

Nanpean Community Primary School
Nurturing Children's Passion to Succeed



Pupil Premium Strategy Document 2021-22
Headteacher and PP Lead: Mr Nicholls
Link Governor: Mr Green

Approved by Governors (Date):
Next Review (Date):

Pupil Premium Funding Allocation

The Government provides schools and academies with a 'pupil premium' which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these funds and performance tables capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Nanpean School, we are committed to meeting the pastoral, social and academic needs of all children within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all children to make good progress.

The school receives Pupil Premium funding, which is additional to the main school budget. The Pupil Premium funding (currently £1,345 per eligible child, per academic year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last six years.

Children of Service Personnel are funded at the rate of £310 per year. Children who are in care or who have been in care are funded at an enhanced rate of £2,345 per year. The total anticipated funding for Nanpean School for 2020-21 is £51,660.

Summary information					
School	Nanpean CP School				
Academic Year	2021-22	Total PP budget	£51,660	Date of most recent PP Review	July 2021
Total number of pupils	159	Number of pupils eligible for PP (FSM) Number of pupils eligible for PP (Services)	37 (this is 23.2% of pupils on roll) 4	Date for next internal review of this strategy	July 2022

Current attainment – most recent National Data		
Attainment for: 2018-19 (18 pupils) No data available for 2019-20 or 2020-21	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	57% (4/7)	45% (5/11)
% achieving expected standard or above in reading	86% (6/7)	64% (7/11)
% achieving expected standard or above in writing	57% (4/7)	55% (6/11)
% achieving expected standard or above in maths	57% (4/7)	64% (7/11)
Current attainment – Internal Data (Autumn Term of 2021-22 Academic year) <i>This table shows a comparison of pupils working at the Expected Standard (EXS)</i>		
We continue to assess children on a termly basis, using National Standardised tests which inform Teacher judgement. These results are shared with Staff and Governors, and intervention and support is planned in relation to this. These results are recorded on our internal data tracking system.		

Review of previous expenditure

<u>Action</u>	<u>Intended Outcome</u>	<u>Impact</u>
Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved. The most vulnerable children are safeguarded. Children's basic needs are met.	Children retain more friendships. Children have less fall-outs. Children need less support in class time to resolve friendship issues. Safeguarding is outstanding, using the CPOMS system, and all training is up to date for all staff. Children do not struggle to concentrate in lessons due to hunger.	Behaviour Monitoring shows less 'Time to Think' sheets issued during 2020-21 academic year, and this has had a further positive effect on any disruption to teaching time. Safeguarding is seen as a positive (Inspection and Monitoring visits) and this also ensures that children's basic needs are met. Where there are concerns, DSL / DDSL's seek advice from the MARU or EHH.
Children demonstrate excellent attitudes to learning in all lessons.	Children talk about school with enthusiasm – Pupil Visioning. Children are engaged and there is no low level disruption in lessons. Children talk about their learning with excitement. Children set themselves, and attempt to achieve, challenging targets.	Children are extremely positive about Nanpean School and pupil conferencing evidences this. Behaviour in classrooms is very good, and this is highlighted on our Behaviour Monitoring. Where there are issues, these are dealt with by the pastoral team to ensure there is minimal disruption to the learning of children.
Research shows that children from disadvantaged backgrounds start school with a limited vocabulary (in relation to non-disadvantaged peers) and that this gap often widens.	Children are immersed in vocabulary and reading and therefore increase their vocabulary, thus ensuring they can access all elements of the Curriculum.	Staff CPD in relation to the Oracy project, and initiatives such as 'Word of the Week' has ensured children are immersed in vocabulary. NELI is also being implemented for children in the EYFS as children start Nanpean School often significantly behind their age-related peers. Due to school closures in Spring Term, impact thus far is minimal but will be commented on at the end of year review. A specialist Speech and Language Teaching Assistant has been deployed to work in our EYFS classroom to support children as they enter the school setting.
PP children's reading, writing and maths improves in line with non-PP children.	PP children make better progress in reading so that their writing and maths is positively influenced by this. PP children achieve well in spelling. Children enjoy reading and can talk enthusiastically about a book they are reading. Attitudes to writing are improved. PP children achieve in line with non-PP children in all aspect, but particularly Maths where there was a negative attainment gap in 2019.	Internal Data from Summer Term of 2020-21 shows that there is a negative attainment gap between the attainment of Pupil Premium children compared to Non Pupil Premium Children in 6 of our 7 classes. The Power of Reading was trialled in all classes during the Summer Term, and INSET Days focus on this to ensure full implementation from September 2021 (next academic year).
Children have high aspirations and are ambitious.	Children talk about their future with enthusiasm. Children attempt challenging targets. Children speak ambitiously about their future at Secondary school and workplace careers beyond that.	Recent pupil visioning suggested that children saw their future as roles such as 'You Tubers', 'Gamers' and 'Pop Stars', probably because these roles are at the forefront of their mind due to media coverage. Aspirations / Careers based learning has now been added

		<p>to Curriculum Learning maps from Spring Term (of 20-21) as we also want to instil in our children a sense of reality for possible careers. This will include sessions whereby staff enthuse the children about various job roles, based on their termly learning focus.</p> <p>We have also signed up to a Primary school Aspirations Pilot Project, being run for 10 schools in Cornwall / IOS. However, due to the lockdown of Spring Term 2021, this was postponed and will now begin at a later date. The intention of this is to build a bank of resources, including videos, which will enthuse children in relation to different job roles.</p> <p>British Science Week, March 2021, also had a focus of Science based careers.</p>
The attendance of PP children improves.	<p>Reduce the number of persistent absentees among pupils eligible for PP.</p> <p>SWO involvement is not needed with PP children.</p> <p>Attendance for the children is consistently above the national average of 96%.</p> <p>The gap in attendance between PP children and non PP children is narrowed.</p>	<p>Whole school attendance for 2020-21 was 97.1%. Pupil Premium attendance over the year was 96.39% (PP children), which is above the National Average. However, this was below the attendance of Non PP children which was 97.5% for 2020-21. 6 children ended the school year below 90% attendance (Persistent Absence). Of these 6 children, 3 were PP children.</p>
Children read more regularly at home and access the library more frequently.	<p>Parents understand the importance of reading at home.</p> <p>The number of children reading 5 times a week increases.</p> <p>Children borrow library books weekly.</p> <p>Parents engage with the school and actively support children's learning.</p>	<p>Children read regularly at home and earn points towards our Reading Challenge. Parents are continuously exposed to the importance of reading, through events, social media accounts / website, weekly newsletters, etc... Reading Challenge has shown that the number of children receiving awards has increased, although there has been some interruption to this caused by lockdown enforced school closures.</p> <p>Reading Challenge Reward (Mad Hatters Tea Party) was well received and attended by the highest number of children ever, which shows that children are reading more. Many positive comments were received from children and parents, and a couple of constructive suggestions. These have led to further slight amendments to the Reading Challenge for 2021-22.</p>
Children are offered experiences by school (subsidised if necessary).	<p>Children gain experiences outside of school.</p> <p>The experiences have an impact on their vocabulary.</p> <p>Children acquire the cultural capital they need to succeed in life.</p>	<p>School Educational Visits, extra curricular clubs, etc... have been planned for 2021-22 now Covid-19 guidance has been relaxed.</p>
Gaps in learning due to Covid-19 are filled and children's attainment is good.	<p>Children make good progress and more children meet age related expectations by the end of the school year.</p>	<p>Internal Data from Summer Term of 2020-21 shows that there is a negative attainment gap between the attainment of Pupil Premium children compared to Non Pupil Premium Children in 6 of our 7 classes. The Power of Reading was trialled in all classes during the Summer Term, and INSET Days focus on this to ensure full implementation from September 2021 (next academic year).</p>

		However, the vast majority of children have now 'caught up' and are working at a similar standard as March 2020 (pre Covid-19).
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Current issues affecting disadvantaged learners

Currently, there are some key challenges facing schools with all learners, but especially the most disadvantaged, being affected. These challenges are reflected in the school's data outcomes for KS2 over the last four years, as this has been below national expectation.

- Nanpean is considered to be an area of significant deprivation, with 85.2% of our pupils living in the 0-30% most deprived areas (in comparison to a national average of 32%), and 47.8% of our pupils living in the 0-20% most deprived areas (in comparison to a national average of 16%). With deprivation such as this, the assumption of the 'Matthew effect' is possible, and our data over the last four years, which is generally below national expectations, reflects this.
- Attendance of Pupil Premium Children for 2020-21 was 96.39%. This is above the National Average of 96% and above the National Average for Pupil Premium Children. However, this figure is still below the attendance figure for Non PP children at Nanpean School (97.5%) in 2020-21. Attendance of Pupil Premium children (from September 2019 to school closures, due to Covid-19, in March 2020) showed that Pupil Premium Attendance was 94.5%, which was lower than that of Non PP children (96.5%), Overall School Attendance (96.2%) and National Average for Attendance (which has historically been 96%). However, this was higher than the National Average for PP Attendance which was 93.6%.
- Safeguarding patterns and trends are of significant concern. The Cornwall trend for Domestic Abuse is 26% higher than other comparable deprivation wards (source: Cornwall Children's Safeguarding Board). In January 2019, of the children with open social service involvement, 94.1% were PP children.
- In the most recent published data, from 2019, KS2 data showed (for PP children) that achievement of the EXS in Writing and Maths (both 57%) was much lower than Reading (86%) and clearly had a direct negative impact on RWM Combined (57%).
- Across the school, it is clear that PP children often don't get the start they should, and there are clear inhibitions to their communication skills and a wide vocabulary gap, which leads to general underachievement.
- PP children demonstrate a lower frequency of reading at home, possibly due to a lack of parental engagement (school expectation is 5x per week) and this has a negative impact on retrieval and inference skills in particular (evident in VIPERS sessions as Reading focus throughout each week).
- For PP children, there is often a lack of out of school personal experiences and opportunities that other non PP children may have participated in: this limits first-hand experiences and has a negative impact on imagination and writing.
- Children often write as they speak. Some PP children aren't encouraged to speak in sentences at home which has a negative impact on their speech and thus their writing (especially grammar).
- Within Maths, we have identified that many children, including PP children, lack the resilience to tackle more complex questions and have significant gaps in retention of knowledge and skills.
- Esteem, Aspiration and Expectation for vulnerable learners can vary significantly, in line with Professor Ovenden-Hope's research which has been highlighted by the DFE.

INTENT: to target disadvantaged children to close the achievement gap, ensuring there are no barriers to learning and addressing gaps in pupils' knowledge and skills.	
Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social barriers and emotional intelligence
B.	Attitudes to learning

C.	Poor oral language skills (Vocabulary)
D.	Poor reading skills (Phonics and Comprehension)
E.	Lack of Aspiration
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance
G.	Parental engagement – lack of support with home learning, including reading at home and lack of access to books or the internet at home. Parents also have negative views about their own time at school, and there is sometimes a lack of attendance at parent meetings and school events.
H.	Narrow experiences outside school – cultural capital
I.	Impact of Covid-19
1. Desired outcomes	
	<p><i>Desired outcomes and how they will be measured</i></p> <p><i>Success criteria</i> <i>Mid Year Review</i> <i>End of Year Review</i></p>
A.	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are aware of mental health and support mechanisms for this.</p> <p>There is a comprehensive PSHE programme that is delivered to all children. This is supplemented by Assembly focuses. Cornwall Healthy Schools (CHS) Scheme used for PSHE, and supplemented by Christopher Winter Project (CWP) resources for Relationships Education (covered in second half of Spring Term). This ensures expected PSHE Coverage, in relation to Health (including Mental Health), Relationships and Living in the Wider World.</p> <p>Therapy Dog available. Therapy Dog used to support children during specific interventions and to encourage responsibility (overseen by adults) during the school day, such as walks at lunchtime on the school field.</p> <p>Breakfast available in school for children who have not had breakfast in the morning (part of the ‘National School Breakfast Provision’ scheme). Breakfast provision (Bagels ‘take and eat in class’ model) starting again in February 2022 (following successful application to have this provision at no cost until September 2022, then school to pay 25% costs until July 2023).</p>
B.	<p>Children are ready to learn (behaviour for learning) and contribute to lessons. Children talk with enthusiasm about their learning and remember key learning.</p> <p>All children contribute to lessons and this allows adults to accurately assess their current attainment, next steps and any gaps in learning. Behaviour for Learning continuously praised by School Improvement Partner and during Inspection. However, our next step is to ensure that children are remembering knowledge over sustained periods of time.</p> <p>Curriculum Showcase Week enthuses, motivates and engages the children and is shared within the school community. Pupil Conferencing shows pupils are always positive about their learning.</p> <p>Regular awards / rewards. Regular awards / rewards enthuse and further motivate children (see Newsletters for examples of awards given each week).</p> <p>During Pupil Conferencing sessions, children are able to positively talk about their key essential learning and progress. Pupil Conferencing shows pupils are always positive about their learning. Children are also able to talk about how their work has improved over time.</p>
C.	<p>Children’s oral language develops quickly to ensure they can access the Curriculum</p> <p>Word of the Week to be refined to ensure each class is covering interesting, but (most importantly) relevant, language that they can use across the Curriculum. Words of the Week are now relevant to learning, as opposed to an interesting word that isn’t in context. Vocabulary Whole School CPD being booked for the Summer Term through Dandelion Learning.</p>

	and set tasks / activities appropriately.	Ensure children develop vocabulary across the whole school, in line with suggestions from 'The Oracy Project' CPD. Initial ideas and suggestions shared with staff to use in classes to support oracy development.
D.	Children's basic, key skills (especially in Reading but also in Writing, GPS and Maths) improves.	Reading to be closely monitored using STAR Reading Assessments and NFER. Tests completed termly. Data outcomes reviewed by SLT and Interventions planned in relation to these. Specific GPS sessions to be timetabled to ensure writing skills develop in line with age-related expectations. Each class has specific GPS session each week (timetabled). POP (Proof of Progress) tasks to be used in Maths. Proof of Progress tests implemented in the Autumn Term and evident in Maths books. The impact of these is that they show clear progress for each child. However, our next step is to ensure this learning is committed to long term memory.
E.	Children have high aspirations and are ambitious.	Aspirations focus (known as 'Reach for the Stars') included on Curriculum Learning Maps each term so that children are exposed to possible future job roles / careers. Included and evident on Curriculum Learning Maps. From 2022, there will be a termly 'Careers / Aspirations afternoon' to focus on a Career linked to the terms learning. The first one is planned for Friday 18 th March, 2022. MN (HT) is also liaising with Cornwall Healthy Schools regarding an Aspirations Week in the Summer Term. Aspirations Pilot Project to begin. MN (HT) was involved in interviews for the candidate, due to start in January 2022. Use of 'Primary Futures' website to build a resources bank within school. MN (HT) was involved in interviews for the candidate, due to start in January 2022.
F.	Attendance to remain high across the school and continue to improve (for PP children).	Positive relationships between children and staff ensure children enjoy attending school. Learning Walks and Observations, as well as general environment in school, shows that relationships between staff and children are positive and reciprocal. Class Learning interests, motivates and engages children so they are enthusiastic about lessons and school. Pupil Conferencing shows pupils are always positive about their learning. Lateness (arriving after 9am) is limited to none or very few children. This is limited to 5 families (8 children) generally. These families have received letters in the Autumn Term and their punctuality has improved. This continues to be monitored. Attendance remains above 96% and children / families are supported where this doesn't happen. Attendance is currently 93.8%. This is below 96% due to Covid-19, but is still higher than most schools (National Average at 88% in the Autumn Term).
G.	Children read regularly at home, as well as practise other key skills.	Parents are enabled to support children's reading and phonic development. Reading Challenge (in school reward system) continues to see a growing number of children achieving graduated rewards and attendance at the end of year reward in relation to this. Pupil Conferencing in the Spring Term linked closely to this. This also highlighted the need for Teachers to challenge children / parents where their child isn't reading at home (as often as expected) as this is part of our Homework Policy. A variety of educational resources are utilised so that children can access further learning at home. School has purchased subscriptions to Spelling Shed (as Spelling was identified as a concern for many pupils and having a negative impact on their overall Grammar, Punctuation and Spelling (GPS) data), and Timestable Rockstars (TTRS) / Numbots for Maths. Children have regularly fed back their enjoyment of these and it is evident on the platforms that children are utilising these resources.
H.	Children are offered experiences by school (subsidised for PP children).	Educational Visits ('class trips') are planned termly for each class so children have a variety of opportunities and experiences and their learning is practical and relevant. Educational Visits (or visitors) form part of the termly Curriculum Learning Map and opportunities are planned linked to learning. This supports an increase in their vocabulary. Children, Parents and Staff have reported back the immensely positive experiences of children attending such experiences. Children have also been able to discuss their learning from these experiences.

I.	Gaps in learning due to Covid-19 are filled and children's attainment is good.	Teachers' assessment is monitored closely so that children's next steps and gaps in learning are planned for, and that they 'catch up and keep up'. Tests completed termly. Data outcomes reviewed by SLT and Interventions planned in relation to these.
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2. Planned expenditure IMPLEMENTATION

Academic year

2021-22

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 – we know that if we provide high-quality teaching that is effective for disadvantaged learners then we are providing effective 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 are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are aware of mental health and support mechanisms for this.	Comprehensive PSHE programme. Protective Behaviours and school rules regularly referred to. Therapy Dog available. Breakfast (for example) and relevant family support available through all staff and led by pastoral team.	PSHE lessons allow a child to share anything on their mind and seek support or advice. Research shows that contact with animals is calming. A child's ability to concentrate will be hampered if they are hungry.	PSHE lessons timetabled. Regular Pupil Conferencing. Referral for Intervention to TIS practitioner. Continue to have a stock of cereal / fruit / food to support children and families.	JB MN SM MN	Ongoing and July 2022
B. Children are ready to learn (behaviour for learning) and contribute to lessons. Children talk with enthusiasm about their learning and remember key learning.	Children contribute to lessons. Curriculum 'Showcase' week (termly). Children talk enthusiastically about their learning.	Children who show positive attitudes to learning make better progress.	Learning Walks. Newsletters. Pupil Conferencing. Assemblies. Detailed induction for new staff.	MN Class Teachers	July 2022

C. Children's oral language develops quickly to ensure they can access the Curriculum and set tasks / activities appropriately.	Word of the Week is refined so the word is ambitious but relevant. A whole school systematic approach to word of the week and vocabulary learning is implemented.	Children with a wide range of vocabulary achieve well.	Learning Walks. Newsletters. Pupil Conferencing. Data tracking shows positive progress.	CM	July 2022
D. Children's basic, key skills (especially in Reading but also in Writing, GPS and Maths) improves.	Clear Assessment and Monitoring leads to good progress in relation to basic skills.	Reading is prioritised to ensure children are able to access the full Curriculum offer.	Learning Walks will show that books are celebrated. Certificates (reading rewards). Expectation for all Teachers to display books in classrooms and encourage a love of reading and related activities. Reading areas developed in classrooms. Pupil Conferencing (children talk about reading in their class).	MN / CM	Termly
E. Children have high Aspirations and are ambitious.	Aspirations focus included on termly Curriculum Learning Maps. Use of 'Primary Futures' website.	Evidence shows that children having clear ambition, passion and a drive to succeed often leads to improved success.	Curriculum Learning Maps. Further information on Social Media, website and Newsletters.	MN Class Teachers	Termly
F. Attendance to remain high across the school and continue to improve (for PP children).	Positive relationships between children and staff. Lessons ensure children are interested, motivated, enthused and engaged. Lateness and attendance are monitored closely.	Low Attendance (and lateness) have a negative impact on children's ability to settle quickly and access their learning, often missing out on Phonics / Reading activities that are timetabled at the start of each day.	Attendance will be above the National Average. Lateness is limited to very few children so there is no disruption to lessons or negative impact on pupils' learning.	SH (Secretary) MN Caroline Hunt (SWO SLA)	Daily Weekly Monthly
G. Children read regularly at home, as well as practise other key skills.	Parents are able to confidently support their child's reading and phonic development. A variety of resources are available to support the	Parents supporting children's reading and development of key skills has a positive impact on attainment and outcomes.	Reading areas in classrooms are developed. All classes visit the new library (timetable as evidence). Data tracking shows positive progress in reading.	CM	Termly

	learning of the key essential skills.		Interventions support phonics, reading and basic skills progress.		
H. Children are offered experiences by school (subsidised for PP children).	Educational Visits planned termly in relation to learning.	Educational Visits ensure experiences are wide and varied.	PP children subsidised to attend Educational Visits where there is a cost.	MN	Termly
I. Gaps in learning due to Covid-19 are filled and children's attainment is good.	Progress is monitored to ensure children 'catch up and keep up'.	Interventions, when well-planned and matched to need, are impactful and enable children to catch up.	Intervention Timetables and Impact. Data / Progress meetings.	SM	Termly
ii. Targeted support and iii. Other support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are aware of mental health and support mechanisms for this.	TIS / Play Therapist Support.	TIS and Play Therapy leads to children talking about and resolving feelings.	Intervention Timetables.	SM	Termly
B. Children are ready to learn (behaviour for learning) and contribute to lessons. Children talk with enthusiasm about their learning and	Barriers to learning identified and planned for.	Children who show positive attitudes to learning make better progress.	Data and Progress Monitoring Meetings. Termly Parent Consultation Meetings.	Class Teachers SLT	Termly
C. Children's oral language develops quickly to ensure they can access the	Pre-teaching of key vocabulary.	Children with a wide range of vocabulary achieve well.	Learning Walks. Newsletters. Pupil Conferencing.	CM	July 2022

D. Children's basic, key skills (especially in Reading but also in Writing, GPS and Maths) improves.	Interventions based on Key Essential Skills.	Children read regularly, gain confidence and can access the Curriculum.	Staff in classes to monitor which children are reading regularly and speak to parents where this is an issue.	Class Teachers CM / MN	Ongoing
E. Children have high Aspirations and are ambitious.	'Careers Fair' organised for PP children.	Ambitious children are more likely to be successful.	Pupil Conferencing.	MN	July 2022
F. Attendance to remain high across the school and continue to improve (for PP children).	School will monitor and communicate monthly with parents where their child's attendance is a concern. SWO will be involved with families whose attendance falls below 90%. Termly certificates are given to children who have 100% attendance.	Low Attendance (and lateness) have a negative impact on children's ability to settle quickly and access their learning, often missing out on Phonics / Reading activities that are timetabled at the start of each day.	Daily phone calls / texts / minutes late reports. Attendance information on Newsletter (weekly). Attendance Monitoring Meetings (monthly).	Admin Team MN SWO	Ongoing (Daily, Weekly and Monthly)
G. Children read regularly at home, as well as practise other key skills.	High priority readers listened to even more frequently at school.	Parents supporting children's reading and development of key skills has a positive impact on attainment and outcomes.	Reading Records. Data and Progress Monitoring Meetings. Termly Parent Consultation Meetings.	Class Teachers SLT	Ongoing Termly

H. Children are offered experiences by school (subsidised for PP children).	PP children are identified and subsidised for trips if necessary.	The narrowness of children's cultural experience has a huge impact on their vocabulary, which in turn impacts on their progress in reading comprehension.	Termly Class Trips evident on Curriculum Learning Maps.	MN	Termly
I. Gaps in learning due to Covid-19 are filled and children's attainment is good.	Focus on PP children to ensure gaps in learning are narrowed and that they 'catch up and keep up'.	Covid-19 has had a negative impact on pupils progress in all schools, and research shows that this is particularly evident for vulnerable groups of children.	Data and Progress Monitoring Meetings. Termly Parent Consultation Meetings.	Class Teachers SLT	Ongoing Termly

Intended IMPACT

Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to 'be the best that they can be' in education and adulthood, leaving Nanpean School with the basic essential skills required to succeed in the next stage of their education and their working life.
Pupils have high aspirations and reach their own maximum potential.

Monitoring the Impact of the Pupil Premium Funding

The monitoring and evaluation of the progress of all children is conducted in the following ways:

- Attendance is a daily focus of the admin team and data is scrutinised (as part of a Service Level Agreements (SLA) with a Student Welfare Officer (SWO), Caroline Hunt) at the end of each month to identify if any pupil is at risk of falling in to persistent absence (PA) category where their attendance is below 90%.
- Through regular (each half term) pupil data, progress and intervention mapping meetings where any child who is not on track or who is in danger of being left behind is identified and support is put in place for.
- Assessment points are part of our Assessment and Monitoring Calendar (cycle) and are completed each term. These inform us of academic progress and enable us to highlight any pupils who are causing concern so that we can identify their needs and provide appropriate support.

Monitoring and Review of this strategy document

This strategy document will be reviewed every year by the Headteacher and Pupil Premium Link Governor. At every review, the strategy document will be shared with all Staff and the Full Governing Board.