

Nanpean Community Primary School
Nurturing Children's Passion to Succeed



Pupil Premium Strategy Document 2020-21
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	2020-21	Total PP budget (2019-20)	£51,660	Date of most recent PP Review	July 2020
Total number of pupils	168	Number of pupils eligible for PP (FSM) Number of pupils eligible for PP (Services)	37 2 (this is 23% of pupils on roll)	Date for next internal review of this strategy	July 2021

Current attainment – most recent National Data		
Attainment for: 2018-19 (18 pupils) No data available for 2019-20	<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 (Spring Term of 20-21 Academic year) <i>This table shows a comparison of pupils working at the Expected Standard (EXS)</i>		
Year / Class	Pupil Premium (PP)	Non Pupil Premium (Non PP)

Year / Class	Reading	Writing	Maths	Reading	Writing	Maths
1 (Hendra)	3/5 = 60%	1/5 = 20%	4/5 = 80%	8/16 = 50%	6/16 = 38%	6/16 = 38%
2 (Prosper)	1/4 = 25%	1/4 = 25%	1/4 = 25%	8/16 = 50%	8/16 = 50%	8/16 = 50%
3 (Karslake)	0/3 = 0%	0/3 = 0%	0/3 = 0%	9/21 = 43%	10/21 = 48%	10/21 = 48%
4 (Melbur)	5/9 = 56%	1/9 = 11%	2/9 = 22%	10/18 = 56%	3/18 = 17%	7/18 = 39%
5 (Drinnick)	1/5 = 20%	0/5 = 0%	1/5 = 20%	12/20 = 60%	9/20 = 45%	11/20 = 55%
6 (Rosemellyn)	3/5 = 60%	2/5 = 40%	3/5 = 60%	16/21 = 76%	14/21 = 67%	17/21 = 81%

Review of previous expenditure

<u>Action</u>	<u>Intended Outcome</u>	<u>Impact</u>
Curriculum CPD	Headteacher and Curriculum Leader to attend CPD and consider learning in relation to revamped Curriculum.	The Curriculum has been revamped: there are now clear expectations with regard to coverage and a Progression of Skills and KIRFS documents in place (to be implemented from September 2020). Over time, we expect this to have a positive impact on outcomes.
Subject Leader Training	Subject Leaders more aware of role and contribute to school improvement (Curriculum).	Subject Leaders are now more aware of their role and have contributed to the revamped Curriculum by creating Progression of Skills, KIRFS and SMART documents.
Data, Progress and Intervention Mapping Meetings	Teachers and Senior Leaders are aware of progress and concerns, and work together to provide support for children where required.	Data, Progress and Intervention Mapping Meetings take place each half term (and relate to the termly (three per year) 'data drops'). These ensure children have provision available to match their needs.
Raise Attainment of two targeted children to achieve RWM Combined	Teachers to focus on two children in their class to push them to gain RWM Combined, so we are narrowing the gap between school and national headline data.	Two children are focused on and this became part of the Performance Management cycle. Impact is difficult to measure currently due to no official data for the Summer Term due to school closures.
Supporting children through interventions (for example, for speech and language, draw and talk, funfit, Phonics (lowest 20%), mental health and	Interventions to be planned and clearly timetabled to support the needs of children across the school.	Intervention timetables show clear support offered to children. The impact of these is discussed with Class Teachers at the next Data, Progress and Intervention Mapping meeting. We are focusing on

wellbeing through play therapy, and basic Reading, Writing and Maths skills).		Interventions which are evidence based, and if there is no impact, we are seeking to provide alternatives.
Educational Psychologist (extra support days purchased).	Extra support to be purchased and aimed at PP children, where appropriate.	This has been ongoing and has provided bespoke support for children, where required. It has contributed to an extremely calm school, where social behaviour and behaviour for learning is very good.
New Pastoral recording system (CPOMS).	CPOMS purchased and is successfully used throughout the school.	CPOMS is used to record Safeguarding / Child Protection concerns online, but is also used to record Behavioural issues, Attendance concerns, as well as discussions with parents that are important to note.
Attendance: Support from SWO (SLA purchased) and Attendance rewards.	Support from SWO ensures school attendance is in line with National Averages. Appropriate rewards purchased to recognise positive and improving attendance.	SWO attends monthly meetings and advises Headteacher and Admin Staff in relation to Attendance. Rewards have also been purchased and are a positive motivational tool for children and families. This has ensured that our attendance remains above the National Expectation / Average.

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 (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 (*issues to be addressed in school, such as poor oral language skills*)

A.	Social barriers and emotional intelligence
B.	Attitudes to learning
C.	Poor oral language skills
D.	Poor reading skills (Phonics and Comprehension)
E.	Lack of aspiration

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

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

	<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>
A.	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. Safeguarding Training is up to date and concerns raised by staff are followed up to ensure all children's basic needs are met. Weekly updates sent to staff include safeguarding information when relevant. Behaviour monitoring shows that there have been less fall outs at playtimes which have resulted less class time being used to resolve issues. Staff have also commented positively in relation to this. Children being able to talk about their feelings has had a positive impact, as has reducing the number of children in given areas at playtime / lunchtime. As Mid Year Review.

B.	Children demonstrate excellent attitudes to learning in all lessons.	<p>Children talk about school with enthusiasm – Pupil Visioning.</p> <p>Children are engaged and there is no low level disruption in lessons.</p> <p>Children talk about their learning with excitement.</p> <p>Children set themselves, and attempt to achieve, challenging targets.</p> <p>Children are extremely positive about Nanpean School. See Pupil Voice from December 2020. Behaviour in classrooms is very good. Where there are issues, these are dealt with by the pastoral team to ensure there is minimal disruption to the learning of children. As Mid Year Review.</p>
C.	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.	<p>Children are immersed in vocabulary and reading and therefore increase their vocabulary, thus ensuring they can access all elements of the Curriculum.</p> <p>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.</p> <p>As Mid Year Review. For 2021-22, 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.</p>
D.	PP children’s reading, writing and maths improves in line with non-PP children.	<p>PP children make better progress in reading so that their writing and maths is positively influenced by this.</p> <p>PP children achieve well in spelling.</p> <p>Children enjoy reading and can talk enthusiastically about a book they are reading.</p> <p>Attitudes to writing are improved.</p> <p>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 Autumn Term 2020 shows that there is a negative gap between the attainment of Pupil Premium children compared to Non Pupil Premium children in 4 of our 7 classes. The other 3 classes showed no ‘negative gap’, or a positive gap whereby PP children outperformed Non PP children. The most significant difference was in writing. This has led to us purchasing ‘The Power of Reading’ English scheme for next year, which teaches writing through half termly book based studies. Our Assistant Head / English Lead is currently receiving CPD for this and is cascading information to staff. This will continue over the Summer Term with the scheme being implemented from September 2021.</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>
E.	Children have high aspirations and are ambitious.	<p>Children talk about their future with enthusiasm.</p> <p>Children attempt challenging targets.</p> <p>Children speak ambitiously about their future at Secondary school and workplace careers beyond that.</p> <p>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 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>

		Curriculum Learning Maps, produced termly and communicated to parents (and available on our website), include an 'Aspirations / Careers' focus, through our 'Reach for the Stars' theme. This will continue in 2021-22. Early feedback, through pupil conferencing, has been positive.
F.	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>Autumn Term attendance monitoring showed whole school attendance at 97.2%. Attendance of PP children was lower than that of Non PP children (95.7% compared to 97.5%). Autumn Term attendance monitoring showed that only 10 children across the school are classed as Persistent Absence. Most of these are very close to 90% and have valid reasons, and we work with those families to ensure this improves. Of these 10 children, 6 of these children are PP. We will seek SWO advice on further supporting attendance of these PP children when school reopens in March 2021.</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>
G.	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 initiative. Parents are continuously exposed to the importance of reading, through events, social media accounts / website, weekly newsletters, etc... This has also been the main focus during wellbeing calls to children / parents (families) during Lockdown of January – March 2021, ensuring that Reading is prioritised.</p> <p>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>
H.	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>Staff are aware of the importance of offering practical experiences and opportunities related to learning. The intention is for children to regularly have opportunities, both curricular and extra-curricular, and this was why a 'bid' was lodged with the local Community Trust Fund which enabled us to purchase a minibus. However, due to Covid-19 guidelines and widespread closures, educational visits haven't been able to take place. Despite this, we have encouraged, and ensured all classes have attended, virtual visits (through internet interactive videos).</p> <p>School Educational Visits, extra curricular clubs, etc... have been planned for 2021-22 now Covid-19 guidance has been relaxed.</p>

I.	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>Autumn Term Data (20-21), when compared to pre Covid-19 school closures Spring Term Data (19-20), showed that children had significant gaps in learning, but that our Recovery / Catch up Curriculum plan was beginning to have an impact. In most classes, children's attainment was very similar, especially in relation to Reading and Maths. However, there are currently some quite significant gaps in Writing Data. This also informed our decision to us purchasing 'The Power of Reading' English scheme for next year, which teaches writing through half termly book based studies (see mid year review comments in D for further information about this).</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> <p>However, the vast majority of children have now 'caught up' and are working at a similar standard as March 2020 (pre Covid-19).</p>
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2. Planned expenditure IMPLEMENTATION

Academic year	2020-21				
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.	<p>There is a comprehensive PSHE programme that is delivered to all children. This is supplemented by Assembly focuses.</p> <p>Therapy Dog available.</p> <p>Breakfast available in school for children who have not had breakfast in the morning (formerly we were a part of the ‘National School Breakfast Provision’ scheme).</p>	<p>PSHE lessons allow a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts, fears and any anxieties. This will mean that the teacher is aware of concerns early on before they become a catalyst for anger.</p> <p>Research shows that contact with animals can be a calming influence.</p> <p>A child’s ability to concentrate will be hampered if they are hungry.</p>	<p>PSHE lessons continue to be taught by the class teacher.</p> <p>Pupil Conferencing.</p> <p>Refer to TIS practitioner for children with particular needs</p> <p>Continue to have a stock of cereal, bread and milk to ensure children can have some breakfast if they require this.</p>	<p>Mr Nicholls – PSHE and Collective Worship Lead.</p> <p>Class Teachers.</p>	Ongoing but by July 2021

B. Children talk with enthusiasm about learning and attitudes to learning in lessons are excellent.	Rewards given via Class Dojo. Awards given weekly, reported on Newsletter. Behaviour policy followed consistently. Assemblies encourage good attitudes to learning.	Children who show good attitudes to learning make better progress.	Learning Walks. Newsletters. Pupil Conferencing. Assemblies. Detailed induction for new staff.	Mr Nicholls – PSHE and Collective Worship Lead. Class Teachers.	July 2021
C. Children's oral language develops in line with non PP children.	Word of the Week focus in class (evident on Newsletters). Staff member taking part in the Oracy Project CPD and cascading information and ideas to staff to inform classroom practice. NELI intervention delivered in EYFS and Year 1.	Children with a wider range of vocabulary tend to achieve well in terms of academic attainment. Reading is prioritised to ensure children are able to access the full Curriculum offer. When children read daily their reading, and understanding of all Curriculum areas, improves.	Learning Walks. Newsletters. Pupil Conferencing. Data tracking shows positive progress.	Miss Morton – English Lead.	July 2021
D. PP children's reading, writing and maths improves in line with non-PP children.	Class Reading Areas developed. Books on display in classrooms. Written work celebrated on learning walls / displays. Children develop a love of reading which is evident in their enthusiasm and rewards on the school reading scheme (based on points). Their knowledge and skills gained from reading supports their writing, and benefits understanding in Maths.	Reading is prioritised to ensure children are able to access the full Curriculum offer. When children read daily their reading, and understanding of all Curriculum areas, improves. If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.	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.	Class Teachers. Miss Morton – English Lead.	July 2021

	Through practical, engaging activities, pupils develop a love of Maths.				
E. Children have high aspirations and are ambitious.	<p>Take part in the Primary Pilot related to Careers and Aspirations (linked to Brannel Secondary school), due to start in January 2021.</p> <p>Explore www.primaryfutures.org website to raise awareness and aspirations of careers.</p> <p>Consider previous pupils (alumni) and their achievements and how these can be communicated to children.</p> <p>Assemblies will link to aspirations and careers.</p> <p>A wide range of experiences and opportunities are offered, including extra-curricular activities and class visits linked to Curriculum coverage.</p>	<p>Evidence shows that children having clear ambition, passion and a drive to succeed often leads to improved success.</p> <p>Pupil Visioning has previously shown that children aspire to be (for example) YouTubers, which is, in the most part, an unrealistic career choice which is purely motivated by greed (money) and positive media coverage.</p>	<p>This will become part of our Curriculum offer with links made and a bank of resources created to supplement careers.</p> <p>A clear link to a career path will be available on Class Curriculum Maps each term. During their time at Nanpean School, this will mean at least 21 possible career choices are explored.</p> <p>Pupil Visioning should show a greater awareness and balance between realistic career options.</p>	<p>Class Teachers.</p> <p>Mr Barritt (Curriculum Lead).</p> <p>Mr Nicholls (Head teacher).</p>	July 2021
F. The attendance of PP children improves, narrowing the gap to non PP children and being above the national expectation of 96%.	<p>Class learning will interest, enthuse and motivate all children, including PP children, to attend school.</p> <p>Weekly class attendance award given in assembly.</p> <p>Admin team monitor attendance daily.</p> <p>Monthly attendance monitoring (with SWO as part of SLA) focuses on all</p>	<p>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 early in the morning.</p>	<p>Attendance will be above the National Average.</p> <p>Lateness is limited to very few children so there is no disruption to lessons or negative impact on pupils' learning.</p>	<p>Mrs Houston (Secretary).</p> <p>Mr Nicholls (Head teacher).</p> <p>Caroline Hunt (SWO).</p>	Ongoing but by July 2021.

	children and groups, but especially PP children. Financial reward offered to PP children with attendance above 96% (to be spent on school uniform, trips, etc...)			Lee Watts (Chair of Governors).	
G. Children read more regularly and access the library frequently.	Class Reading Areas developed. Support from the English Hub South West (EHSW) in relation to Phonics and early reading. Books on display in classrooms. Children develop a love of reading which is evident in their enthusiasm and rewards on the school reading scheme (based on points). Children read 5x per week. Library timetable ensures all classes regularly visit the library.	Increasing the profile of reading, to ensure that children read 5x per week at home, raises expectations and increases parental engagement.	Reading areas in classrooms are developed. All classes visit the library each week (timetable as evidence). Data tracking shows positive progress in reading.	Miss Morton – English Lead.	July 2021.
H. Children are offered experiences by school (subsidised if necessary).	Trips and visits are planned regularly into the curriculum for each year group. Development of cultural capital to be a school focus this year.	The narrowness of children's cultural experience has a huge impact on their vocabulary, which in turn impacts on their progress in reading comprehension.	Pupil Premium children will be subsidised to allow them to attend.	Mr Nicholls (Head teacher).	July 2021.
I. Gaps in learning due to Covid-19 are filled and children's attainment is good.	Recovery Curriculum is planned and communicated to parents (Recovery Maps available on class pages of website) with the aim of filling gaps in learning from the	A slight narrowing of the curriculum for the Autumn (and probably Spring) Terms will be necessary to catch up on missed learning. English and Maths will be prioritised to ensure that children have the basic skills required so that they can then access the rest of the curriculum more effectively.	All staff produce a plan for outlining recovery lessons. This is to be done initially for the Autumn Term, and possibly the Spring Term. Timetables created by SLT outline expectations for amount of taught time in relation to the Recovery /	Mr Barritt (Curriculum Lead). Mr Nicholls (Head teacher).	End of each Term.

	Summer Term 19-20 school closures.		Catch up Curriculum (see Covid-19 timetables and Recovery Maps).		
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.	Some PP children will attend TIS (Trauma Informed Schools) sessions with a trained TIS practitioner. Some children will work with a play therapist.	Children are more willing to discuss anxieties and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention Timetables.	Miss Morrison (SENDCo). Mr Nicholls (Head teacher).	Half termly.
B. Children talk with enthusiasm about learning and attitudes to learning in lessons are excellent.	Individual pupils demonstrating a poor attitude to learning are identified and barriers to learning and reasons for attitude are investigated. Good communication with parents.	Children with a concerning attitude to learning make less progress.	Data, Progress and Intervention Mapping meetings will monitor this. Regular parent meetings / discussions. Pupil conferencing (each term).	Class Teachers. Mr Nicholls (Head teacher).	Ongoing.
C. Children's oral language develops in line with non PP children.	Pre-teaching of key vocabulary for specific pupils, including PP pupils.	PP children are immersed in a wider vocabulary which focuses on breaking a possible barrier to their learning.	Learning Walks. Newsletters. Pupil Conferencing.	Miss Morton – English Lead.	July 2021.
D. PP children's reading, writing and maths improves in line with non-PP children.	Teachers will target questions at PP children. Teachers will deploy support staff to work with PP more regularly in lessons. Some children will receive extra daily reading with a TA.	Children who read regularly gain confidence and are able to access the full curriculum offer.	Data, Progress and Intervention Mapping meetings will monitor this. Children will begin to enjoy reading as hobby and not just when asked. PP focus in book scrutiny and learning walks.	Miss Morton (English Lead).	July 2021.

E. Children have high aspirations and are ambitious.	'Careers Fair' organised by Mr Nicholls for local schools, to be held in our community hall, with PP children being the focus for invitation as agreed by Cluster Headteachers. Opportunities / experiences offered to PP children.	Ambitious children are more likely to be successful.	Pupil Visioning (to target PP children) should show a greater awareness and balance between realistic career options.	Mr Nicholls (Head teacher).	Ongoing but by July 2021.
F. The attendance of PP children improves, narrowing the gap to non PP children and being above the national expectation of 96%.	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.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make strong friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance of all children will be monitored daily (by schools staff) and monthly as part of the SLA with the SWO. Any absence will be addressed immediately. Attendance of PP children will be monitored each month. A display in the hall celebrates housepoints and a corridor display celebrates 'Busy Bees'. The class with the best weekly attendance are rewarded.	Mrs Houston (Secretary). Mr Nicholls (Head teacher). Caroline Hunt (SWO). Lee Watts (Chair of Governors).	Ongoing but by July 2021.
G. Children read more regularly and access the library frequently.	Individual PP children who do not read at home will be identified and the PP Lead will read with them. Extra reading opportunities in school will be provided. Use of the library will be monitored. Use of Year 6 reading buddies at lunchtime.	Children who read regularly are able to fully access the curriculum.	Mr Nicholls (Head teacher) to monitor the number of PP children not reading regularly (5x per week).	Miss Morton (English Lead). Mr Nicholls (Head teacher).	Ongoing but by July 2021.

H. Children are offered experiences by school (subsidised if necessary).	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.	Pupil Premium children will be subsidised (on a case by case basis) to enable them to attend.	Miss Morton (English Lead). Mr Nicholls (Head teacher).	Ongoing but by July 2021.
I. Gaps in learning due to Covid-19 are filled and children's attainment is good.	Focus on PP children in recovery lessons. Interventions put in place as required.	A slight narrowing of the curriculum for the Autumn Term (and possibly Spring Term) will be necessary to catch up on missed learning. English and Maths will be prioritised because when children have these basic skills they can then access the rest of the curriculum more effectively. Regular wellbeing calls during lockdown and school closures showed that disadvantaged children may not have done as much home learning as others and may therefore need more support to catch up.	Monitor PP children's progress in Data, Progress and Intervention Mapping meetings (each half term). Pupil conferencing always involves PP children. Book scrutiny involves books of PP children. Interventions planned for PP children to fill gaps.	Mr Barritt (Curriculum Lead). Mr Nicholls (Head teacher).	End of each Term.
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. 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.