

**Nanpean Community Primary School**  
***Nurturing Children's Passion to Succeed***



**Pupil Premium Strategy Document 2022-23**  
***Headteacher and PP Lead: Mr Nicholls***  
***Link Governor: Mr Tucker***

**Approved by Governors (Date): 11/10/2022**  
**Next Review (Date): February and July 2023 (mid and academic year end review)**

### 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 2022-23 is £56,665.

Summary information					
School	Nanpean CP School				
Academic Year	2022-23	Total PPG budget and RPG budget	£56,665 and £5,365 = £62,030	Date of most recent PP Review	July 2022
Total number of pupils	158	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 2023

Current attainment – most recent National Data		
Attainment for: 2021-22 (27 pupils)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	37.5% (3/8)	57.9% (11/19)
% achieving expected standard or above in reading	37.5% (3/8)	68% (13/19)
% achieving expected standard or above in writing	37.5% (3/8)	63% (12/19)
% achieving expected standard or above in maths	50% (4/8)	63% (12/19)

## **Review of previous expenditure (2021-22)**

<b><u>Action</u></b>	<b><u>Intended Outcome</u></b>	<b><u>Impact</u></b>
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.	There is a comprehensive PSHE programme that is delivered to all children. This is supplemented by Assembly focuses. Therapy Dog Available. Breakfast available in school for children who have not had breakfast in the morning (part of the 'National School Breakfast Provision' scheme).	New scheme trialled and implemented across the school from September 2022. Therapy Dog available at all times, and booked for support / interventions via timetable. Bagels will continue at least until July 2023. Children and Staff report that this ensures a nutritious start to the day and benefits focus and concentration.
Children are ready to learn (behaviour for learning) and contribute to lessons. Children talk with enthusiasm about their learning and remember key learning.	During Pupil Conferencing sessions, children are able to positively talk about their key essential learning and progress. All children contribute to lessons and this allows adults to accurately assess their current attainment, next steps and any gaps in learning. Curriculum Showcase Week enthuses, motivates and engages the children and is shared within the school community. Regular awards / rewards.	Subject Leader Monitoring shows that children are learning and remembering more. Learning Walks and Observations show that children regularly contribute during lessons. Teachers have strategies to ensure this. Children enthused to share work during Showcase Week. Awards / rewards given in assembly and listed on weekly newsletter, and this enthuses and motivates children to achieve and succeed.
Children's oral language develops quickly to ensure they can access the Curriculum and set tasks / activities appropriately.	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. Ensure children develop vocabulary across the whole school, in line with suggestions from 'The Oracy Project' CPD.	Word of the Week continued in 2021-22. However, for 2022-23, this is being replaced with a Vocabulary starter (relevant to lesson content and subject learning) in all lessons.
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. Specific GPS sessions to be timetabled to ensure writing skills develop in line with age-related expectations. POP (Proof of Progress) tasks to be used in Maths.	Termly assessments ensure additional support (including interventions) is targeted appropriately. Each class has a specific GPS session each week, which is clearly timetabled. Coverage documents ensure content is age appropriate. These show progress from beginning to end of Maths units.
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. Aspirations Pilot Project to begin. Use of 'Primary Futures' website to build a resources bank within school.	Included on Curriculum Learning Maps (Medium Term Plans). Evident on Classroom displays. Termly Aspirations afternoon implemented from Spring Term 2021-22. Pupil Conferencing and Visioning shows children are becoming more aware of relevant careers. Pilot Project and Primary Futures website being used to support staff with resources linked to Careers / Job roles.
Attendance to remain high across the school and continue to improve (for PP children).	Attendance remains above 96% and children / families are supported where this doesn't happen. Positive relationships between children and staff ensure children enjoy attending school. Class Learning interests, motivates and engages children so they are enthusiastic about lessons and school.	Attendance remains slightly above the reported National Average, though due to Covid-19, this is now below 96%. School Attendance was 93.8%, though Pupil Premium attendance was below Non Pupil Premium attendance in 2021-22. Positive relationships evident throughout the school, and commented on during external visits.

	Lateness (arriving after 9am) is limited to none or very few children.	Pupil Conferencing shows children enjoy learning. Lateness being highlighted, and this has had a positive impact. This is now only three children per day (on average in September 2022).
Children read regularly at home, as well as practise other key skills.	Parents are enabled to support children's reading and phonic development. A variety of educational resources are utilised so that children can access further learning at home.	Parent information sessions and resources sent has ensured parents are aware of expectations. Letters sent to parents where support for reading (as per school expectation of 5 times per week) isn't evident in Reading Record logs. 60% of children regularly utilise these resources, and a further 20% use them relatively frequently.
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. This supports an increase in vocabulary.	Educational Visits (or visitors) form part of the termly offer and are evident on Curriculum Learning Maps. This has ensured learning is 'brought to life' and has further motivated and enthused the children. Children, Parents and Staff have reported back the immensely positive experiences of children being immersed in these opportunities.
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'	Termly NFER Tests and follow up Data, Progress and Intervention Mapping meetings ensure gaps are identified and children receive targeted support.

### **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 2021-22 was 90.4%. This figure was below that of Non PP children, which was 94.94%. Whole School Attendance was 93.8%, which, despite a decline due to Covid-19, was above the National Average. 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.
- 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 across the Curriculum**

**IMPLEMENTATION: 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*)

<b>A.</b>	Social barriers, emotional intelligence and behavioural needs are identified and action is taken to best support social and academic progress and positive outcomes
<b>B.</b>	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths
<b>C.</b>	Poor oral language skills (Vocabulary) are evident and there is a gap between children's vocabulary development, often for those deemed as disadvantaged
<b>D.</b>	Poor Reading skills (Phonics and Comprehension) are evident and this is a key skill which underpins the Curriculum

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

<b>E.</b>	Improve Parental Engagement to support their child's learning and Children's own Aspirations for their future
<b>F.</b>	Attendance of children deemed Disadvantaged improves and is in line with that of Non-Disadvantaged children
<b>G.</b>	Narrow experiences outside school – cultural capital
<b>H.</b>	Impact of current energy crisis leading to higher household bills

#### **1. Desired outcomes and IMPACT**

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i> <i>Mid Year Review</i> <i>End of Year Review</i>
<b>A.</b>	Children are given opportunities to talk about their feelings in a controlled way and acknowledge problems can be solved.	PSHE programme (LifeWise) is successfully implemented and supports Personal, Social and Health Education of the children. Protective Behaviours and school rules regularly referred to which ensures a consistent approach throughout the school. Pastoral Interventions provided to support specific children (TIS / Play Therapy / School Dog). EEF research shows that Behaviour interventions provided can positively impact learning by +3 months. .

	<p>Children are aware of mental health and support mechanisms for this.</p> <p><i>SDP Behaviour and Attitudes</i></p> <p><i>SDP Personal Development</i></p>	
<b>B.</b>	<p>Feedback leads to clear progress.</p> <p>Children contribute to lessons and make good progress.</p> <p>Curriculum 'Showcase' week (termly).</p> <p>Children talk enthusiastically about their learning.</p> <p><i>SDP Quality of Education</i></p>	<p>EEF research shows that Feedback can increase progress by +8 months.</p> <p>Pupil grouping and resourcing are considered with respect to the needs of PP children.</p> <p>Use of any 'Catch up' funding, such as the Recovery Premium Grant (RPG) is utilised to support children and prioritise the needs and progress of PP children (such as Bookmark, FFT Lightning Squad (both Reading) and Third Space Learning (Maths), including meeting the additional cost to the school of any National Tutoring Programme (NTP) funding which is utilised.</p> <p>Assessment and Feedback Policy updated.</p> <p>Learning Walks and Observations show children are independent learners, when appropriate, who contribute in all lessons.</p> <p>Showcase weeks show learning and progress across the Curriculum.</p> <p>Pupil Conferencing shows children are enthusiastic about their learning.</p> <p>Pupil Premium Governor appointed and this Governor monitors and reports on what is in place for PP children, as well as holding the HT to account for their progress.</p>
<b>C.</b>	<p>Children's oral language develops quickly to ensure they can access the Curriculum and set tasks / activities appropriately.</p> <p><i>SDP Quality of Education</i></p>	<p>Children develop a wide range of vocabulary and achieve well.</p> <p>Speech and Language Therapy Intervention.</p>
<b>D.</b>	<p>Children's Phonics and Reading development is in line with ARE.</p> <p><i>SDP Quality of Education</i></p>	<p>High Quality Phonics Teaching is evident daily and supported by Staff Lead and Read Write Inc Tutor.</p> <p>Phonics Intervention provided to support children: EEF research shows that Phonics support, such as an individualised programme, can increase progress by +4 months.</p> <p>Reading areas in classroom enthuse and motivate the children to read.</p> <p>Regular opportunities for all children to read, including Reading Buddies, Class Story and frequent opportunities to read in all lessons.</p> <p>Reading Intervention provided to support children: EEF research shows that specific Reading support, such as a bespoke programme of support (for example Bookmark, FFT Lightning Squad which have been used successfully in previous years), can increase progress by +5 months.</p>
<b>E.</b>	<p>Regular communication with parents ensures parents are aware of, and able to support, their child's needs in order for them to make good progress.</p> <p><i>SDP Quality of Education</i></p>	<p>Regular communication with parents (staff availability at beginning and end of each school day due to our drop off and collection system).</p> <p>Parents are given opportunities to support their children's learning: Calculation Policy sent home termly (Maths), information provided in Reading Record books (for Reading and Spelling) and information sessions given to parents (Phonics and Reading).</p> <p>Discussions with parents where the frequency of children's reading (linked to the school reading reward system) needs to improve. These are followed up by formal letters if no improvement is shown, and then conversations with SLT.</p> <p>Extra individual reading time in school to ensure that children are not disadvantaged if their parents / carers do not read with them at home. Reading is recording in a specific Reading Record (log book) to enable communication in relation to progress.</p> <p>Curriculum Drivers (FAB) have a focus on Aspirations and future possible careers.</p>

<b>F.</b>	The attendance of PP children is above the National Average and in line with Non PP children's attendance. <i>SDP Behaviour and Attitudes</i> <i>SDP Personal Development</i>	Positive relationships between children, parents (families) and staff. Lessons ensure children are interested, motivated, enthused and engaged. Student Welfare Officer supports attendance monitoring each term. Letters sent from school / SWO if required. Rewards offered to PP children (and parents) through a Cinema visit and £50 added to eSchools accounts if attendance is above 96% at the end of the academic year.
<b>G.</b>	Opportunities for children to participate in a range of opportunities and experiences.	Educational Visits (or visitors) planned termly in relation to learning. Outdoor Learning opportunities sought by Class Teachers with the expectation that learning is 'taken outdoors' in at least one lesson per week. Sailing / Beach activity sessions provided to Years 4-6 children at no cost. An array of extra-curricular school clubs are also offered.
<b>H.</b>	Children (and Families) are supported during the current economic crisis.	Bagels are provided to children (at no cost) on their arrival at school each morning to provide a nutritious beginning to the school day. Free fruit is available to KS1 and PP children, as well as children who require this. We continue, as in previous years, to look into grants to support families and provide food and household items at times of need. A Foodbank is available on the school site, or if this is not possible, Foodbank Vouchers are available to families in need.

## 2. IMPLEMENTATION: Planned Expenditure

**Academic year**

**2022-23**

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	Comprehensive PSHE programme (LifeWise). Protective Behaviours and school rules regularly referred to.	PSHE lessons allow a child to share anything on their mind and seek support or advice. Clear and concise behaviour expectations ensure lessons run smoothly and there are minimal incidents at playtimes.	PSHE lessons timetabled. Regular Pupil Conferencing. Learning Walks. Detailed induction for staff.	MN MN SLT MN	Ongoing and July 2023

mechanisms for this.					
B. Feedback leads to clear progress. Children contribute to lessons. Curriculum 'Showcase' week (termly). Children talk enthusiastically about their learning.	Feedback leads to clear progress. Children contribute to lessons and make good progress. Curriculum 'Showcase' week (termly). Children talk enthusiastically about their learning. Pupil Premium Governor appointed.	EEF research shows that Feedback can increase progress by +8 months. Pupil grouping and resourcing are considered with respect to the needs of PP children. Showcase weeks show learning and progress across the Curriculum. Governor monitors and reports on what is in place for PP children, as well as holding the HT to account for their progress.	Assessment and Feedback Policy updated.  Learning Walks. Termly Showcase Weeks.  Governor Monitoring.	MN  SLT Teachers, MN MN	Autumn 2022-23
C. Children's oral language develops quickly to ensure they can access the Curriculum and set tasks / activities appropriately.	Children develop a wide range of vocabulary and achieve well. Speech and Language Therapy Intervention.	Children with a wide range of vocabulary achieve well.	Learning Walks. Pupil Conferencing. Data tracking shows positive progress.	CM MN MN, CM, SM	July 2023
D. Children's Phonics and Reading development is in line with ARE.	High Quality Phonics Teaching (supported by RWI School Lead and Tutor). Reading areas in classroom enthuse and motivate the children to read. Regular opportunities for all children to read.	EEF research shows that Phonics support, such as an individualised programme, can increase progress by +4 months. EEF research shows that specific Reading support, such as a bespoke programme of support (for example Bookmark, FFT Lightning Squad which have been used successfully in previous years), can increase progress by +5 months.	Learning Walks. Learning Environment Monitoring.  Pupil Conferencing. Data tracking shows positive progress.	CM MN / CM / Peers MN MN, CM, SM	July 2023
E. Regular communication with parents ensures parents are aware of, and able to support, their child's needs in	Staff available at drop off / collection. Parents given opportunities to support learning. Verbal (informal) and Written (formal)	Research shows that communication between child, parents (family) and school is hugely important to ensure progress. Documents sent to parents and information session regularly provided. Reading is a key skill which underpins the Curriculum.	Parents Forum meetings / Pupil Conferencing. Curriculum Learning Maps. Further information on Social Media, website and Newsletters.	MN  Class Teachers	Half Termly  Termly Weekly



order for them to make good progress.	reminders given to parents in relation to supporting their child's learning. Extra time given to support reading. Curriculum Drivers (FAB) ensure a focus on Aspirations (possible career choices).				
F. The attendance of PP children is above the National Average and in line with Non PP children's attendance.	Positive relationships between children, parents (families) and staff. Lessons ensure children are interested, motivated, enthused and engaged. Lateness and attendance are monitored closely each month by Student Welfare Officer (SWO). Incentive provided to children and parents if above 96%.	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 96% and shown in monthly Attendance monitoring. Lateness is limited to very few children so there is no disruption to lessons or negative impact on pupils' learning.	BT / SH (Admin) MN Caroline Hunt (SWO SLA)	Daily Weekly  Monthly
G. Opportunities for children to participate in a range of opportunities and experiences.	Educational Visits (or visitors) planned termly in relation to learning. Outdoor Learning opportunities sought. Sailing / Beach activity sessions provided to Years 4-6 children at no cost. An array of extra-curricular school clubs are offered.	Educational Visits ensure experiences are wide and varied. Outdoor Learning is seen to boost Mental Health and Wellbeing. Opportunities and experiences provided show children are developing communication and social skills, as well as their confidence and talents.	Curriculum Learning Maps. Weekly Timetables. PP children subsidised to attend Educational Visits where there is a cost.	Class Teachers BT / SH (Admin) MN	Termly
H. Children (and Families) are supported during the current economic crisis.	Bagels provided (nutritious breakfast) to all children.	A child's ability to concentrate will be hampered if they are hungry.	Uptake will be monitored. Parents Forum Meetings.	Class TA's BT / SH (Admin) MN	Half 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. School Dog available.	TIS and Play Therapy leads to children talking about and resolving feelings. Research shows that contact with animals is calming and increases independence and responsibility. EEF research shows that behaviour interventions can increase progress by +3 months.	Intervention Timetables and monitor the impact of interventions. Referral for Intervention to TIS practitioner.	SM / CM  Class Teachers	Termly
B. Feedback leads to clear progress. Children contribute to lessons. Curriculum 'Showcase' week (termly). Children talk enthusiastically about their learning.	Barriers to learning identified and planned for. Use of any 'Catch up' funding, such as the Recovery Premium Grant (RPG) is utilised to support children and prioritise the needs and progress of PP children (such as Bookmark, FFT Lightning Squad (both Reading) and Third Space Learning (Maths), including meeting the additional cost to the school of any National Tutoring Programme (NTP) funding which is utilised.	Children who show positive attitudes to learning make better progress.  Evidence based strategies are used to ensure children make strong progress and that the attainment gap between those deemed 'disadvantaged' is closed when compared to those not deemed as 'disadvantaged'.	Data and Progress Monitoring Meetings. Termly Parent Consultation Meetings. Intervention Timetables and monitor the impact of interventions.	SLT & Class Teachers  SM / CM	Termly
C. Children's oral language develops quickly to ensure they can access the Curriculum and set tasks / activities appropriately.	Pre-teaching of key vocabulary.	Children with a wide range of vocabulary achieve well.	Learning Walks. Pupil Conferencing.	CM	July 2023

D. Children's Phonics and Reading development is in line with ARE.	Phonics Intervention Provided. Reading Intervention Provided.	EEF research shows that Phonics support, such as an individualised programme, can increase progress by +4 months. EEF research shows that specific Reading support, such as a bespoke programme of support (for example Bookmark, FFT Lightning Squad which have been used successfully in previous years), can increase progress by +5 months.	Data and Progress Monitoring Meetings. Intervention Timetables and monitor the impact of interventions.	SLT & Class Teachers SM / CM	Termly
E. Regular communication with parents ensures parents are aware of, and able to support, their child's needs in order for them to make good progress.	Verbal (informal) and Written (formal) reminders given to parents in relation to supporting their child's learning. Extra time given to support reading.	Reading is a key skill which underpins the Curriculum.	Monitoring of Reading (Record Books / Logs) and Homework.	Class TA's (feedback to Teacher)	Weekly
F. The attendance of PP children is above the National Average and in line with Non PP children's attendance.	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. Incentive provided to children and parents.	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. Opportunities for children to participate in a range of opportunities and experiences.	PP children subsidised to attend Educational Visits where there is a cost.	Educational Visits ensure experiences are wide and varied. Outdoor Learning is seen to boost Mental Health and Wellbeing. Opportunities and experiences provided show children are developing communication and social skills, as well as their confidence and talents.	Curriculum Learning Maps. Weekly Timetables.	Class Teachers BT / SH (Admin) MN	Termly
H. Children (and Families) are supported during the current economic crisis.	Free fruit provided for KS1, PP and those in need. Grants sought to purchase food and household items that can be given to families in times of need (as in previous years). Foodbank uses the school site, or if not possible, vouchers for Foodbanks are available from SLT.	A child's ability to concentrate will be hampered if they are hungry. Children and Parents (families) reported that this was very much appreciated in previous years.	Uptake will be monitored. Parents Forum Meetings.	Class TA's BT / SH (Admin) MN	Half 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%.
- Impact of Interventions are monitored termly, and reported to Governors annually, provision dictated 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, it will be shared with the Full Governing Board.