



Pupil Premium Strategy Statement 2020/2021

1. Summary Information					
School	Grange Junior School				
Academic Year	2020/ 2021	Total PP budget	£72,200	Date of most recent PP Review	July 2020
Total number of pupils	330	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Jan 2021

Attainment - End of March 2020		
	Pupils eligible for PP	Pupils not eligible for PP
Year 3 - 18 pupils		
% ARE+ in reading, writing and maths	28% (drop of 13%)	69% (drop of 1%)
% ARE+ in reading	45% (drop of 20%)	81% (drop of 13%)
% ARE+ in writing	33% (drop of 14%)	74% (=)
% ARE+ in maths	44% (drop of 3%)	79% (drop of 8%)
Year 4 - 16 pupils		
% ARE+ in reading, writing and maths	44% (drop of 6%)	61% (drop of 19%)
% ARE+ in reading	70% (increase of 9%)	77% (drop of 14%)
% ARE+ in writing	44% (drop of 6%)	70% (drop of 16%)



% ARE+ in maths	56% (drop of 5%)	73% (drop of 13%)
Year 5 – 17 pupils		
% ARE+ in reading, writing and maths	47% (increase of 4%)	59% (drop of 6%)
% ARE+ in reading	65% (increase of 15%)	81% (drop of 2%)
% ARE+ in writing	53% (increase of 10%)	74% (increase of 4%)
% ARE+ in maths	59% (increase of 2%)	66% (drop of 14%)
Year 6 – 13 pupils		
% ARE+ in reading, writing and maths	46% (=)	59% (drop of 11%)
% ARE+ in reading	54% (drop of 8%)	75% (drop of 1%)
% ARE+ in writing	62% (drop of 7%)	68% (drop of 20%)
% ARE+ in maths	54% (=)	72% (drop of 12%)

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

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

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| A. | Speech and Language - poor oracy and vocabulary due to lack of life experiences and reading behaviours |
| B. | Individuals' social and emotional needs - social interactions with others |
| C. | Close the attainment gap with peers in reading, writing and maths |
| D. | Impact on learning gaps due to school closures due to COVID-19 |

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

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| E. | Attendance of individual pupils (42% <95% term 1, 16% <90% term 1) |
| F. | A lack of life experiences (cultural capital) at home |



G.	A lack of parental engagement
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3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	<p>Desired outcomes Pupils will articulate ideas, with confidence, using a wide range of age appropriate vocabulary</p> <p>These will be measured by; Monitoring of improved oracy and involvement of these pupils by staff</p>	<ul style="list-style-type: none"> • Teachers report improved comprehension and oral language through improvements in reading age scores • Writing moderation evidences improved use of range of age appropriate vocabulary • Lesson observations & learning walks evidences improved oracy and involvement by pupil premium pupils
B.	<p>Desired outcomes Opportunities for social interactions which develop understanding of acceptable social behaviours will be increased.</p> <p>These will be measured by; Monitoring of improved behaviour of these pupils</p>	<ul style="list-style-type: none"> • Pupils will feel confident to face challenges and maintain social friendships with their peers • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons • Pupils will make progress at their own level of development and those identified as ARE will achieve this • Pupils will feel like they belong and will be able to develop their emotional maturity • Pupils will understand what is socially acceptable and mimic



		these behaviours at break and lunch times
C.	<p>Desired outcomes Pupils' attainment of ARE in reading, writing and maths is improved</p> <p>These will be measured by; Analysis of attainment data for Pupils with Pupil Premium</p>	<p>For Pupil Premium pupils -</p> <ul style="list-style-type: none"> • Combined attainment in RWM will have increased to be at least 60% in all year groups • Attainment in reading will have improved to be at least 70% in each year group • Attainment in writing will have improved to be at least 60% in each year group • Attainment in maths will have improved to be at least 65%
D.	<p>Desired outcomes A recovery curriculum will enable pupils to transition to new classes and return to school and facilitate learning</p> <p>These will be measured by; Learning walks to observe pupil engagement with learning Discussions with ELSA team to see a reduced need for their services</p>	<ul style="list-style-type: none"> • Pupil voice will evidence a returned confidence and engagement with learning • Learning walks will evidence at least normal engagement with lessons and learning
E.	<p>Desired outcomes Attendance will be improved in line with the national average</p>	<ul style="list-style-type: none"> • Attendance average of the vast majority of pupil premium pupils to be at least 96% by the end of the academic year



	<p>These will be measured by; Monitoring of termly attendance data</p>	
F.	<p>Desired outcomes Pupils will experience a diverse range of physical and cultural experiences which will enrich their life experience</p> <p>These will be measured by; Monitoring of pupil voice and the increase of pupil premium pupils involved in extra-curricular and peripatetic activities</p>	<ul style="list-style-type: none"> • Pupil voice feedback for enrichment activities will be improved from the start of the year • Percentage of pupil premium pupils involved in extra-curricular and peripatetic activities will have increased • At least 80% of pupil premium pupils in years 4 and 6 will have participated in residential opportunities
G.	<p>Desired outcomes Parental engagement with their child's learning and progress is improved</p> <p>These will be measured by; Monitoring of attendance at parents' evenings and curriculum workshops</p>	<ul style="list-style-type: none"> • At least 90% of pupil premium parents will attend parents evenings • At least 75% of pupil premium parents will attend parent curriculum workshops to develop understanding of how to help at home

4. Planned Expenditure

Academic Year	2020-2021
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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?
To ensure all staff can identify pupils' barriers to learning and how best to support all pupil premium pupils	Staff training on: Pupil premium - improving outcomes for vulnerable learners Use of data - how to adapt teaching in class to move learning and close gaps - T&L key principles Feedback - how to maximize impact Pupil progress meetings Safeguarding training	Through training, teachers and TAs will be more informed about how to move learning on within lessons quickly using a variety of strategies. Focus for staff will be on progress over time as well as attainment Research shows that in the moment feedback has greatest impact on	SLT involvement in pupil progress meetings Intervention trackers which monitor start and end data as well as quality of support through observations and learning walks Book scrutiny to look at regularity and impact of feedback on progress Data analysis at each data drop will show that more pupil premium pupils have secured age related attainment	SLT	Termly



	<p>£4000 - to enable collaboration between class teacher, TA and phase leader within pupil progress meetings</p> <p>£1000 - leadership time to carry out observations and learning walks</p>	pupil progress (EFF studies)			
<p>To diminish the difference between attainment in reading for pupil premium pupils compared with non-pupil premium pupils</p>	<p>Quality first teaching through reading project.</p> <p>100% of teaching will be deemed to be good or better.</p> <p>New planning format introduced to link reading to rich text writing</p>	<p>There is a significant difference between attainment for pupil premium pupils and non-pupil premium pupils of at least 30%</p> <p>Linking reading and writing curriculum together will</p>	<p>Lesson observations will evidence higher engagement and increased confidence and competency for identified individuals</p> <p>Data analysis at each data drop will show that more pupil premium pupils have secured age related attainment</p>	<p>Reading lead SLT</p>	<p>Termly</p>



	<p>projects with focus on reading skills</p> <p>New reading home learning scheme to promote enjoyment for reading</p> <p>Buddy reading sessions to promote reading aloud with peers</p> <p>New phonics scheme to support lower readers especially in lower school</p> <p>£5400 - for subject lead time & new resources</p>	<p>improve reading attainment and in turn will lead to improved writing attainment</p> <p>Pupil premium pupils do not read regularly enough or have access to a sufficient range of age appropriate challenging texts</p>	<p>Analysis of library loans will show regularity of reading</p> <p>Home learning scheme will evidence those pupils who are reading regularly</p> <p>Pupil voice will show increased confidence and enjoyment for reading</p>		
<p>To develop pupils' speaking and listening to ensure that most</p>	<p>Staff training: Oracy project with Voice 21 through TWHF - year 2 of 3)</p>	<p>2015 EFF study showed significant gains for pupil premium pupils</p>	<p>Learning walks and observations across the school during terms 2-5 will show increasing</p>	<p>Oracy lead SLT</p>	<p>Project starts term 2 Staff training starts term 5</p>



<p>pupils can confidently articulate their thoughts</p>	<p>Teacher involved in project to disseminate through staff meetings</p> <p>Project afternoons and reading lessons to involve more discussion sessions to develop oracy</p> <p>£2600 - for training & release time</p>	<p>following an oracy led curriculum</p> <p>Teacher and peer modelling for speaking and listening will improve confidence for pupil premium pupils</p>	<p>engagement and improved oracy for most pupils</p>		<p>Termly</p>
<p>To develop pupils' vocabulary to close the attainment gap in reading and writing between pupil premium pupils and their more advantaged</p>	<p>Continued focus on vocabulary development to be carried through into foundation subjects so that there is an expectation in all subjects</p>	<p>Research shows that by the age of seven, the gap for vocabulary between pupil premium pupils and their peers can be as many as 3,000 words</p> <p>By improving pupils'</p>	<p>Learning walks and observations will see increased use and pupil understanding of more complex vocabulary</p> <p>Teacher talk and feedback will use specific terms of which pupils demonstrate confidence and</p>	<p>English lead SLT</p>	<p>Termly</p>



peers	<p>Projects are planned around topical events and are relevant for today's experiences to enable pupils to bring together their knowledge from different areas of learning</p> <p>Linking reading and writing units will foster a rich, developing vocabulary</p> <p>£3000 - for subject leader release time</p>	<p>knowledge and understanding of words, comprehension of more complex texts becomes possible and writing becomes richer</p> <p>Increased vocabulary will improve pupils' ability to articulate their thinking and understanding</p>	<p>understanding</p> <p>Pupil voice will evidence increased confidence with self-expression</p> <p>Data analysis for reading and writing will show more pupils securing age related attainment</p> <p>Classroom environments will show high emphasis on the value of vocabulary in all subjects</p> <p>Vocabulary will have a high focus in humanities and science lessons</p>		
To improve pupil premium participation in extra-curricular activities, trips	Residential trips subsidized School trips and curriculum enrichment	Support pupils with cultural capital by providing access to a wide range of enrichment	<p>Pupil voice will show positive engagement with trips and experiences</p> <p>Monitoring of pupil premium</p>	Principal Phase leaders EVC co-ordinator	July 2021



and residential to increase cultural capital	<p>experiences subsidized (e.g swimming, dance) Transport for trips paid</p> <p>Peripatetic lessons subsidized for identified pupils</p> <p>Involvement with extra-curricular school offer encouraged and prioritized</p> <p>£10,000</p>	experiences and curriculum	<p>involvement in residential, trips and activities will be closely tracked</p> <p>Parents will be made aware of funding subsidies available to their child</p>	Music lead Sports lead	
To provide a Recovery Curriculum to enable pupils to make the transition back into education after long gap in	<p>Staff training: Recovery curriculum for SLT plus one member of each year group £600 Jigsaw training to introduce new</p>	Pupil may be reluctant to return to learning after such a prolonged break. They will need support to return to healthy routines and to	<p>Pupil attendance will be at least in line with September 2019</p> <p>Learning walks will evidence at least normal engagement with learning</p>	SLT	Monthly in terms 1 & 2



learning due to COVID-19	<p>scheme (release time for subject lead to prepare training) £300</p> <p>Purchase of Jigsaw PHSE scheme to ensure curriculum provided is relevant and appropriate £1500</p>	manage anxieties (DFE guidance)	Pupil voice will demonstrate that pupils safe and secure in their return to school		
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Total budgeted cost £28,400

Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
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		rationale for this choice?			implementation?
To develop communication and interaction skills through the introduction of ELSA support	<p>Staff training: Training for 2 ELSAs to ensure relevance of services offered and for supervision meetings</p> <p>Designated ELSA timetable for Mon-Thu afternoons</p> <p>Resources for ELSA interventions</p> <p>£1000 - training & resourcing £7500 - 2x TA for 2 afternoons each for ELSA sessions</p> <p>£8500 total</p>	<p>The majority of our pupil premium pupils have SEMH needs which if addressed will impact positively on their time in class and so improve progress and attainment</p> <p>ELSA programs have proved successful in improving social interactions and led to improvements in challenging behaviours and a reduction in disruptive behavior in class</p>	<p>Ringfenced timetabled time to ensure sessions can be held regularly</p> <p>Monitoring of behavior logs for identified individuals</p> <p>Pupil voice will show increased happiness and confidence in dealing with difficult situations</p> <p>Learning walks and observations will evidence increased resilience and reduction of disruptions to learning</p>	<p>ELSAs SENCo SLT</p>	Termly
To provide SEMH	Use of TAMHS	Pupils whose SEMH	SENDCo liaison with TAMHS	SENDCo	Termly



<p>support for individuals to ensure that pupils can focus on their learning</p>	<p>support services (12 days) £1500</p>	<p>needs are supported learn better in class</p>	<p>will evidence that support is effective</p> <p>Observations of pupils will evidence a higher engagement with learning</p> <p>Pupil voice will demonstrate that pupils feel happier and more able to focus in class</p>		
<p>To close gap in attainment in maths between pupil premium pupils and their non-pupil premium peers</p>	<p>Maths on the Go intervention programme to increase confidence with mathematical concepts £2500</p> <p>Staff training: to develop use of pictorial and concrete support</p>	<p>Using a CPA approach for teaching mathematics enables pupils to explore concepts practically and improves their understanding of abstract concepts and provides a visual means to solve problems</p> <p>Developing pupil confidence and</p>	<p>Learning walks will evidence that more pupils are using practical equipment to promote their development and understanding of key maths concepts</p> <p>Learning walks will evidence higher levels of engagement and resilience when applying mathematical concepts to problem solving</p>	<p>Maths lead SLT</p>	<p>Termly</p>



	<p>for maths Participation in Boolean maths hub (year 2 of 3) Use of place value discs Bar modelling</p> <p>£6500</p> <p>Use of Power of Two intervention programme and staffing to run interventions</p> <p>£5000</p> <p>Support for interventions for identified pupils</p> <p>£10,000</p>	<p>enthusiasm for a subject improves their resilience when faced with problems to solve</p> <p>Bar modelling can be used and applied in multiple mathematical situations for calculations and problem unpicking and solving</p>	<p>Data analysis will show a higher percentage of pupil premium pupils securing age related attainment</p>		
Total budgeted cost					£34,000



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?
To improve parent engagement with attendance	<p>Rigorous and robust approach to meeting to parents with regards falling attendance below 94%</p> <p>Attendance information provided each term for identified individuals</p> <p>Close involvement with EWO with persistent absences</p> <p>Subsidized support for before school care to ensure attendance on time</p>	<p>Pupil attendance is directly linked with attainment</p> <p>Maintaining attendance of >95% is vital to give pupils the best chance to achieve their academic potential</p>	<p>Fortnightly attendance review</p> <p>Contact with EWO if parents not engaging with school</p> <p>Monitoring of attendance for those pupils requesting subsidies for breakfast and walking bus</p>	Principal PSO	Termly



	£5000				
To improve parental engagement knowledge and understanding of their child's educational next steps and with supporting their child's learning at home	<p>Targeted support for individual families with SLT at Early Help</p> <p>Focus open evenings in reading, spelling and math to develop understanding of how to support their child's learning</p> <p>4 teachers per meeting - 2 hrs preparation plus the 2 hrs for the event £720</p> <p>Specific SEN & PP parents evening in Spring term with</p>	<p>While home learning projects have little or no impact on academic progress, reading, learning spelling and practicing times tables are proven ways in which home can support school learning</p> <p>Many parents wish to help but do not have the knowledge of activities which can be easily accessed at home</p> <p>Understanding what their child's strengths and weaknesses and being informed about what</p>	<p>Regular reviews to discuss pupil premium pupils with class teachers</p> <p>Subject leads to be given time to prepare for open evenings and to brief their teams</p> <p>Specific invitations to open evenings to be given to pupil premium parents</p> <p>Attendance at open evenings to be monitored</p> <p>Attendance at parents' evening to be monitored and follow up invitations to be offered with Principal</p>	Principal English, reading and maths leads SENCo SLT	July 2021



	extended meeting times - 30 hours of teacher time £450	their next steps should be are vital for parents to be able to support school effectively			
Contingency at this stage for all planned strategies					£3620
Total budgeted cost					£9800

5. Review of expenditure

Previous Academic Year

2019-2020

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
To ensure all staff can identify pupils' barriers to learning and how best to support all pupil premium pupils	Staff training on: Pupil premium - improving outcomes for vulnerable learners Data analysis - the	£6480	Pupils will be more quickly identified and their progress and attainment tracked which will lead to	Staff are more aware of which pupils are pupil premium and are confidently tracking their progress



	<p>importance of progress and combined attainment</p> <p>Feedback - how to maximize impact</p> <p>Pupil progress meetings</p> <p>Safeguarding training</p>		<p>more targeted teaching.</p> <p>Staff will be more confident meeting the needs of vulnerable pupils with many varied barriers and understand the importance of adapting the curriculum to enable them to reach their potential.</p>	<p>Next step is to use the data more effectively to adapt curriculum and lessons to maximize the impact of intervention</p>
<p>To diminish the difference between attainment in reading for pupil premium pupils compared with non-pupil premium pupils</p>	<p>Quality first teaching through reading project.</p> <p>100% of teaching will be deemed to be good or better.</p> <p>New planning format introduced to link reading to rich text writing projects with focus on reading skills</p>	<p>£5400</p>	<p>Significant improvements in attainment for pupil premium pupils so that they are at least in line with their peers and meet national expectations for reading.</p>	<p>The new reading format has been introduced in all classes and is closely linked to the writing project. Learning walks have evidenced that pupils are making more links between their reading and writing and over time their skills in explaining their understanding has improved.</p>



	<p>New library system to enable all pupils to access age appropriate literature</p> <p>New reading home learning scheme to promote enjoyment for reading</p> <p>Buddy reading sessions to promote reading aloud with peers</p>			<p>Book looks have shown an improvement in the variety and relevance of tasks to develop key skills.</p> <p>The reading and writing leads have worked closely together to review planning to ensure consistency and cohesion within units of work. Training provided for staff after each review has seen an improvement in the quality of planning for the next unit of work.</p> <p>The library is now open and in use regularly by all classes. New books purchased have been eagerly received and children are now talking</p>
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				<p>excitedly about reading.</p> <p>Buddy reading sessions were scheduled to start in term 5 and so have not yet started.</p> <p>The home reading scheme is still being investigated and will be launched next academic year.</p>
<p>To develop pupils' speaking and listening to ensure that most pupils can confidently articulate their thoughts</p>	<p>Staff training: Oracy project with Voice 21 through TWHF</p> <p>Teacher involved in project to disseminate through staff meetings</p> <p>Project afternoons and reading lessons to involve more discussion sessions to develop oracy</p>	<p>£2600</p>	<p>Pupils become more confident articulating their thoughts and opinions in class. Pupils are more engaged with the learning in class.</p>	<p>This was year 1 of the project and was mainly training for the designated teacher and time for her to trial within her classroom. The impact within that class has been significant. Pupils demonstrate higher engagement with learning and contribute more confidently to class discussions. This has</p>



	£2600 - for training & release time			been particularly apparent in the project debates.
To develop pupils' vocabulary to close the attainment gap in reading and writing between pupil premium pupils and their more advantaged peers	<p>Staff training: Closing the vocabulary gap - TD to be used to explore strategies which can be used in lessons to improve use and understanding of vocabulary</p> <p>Projects are planned around topical events and are relevant for today's experiences to enable pupils to bring together their knowledge from different areas of learning</p> <p>Linking reading and writing units will foster a rich, developing vocabulary</p>	£6000	<p>Use of vocabulary will improve and be more ambitious. This will be evident in verbal and written contributions. Classrooms will become vibrant word spaces with vocabulary at the heart of all learning. More pupil premium pupils will achieve at least age related expectations for writing more in line with their peers.</p>	<p>Staff training ensured that staff are more confident with different strategies for highlighting vocabulary which has been integrated into reading teaching Book looks and learning walks evidenced a higher focus on vocabulary and raised expectations from staff and pupils Pupil voice evidenced a real enjoyment of vocabulary</p>



	£6000 - for training, English release time, resources			
To improve pupil premium participation in extra-curricular activities, trips and residential to increase cultural capital	<p>Residential trips subsidized</p> <p>School trips and curriculum enrichment experiences subsidized (e.g swimming, dance)</p> <p>Transport for trips paid</p> <p>Peripatetic lessons subsidized for identified pupils</p> <p>Involvement with extra-curricular school offer encouraged and prioritized</p> <p>£10,000</p>	£6500	More pupils will engage in enrichment activities leading to life-long interests in a variety of activities.	<p>All pupils in year 3 participated in swimming lessons</p> <p>There has been a higher uptake from pupil premium pupils for extra curricular activities which has raised their culture capital</p> <p>Pupils receiving music subsidies are performing at least as well in lessons as their more advantaged peers</p>



Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
To develop communication and interaction skills through the introduction of ELSA support	<p>Staff training: Training for 2 TAs to become ELSA</p> <p>Designated ELSA timetable for Mon-Thu afternoons starting in term 3</p> <p>Resources for ELSA interventions</p> <p>£1000 - training & resourcing £7500 - 2x TA for 2 afternoons each for ELSA sessions</p> <p>£8500 total</p>	£8000	<p>Pupils' attendance will improve, especially those of persistent absentees.</p> <p>Pupils will have more confidence accessing the curriculum.</p> <p>SEMH needs across the school will be properly addressed and supported enabling pupils to learn better and make better progress.</p>	<p>Pupils receiving ELSA support have been less disruptive in class and this has benefitted their learning and that of their peers</p> <p>Parents feel well communicated with and are extremely supportive of strategies introduced by the ELSA team to support their child</p> <p>In addition during lockdown the team have been in regular contact with our vulnerable families providing emotional support for parents and advice on</p>



				<p>behavior management strategies. They have when appropriate, provided paper copies of learning where home technology has been an issue.</p> <p>We have provided several computers, laptops and tablets for pupils to use at home to ensure that they can access the home learning</p>
<p>To close gap in attainment in maths between pupil premium pupils and their non-pupil premium peers</p>	<p>Maths on the Go intervention programme to increase confidence with mathematical concepts</p> <p>£2500</p> <p>Purchase of place value discs to enable practical exploration of maths concepts</p>	<p>£15750</p>	<p>Maths teaching will have a practical element at its heart providing pupils with a clear scaffold for learning.</p> <p>More pupils will attain at least age related expectations for maths in line with their peers.</p>	<p>Resources have been purchased and training provided for staff on the new calculation policies which reference pictorial and manipulatives</p> <p>Training has been provided for TAs about the use of manipulatives to support maths</p>



	<p>£950</p> <p>Staff training: to develop use of pictorial and concrete support for maths Participation in Boolean maths hub Use of place value discs Bar modelling</p> <p>£4800</p> <p>Support for interventions for identified pupils</p> <p>£10,000</p>		<p>Those pupils whose learning style is more kinetic will be offered opportunities to learn in that style using manipulatives and physical activity alongside maths learning.</p>	<p>learning</p> <p>We have engaged thoroughly with the Boolean process and the three teachers have disseminated what they have learned through their year teams.</p> <p>The maths lead has worked closely with the maths subject elader sessions provided by WHF and fed bacl to staff to ensure that teaching remains relevant and appropriate. Lesson observations evidenced all lessons to be good.</p> <p>The maths on the go training did not go ahead as it coincided with the lockdown</p>
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Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
To improve parent engagement with attendance	<p>Rigorous and robust approach to meeting to parents with regards falling attendance below 94%</p> <p>Attendance information provided each term for identified individuals</p> <p>Close involvement with EWO with persistent absences</p> <p>Subsidized support for before school care and walking bus to ensure attendance on time</p> <p>£5000</p>	£2500	<p>Attendance and persistent absenteeism will be greatly reduced so that school attendance is above national average.</p> <p>Families who have specific barriers to attendance will receive support to enable pupils to attend.</p>	<p>Attendance has been good for most PP pupils.</p> <p>There has been a rigorous system introduced to track attendance and parents have met with the Principal and EWO as necessary to provide further support for attendance.</p> <p>In the spring term, 2 pupils required taxi service to ensure their continued attendance when Mum broke her leg.</p> <p>Several pupils took advantage of the offer</p>



				to subsidize before school care and the walking bus to facilitate attendance
To improve parental engagement knowledge and understanding of their child's educational next steps and with supporting their child's learning at home	<p>Targeted support for individual families with SLT at Early Help</p> <p>Focus open evenings in reading, spelling and math to develop understanding of how to support their child's learning</p> <p>4 teachers per meeting - 2 hrs preparation plus the 2 hrs for the event £720</p> <p>Specific SEN & PP parents evening in Spring term with extended meeting times - 30 hours of teacher</p>	£9170	<p>Parents will actively engage with their child's education and understand the impact that their involvement can have on learning.</p> <p>More pupils will be completing home learning.</p> <p>School will provide support and guidance for parents to ensure that home learning is effective and impacts positively on pupil progress.</p> <p>Parents will feel that their child's achievements are</p>	<p>There has been an increased engagement with Early Help due to the new Swindon offer for SEN pupils leading to more referrals to the SENDCO. This training and referral time had not been budgeted for and is in addition (£8000)</p> <p>The response to the open evenings was not well attended by pupil premium parents. Next year letters will be sent to specific families and child care offered to support families attending. We will also look at</p>



	time £450		<p>recognized and celebrated by the school.</p> <p>Parents will understand the barriers to their child's learning through parents evenings.</p>	<p>running these sessions during school time just before the end of the school day to facilitate attendance by single parent families.</p> <p>The SEN & PP parents evenings were planned for and prepared for but then we had to lockdown and these did not go ahead. Class teachers have remained in close contact with pupils through Seesaw and the SENDCo has remained in close telephone and email contact with families providing support and ensuring continued engagement with Early Help</p>
Contingency		£9800		The contingency has been used to fund teaching support time for



				specific interventions to support dyslexic pupils through the IDL programme.
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