club, 45% in the walking club all of which are run during the school day. In additional, in after school activities, 50% of PP eligible took part in netball, 4% in Irish Dancing, 24% in the dance club and 15% in ballet club. PP children are taking part in a range of physical activities, both during and after the school day. During school closure, daily PE activities were uploaded and promoted by CTs.	<p>We extended out provision of sport clubs and this meant the uptake increased. These only ran until March but the PE lead put daily PE activities on our learning platform and promoted these well e.g. getting CTs to be involved and set challenges.</p> <p>Some children have done less physical activity due to personal circumstances e.g. space at home so it will continue to be a main focus for the next academic year.</p>	£700
To run a number of music clubs, including: Year 2 choir, ukele, school band and Year 4/5 choir.	For all children to have access to a range of extra-curricular activities which may interest them.	Analysis shows that many PP children eligible for music clubs took part with 36% joining choir, 19% joining school band, 44% in the ukele club as well as 40% taking part in recorder club. PP children have many opportunities to partake in extracurricular music activities, in a range of year groups.	<p>Children enjoyed having a range of clubs to choose from, including a new ukele club and we will continue to offer these next year.</p> <p>Music teacher has continued teaching music, singing and choir over Zoom/Sharepoint despite restrictions. Adaptions will need to be made to the teaching of it in line with COVID.</p>	£1,000

<p>To run a number of arts clubs, including: KS1 story time, knitting club and art club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>25% of PP children eligible participated in knitting club and 50% in a drama club and 40% in art club. All KS1 children are also able to join story club at any lunchtime it is running. Children have been able to listen to stories regularly and learn new skills in addition to class in knitting and art clubs.</p>	<p>Children enjoyed having a range of clubs to choose from including a new art club.</p> <p>We will continue offering a range of clubs.</p>	<p>£500</p>
<p>To run a computing club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>60% of PP children eligible participated in computing club and 10% in a film club. Children enjoyed having more time alongside computing lessons to access the computers.</p>	<p>Computing was offered both during and after school and this meant the uptake from PP children was higher. We will be offering this club in Year groups (COVID restrictions) and it will be linked to class learning in computing.</p>	<p>£1,000</p>
<p>To provide music tuition</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>19% of PP children eligible had music tuition lessons allowing the children to learn a new skill alongside their academic learning.</p>	<p>Children enjoyed being able to learn a new instrument and we will offer this again next year.</p>	<p>£1,320</p>
<p>Funding for education trips, including School Journey in Year 6.</p>	<p>Pupils have access to school trips to ensure they have an enriched and diverse curriculum.</p>	<p>Funding for educational trips prior to school closure was offered to all PP children allowing enrichment trips to be fully inclusive. The Year 6 residential trip was cancelled.</p>	<p>It is important to ensure all pupils have access to an enriched and diverse curriculum so we will continue this next year, if restrictions allow. If not, we will try to organise other educational activities via the remote learning platform.</p>	<p>£2,872</p>

<p>Monitor attendance and punctuality regularly</p>	<p>To ensure attendance and punctuality is in line with the school target.</p>	<p>Regular analysis of attendance makes it easy to identify children with repeated absences or lateness. Steps can then be taken to improve this. Letters are sent quickly when absence is high and meetings set up if it is not improved.</p>	<p>Whole school attendance and punctuality is monitored effectively and procedures are in place to ensure if it is lower than the school expectation. We will continue to monitor this through SIMS attendance reports.</p>	<p>£0</p>
<p>Additional learning resources purchased if required (e.g. ipads, spell checkers, revision guides, uniform)</p>	<p>To ensure all PP children have access to learning resources they may need to help with their learning in school.</p>	<p>Due to school closure, children were required to work remotely but some lacked the resources to enable them to do this. Copies of the work were printed for some children, laptops were loaned to families who needed them and extra phone calls to offer support were given by CT and the SENCO. We wanted PP children to be able to fully engage and participate in online learning to a high standard and for parents to feel supported and guided by staff in order to best support at home.</p>	<p>Having spare laptops or ipads in event of remote learning is important and as homework is set more on Sharepoint, this is important even if learning is happening at school.</p> <p>We aim to purchase additional laptops and ipads to be able to offer them to PP children.</p>	<p>£500</p>