

Pupil premium strategy statement

1. Summary information					
School	Four Lanes Community Junior School				
Academic Year	2020-21	Total PP budget	£49660	Date of most recent PP Review	Dec 20
Total number of pupils	357	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Dec 21

2. Current attainment - data taken from Summer 2019 – no SATS data for May 2020 due to lockdown		
Year 6	Pupils eligible for PP ()	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths	100%	65%
% achieving the higher standards in reading, writing and maths	33%	11%
% achieving ARE in reading	100%	73%
% achieving ARE in writing	100%	78%
% achieving ARE in maths	100%	79%

3. Barriers to end of KS2 attainment (for pupils eligible for PP, including high ability)	
High percentage of PP children on SEN register (39% overall with 77% in one year group)	
Late arrivals and pupils who are not proficient in English in to Year 6	
Social, emotional and mental health needs / challenging home environmental/developmental trauma (54%)	
Covid-19 Lockdown restrictions	
Barriers to future attainment (for pupils eligible for PP, including high ability) In-school barriers	
A.	Trauma/Challenging home environments
B.	Low prior attainment/SEN
C.	Social, emotional and mental health needs
D.	English as an additional language
External barriers	
D.	LAC / Post-LAC
E.	Medical needs
F.	Additional family support and associated SEMH external agencies to meet specific needs

G	Persistent late/ persistent absence (under 95%)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow the gap in achievement between PP and SEN-PP pupils across the school	<ul style="list-style-type: none"> SEND PP children will make progress at least equal to that of their peers in Rd, Wr and Ma (with the exception of children with a specific learning need in that area) Monitoring shows that SEN-PP pupils needs are being met
B.	To support the emotional wellbeing and resilience of PP children	<ul style="list-style-type: none"> Conferencing of PP children will show that all feel that they are well supported in school PP children progress in line with their peers due to their emotional needs being met
C.	For all PP children to progress in line with their peers throughout the school	<ul style="list-style-type: none"> All PP children will achieve at least in line with KS1 results by the end of KS2 PP children (without SEND) will continue to achieve at least in line with their peers across the school

5. Planned expenditure					
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 £43,090					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the gap in achievement between PP and SEN-PP pupils across the school	<ul style="list-style-type: none"> Ensure all children's needs are met in a timely manner, identified on the SEN tracker and IEPs. Regular review of interventions 	Analysis shows that the school's SEN tracking system is pivotal in identifying specific next steps allowing interventions to match precisely the needs of the individual.	Inclusion Manager to monitor planning and assessments half termly to ensure impact is maximised.	Inclusion Manager	After each milestone data drop: Nov, Mar, July
	<ul style="list-style-type: none"> Regular monitoring of books and planning to ensure appropriate differentiation and challenge for all PP with a particular focus on SEN/PP 	All children have access to the right level of challenge but some PP children can find difficulty challenging themselves without additional support from an adult.	Regular drop-ins by IM, HT and DHT to monitor planning, teaching and learning for SEN/PP. Regular SLT book scrutiny.	SLT	Termly
	<ul style="list-style-type: none"> Focus on SEN and PP children by IM in Pupil Progress meetings to ensure their continued progress 	Professional discussions between teachers, Inclusion Manager and HT have been instrumental in plugging gaps in	Intervention log monitoring and data analysis, team discussions during PPMs. Minutes from meetings kept and referred to.	HT	After each milestone data drop: Nov, Mar, July

<p>To narrow the gap in achievement between PP and SEN-PP pupils across the school cont.</p>	<ul style="list-style-type: none"> Individualised planning for specified children to meet their personalised targets. Develop independent learning skills by planning support and resources that scaffold learning according to the skills and abilities of each child e.g. LSA support, concrete apparatus, learning aids, writing frames LSAs deployed to support SEND+PP children to access learning and intervention groups with clear targets to ensure progress. Intervention meetings scheduled within year groups to focus on PP and PP+SEND. Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills teach coverage not taught or not taught in sufficient depth. Catch up planning for pupils that did not attend school in summer term: align the catch up coverage with the new year's curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21 	<p>children's learning and narrowing the gap narrowed across the school in 2018-19.</p> <p>Evidence of highly effective, individualised planning leading to accelerated learning for SEN pupils over the last academic year</p> <p>Evidence shows that too much support from an adult leads to learned helplessness from children. From Year 3 onwards, children need a variety of strategies to support development of independent learning.</p> <p>Nationally, PP children do not make the same level of progress as their peers. Targeted adult support, which provides additional learning opportunities, helps close the gap between PP+SEND and PP children.</p> <p>The impact of professional discussions between teachers, Inclusion Manager and HT have been instrumental in plugging gaps in children's learning. As a result the gap narrowed in each year group across the school in 2018-19.</p> <p>Children who were not in school throughout lockdown will require opportunities to revisit and apply skills in order to embed the learning and make links with other areas of the curriculum. This is essential to making rapid progress to catch up. Children must have the foundation of understanding before they can move on to the next step in their learning.</p> <p>Catch up register created and monitored to ensure children in receipt of PP make accelerated progress.</p>	<p>Regular monitoring of planning by IM. Discuss planning at SLT and year group meeting minutes to show professional dialogues.</p> <p>Lesson observations, planning and book scrutiny by SLT throughout the year will show appropriate scaffolds for individuals to become independent learners.</p> <p>CT to provide timetables. IM to oversee timetables and regularly monitor provision through observations, planning scrutiny and team meetings with LSAs.</p> <p>Intervention logs, PPM minutes.</p> <p>PPM, books, planning</p>	<p>IM</p> <p>SLT</p> <p>CT, IM, SLT</p> <p>CTs and LSAs</p>	<p>Termly</p> <p>Regularly, according to monitoring timetable</p> <p>Daily</p> <p>Weekly</p> <p>Termly</p> <p>Catch-up register and planning 3X IM and DHT time= Termly</p>
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	<ul style="list-style-type: none"> • Ear defenders to support editing and aide focus. 	Research suggests that ear defenders support the learning of children to reduce noise distraction for those who are auditory sensitive. This enables greater focus and concentration.	IM to resource.		Sourced as needed
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To support the emotional wellbeing and resilience of PP children	<ul style="list-style-type: none"> • Whole staff training on Resilience and emotional wellbeing 	National and internal evidence shows that resilience and confidence have been a barrier to achievement and is a growing concern. All staff trained in strategies to support the emotion wellbeing of PP children will help children access work and support and to be 'learner ready'	Inset days, staff meetings and mentoring. Observations	HT, IM	External and internal training
	<ul style="list-style-type: none"> • Introduce Zones of Regulations throughout the whole school. 	Every class to introduce and cement understanding of Zones of Regulation over a two week period and to be reviewed through Circle Time and PSHCE. This will enable children to identify emotions and have a range of strategies to manage big emotions	Behaviour logs, improved attitude to challenges and tests. Data records show positive progress.	IM	Summer
	<ul style="list-style-type: none"> • ELSA to teach resilience workshops in Year 6 and secondary ready skills. 	Results from the workshop delivered in 2019 showed that they are invaluable to improving a positive and confident approach to SATs testing.	SATs results show that children are achieving well in line with their KS1 results.	HLTA,	Summer
	<ul style="list-style-type: none"> • Wellbeing calls to PP families to ensure engagement with online learning and support with wellbeing. 	Phone calls to disadvantaged families can ensure children have access to the resources needed to access their learning, support parents with strategies to help their children and encourage engagement.	IM, ELSA, Class teachers	IM	Ongoing as needed

<p>For all PP children to progress in line with their peers throughout the school</p>	<ul style="list-style-type: none"> • Continuous assessment through daily marking, dynamic AfL to meet the needs and fill the gaps in learning during a lesson. • Daily review sessions focusing on skills and strategies covered in lessons earlier in the day • Pre-teaching for children who have been identified in assessments as having gaps in their learning so they can access the learning with the class the next day. • Continuous tracking of PP children from IM and CT to ensure children stay on track from their KS1 baseline • Focused interventions in class and during the afternoons • Year group, SLT, intervention meetings and Pupil progress meetings timetabled to focus on PP children. 	<ul style="list-style-type: none"> • Continuous assessment is highly effective in enabling CTs to plan focus groups in class to ensure all children make rapid progress. • Ensuring children have an additional opportunity to consolidate understanding to enable rapid progress across the week. • Chdn show increased confidence in lessons when pre-teaching has happened first. This consequently has an impact on achievement in lessons. • Continuous tracking allows for key adults to see changes in achievement and progress and allows any slowing of progress to be addressed quickly. With both CT and IM monitoring the progress, it allows for professional dialogue and strategies to move children on. • LSA records and intervention logs show that targets were met with this precise support throughout the year. • IEPs show consistent progress for those with SEND. • Timetabled agenda's for meetings allows constant review of provision and areas of needs. Data collected throughout the year suggests that these meetings ensure that PP children progress in line with their peers. 	<ul style="list-style-type: none"> • Regularly throughout the term by SLT monitoring, LSA Intervention group records <p>Children feel confident in their learning and ready for next steps. Book scrutiny shows evidence of understanding.</p> <p>Regularly review pre-teaching throughout the school to ensure that this is a targeted to those children who will benefit most from this approach.</p> <p>Regular data drops and PP review meetings</p> <p>IM will monitor intervention logs, IEPs and LSA timetables.</p> <p>HT/DT/IM to provide timetable of agendas for meetings and regularly review minutes from meetings.</p>	<p>CT</p> <p>CT, LSA</p> <p>CT, LSA</p> <p>IM, CT</p> <p>CT, LSA</p> <p>SLT, CT, LSA</p>	<p>Data drops and PPMs (held half termly)</p> <p>On going</p> <p>ongoing</p> <p>Ongoing</p> <p>ongoing</p> <p>Weekly</p>
<p>Total budgeted cost</p>					<p>£33,635</p>

ii. Targeted 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?
To narrow the gap in achievement between PP and SEN-PP pupils across the school	<ul style="list-style-type: none"> Continued use of Language Link for testing and support for identified children 	<p>Termly Language link testing enables identification of gaps and support requires. It also provides resources and ideas to support children both at school and for parents to use at home.</p>	<p>IM monitors progress of children, and ensures triangulation between Language Link, IEP targets and targeted support in school.</p>	IM, LSA	Termly
	<ul style="list-style-type: none"> Coaching and mentoring for staff from IM to ensure HQIT is consistent throughout the school. 	<p>Evidence of staff CPD support by IM shows identified pupils progress is accelerated</p>	<p>Evidence from SEN trackers monitored termly</p>	IM	Ongoing
	<ul style="list-style-type: none"> IM to monitor targeted provision stated in intervention logs and IEPS alongside SEND trackers and test data 	<p>Data shows that due to continuous monitoring there was an increase of 13% of children achieving combined ARE fro PP children without any special educational need.</p>	<p>Evidence from data, monitoring notes and minutes from meetings</p>	IM	Half termly
To support the emotional wellbeing and resilience of PP children	<ul style="list-style-type: none"> Research and training for IM to further develop nurture group principles across the school 	<ul style="list-style-type: none"> Assessment of identified pupils, clarified the need to plug emotional development gaps beyond that which can be met in the classroom 	<ul style="list-style-type: none"> NASENCO qualification gained after successful completion of dissertation on nurture group provision 	IM	To be completed February 2021
	<ul style="list-style-type: none"> Training and development of identified staff to develop SEMH group using nurture principles in lower KS2. 	<p>Marjorie Boxall research indicates that precise intervention with developed strategies best support particular children with SEMH needs that are not able to access classroom teaching consistently.</p>	<ul style="list-style-type: none"> Boxall profile shows improvements in emotional development after programme of support 	IM, ELSA, LSA	Half Termly
	<ul style="list-style-type: none"> SEMH groups to develop identified 	<ul style="list-style-type: none"> Nurture group principles to develop social and emotional skills 	<ul style="list-style-type: none"> Boxall profiles and 6 strand assessment 	ELSA	
	<ul style="list-style-type: none"> Two trained LSAs to offer specific emotional and behavioural support. 	<ul style="list-style-type: none"> The number of pupils with emotional needs has significantly increased, including PP children. Previously when there was a second ELSA in school, pupils were seen quicker and more frequently 	<p>ELSA reports to HT and Inclusion Manager on impact of training</p>	ELSA	Weekly
<ul style="list-style-type: none"> ELSA supervision sessions with an EP to improve and support ELSA practice 	<ul style="list-style-type: none"> Supervision enhances ELSA knowledge, support and helps create a bank of resources. 	<p>Boxall profiles will show progress over time</p>	ELSA	Termly	

	<ul style="list-style-type: none"> • ELSA to provide family support to identified parents after school • Identified PP SEMH children, additional support as required • Continue providing Lunchtime Friendship Club for children who find emotional regulation and friendships challenging. • SEMH group resources 	<ul style="list-style-type: none"> • A number of identified families require low level parenting support from a trained worker (Threshold 1 Universal) • Boxall profiles shows progress and a decrease in reported incidences over time. • Some identified children find difficulty in sustaining friendships and problem solving independently for a sustained period of time. This can lead to behavioural difficulties over lunch and extending in to the afternoon lessons. • NSANCO research on resources positively impacting on progress of pupils with complex needs 	<p>Children present as happy and engaged in learning.</p> <p>Behaviour logs show individual incidents decrease over time. The Boxall profile for identified children shows an improvement in social skills</p> <p>Monitoring of behaviour logs will show a reduction of reported heightened incidents.</p> <p>Boxall profile, 6 strand assessment</p>	<p>ELSA</p> <p>IM, ELSA</p> <p>IM, LSA</p>	<p>Weekly</p> <p>Half termly</p> <p>Ongoing</p>
For all PP children to progress in line with their peers throughout the school	<ul style="list-style-type: none"> • Bug Club access at home and school 	<ul style="list-style-type: none"> • Additional support for reading at home independent of an adult has shown to impact progress 	SEN trackers evidence progress in reading and writing.	English Lead, IM	Ongoing
Total budgeted cost					15,500 +£33,635 = £49,135

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To support the emotional wellbeing and resilience of PP children</p>	<ul style="list-style-type: none"> • ELSA to be trained as an Deputy Safeguard Lead in order t continue supporting parents • Payments for holiday sports courses • Payments for children to take part in after –school clubs • Subsidising Breakfast and after school club • Payment for identified children to participate in off-site visits/residential visits • Payments for identified children to take part in peripatetic music tuition • Team teach training for identified staff to support those children who display more challenging behaviours 	<p>ELSA consistently support children when families receive support from Children’s Services. This enables a triangulated approach from all agencies supporting the children.</p> <p>Opportunities to develop new skills, increase confidence and improve resilience and team skills</p> <p>Ensure attendance remains high – previous evidence through attendance records</p> <p>Development of self-confidence shown through previous identified children. Important first -hand learning opportunities increased pupil engagement and educational outcomes</p> <p>Increased opportunities outside of the curriculum</p> <p>Research shows benefits including increased memory; mathematical ability; reading skills; organisational skills; team skills; perseverance; co-ordination; concentration; happiness and reduces stress</p> <p>Staff who have team teach training have a greater skill base in which to handle children who display challenging behaviours, using de-escalation techniques and approaches</p>	<p>Regular reviewing of interventions with ELSAs, IM and HT Monitor registers and on-going funding from PP spreadsheets</p> <p>Monitor PP attendance</p> <p>Pupil progress data shows good progress of PP groups against non-PP</p> <p>Children showing skills of ‘secondary ready’</p> <p>Approaches used are in line with those used by other team teach trained members of staff. De-briefing by HT, DHT or Inclusion Manager</p>	<p>ELSA</p>	<p>Regularly throughout term and according to need</p> <p>Summer</p>
Total budgeted cost					<p>£525</p> <p>Total: 49,660</p>

6. Review of expenditure

Previous Academic Year

2019-20 £54,390

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: Using data taken just before lockdown (March 2020)	Lessons learned (and whether you will continue with this approach)	
<p>To narrow the gap in achievement between PP and SEN-PP pupils across the school</p>	<ul style="list-style-type: none"> Ensure all children's needs are met in a timely manner, identified on the SEN tracker and IEPs. Regular review of interventions Regular monitoring of books and planning to ensure appropriate differentiation and challenge for all PP with a particular focus on SEN/PP Focus on SEN and PP children by IM in Pupil Progress meetings to ensure their continued progress Individualised planning for specified children to meet their personalised targets. Develop independent learning skills by planning support and resources that scaffold learning according to the skills and abilities of each child e.g. LSA support, concrete apparatus, learning aids, writing frames LSAs deployed to support SEND+PP children to access learning and intervention groups with clear targets to ensure progress. Intervention meetings scheduled within year groups to focus on PP and PP+SEND. 	<ul style="list-style-type: none"> Data shows that the percentage of children in receipt of Pupil premium achieving ARE combined in R,W and M increased by 5% from November to March. Data analysis from November and March showed that PP children without SEND outperformed their peers in 3 year groups. 69% of Children with SEND made progress in R,W,M combined. PPM minutes indicate professional dialogue ensured children had accurate targets and timely interventions. Books show that children have increased level of independence when the learning is targeted and differentiated. Children seen in observations demonstrate a greater level of resilience. Children have a stronger sense of an academic self and can talk about their learning. Intervention logs indicate children are meeting targets. 	<p>Evidence shows that a focus on monitoring PP and PP+SEND provision and data ensures progress is made. This approach is to continue.</p> <p>Targeted planning and differentiation improves self-esteem and motivation thus leading to progress. Children talking about their progress with enthusiasm. Continue with this approach</p>	<p>After each milestone data drop: Nov, Mar, July £300</p> <p>Termly £1065</p> <p>After each milestone data drop: Nov, Mar, July £2000</p> <p>Termly</p> <p>£4000</p> <p>£10,000</p>

<p>To support the emotional wellbeing and resilience of PP children</p>	<ul style="list-style-type: none"> • Whole staff training on Resilience and emotional wellbeing • IM to teach resilience workshops in lower year groups during PPA • HLTA to teach resilience workshops in Year 6 • Wellbeing calls to PP families to ensure engagement with online learning and support with wellbeing. 	<p>Observations and book scrutinies show that adults were talking to and praising children for resilience.</p> <p>Children in year 3 produced resilience booklets which helped children to identify strategies to improve resilience. Children were able to articulate when they were finding work difficult and how to help themselves. Increased motivation and independence.</p> <p>The school went in to lockdown before the workshops began. Previously, children have reported feeling more confident about their SATs after the workshops have been completed.</p> <p>Phone calls to disadvantaged families can ensure children have access to the resources needed to access their learning, support parents with strategies to help their children and encourage engagement.</p>	<p>A focus on building resilience has enabled children to take risks with their learning. This has led to children feeling confident to challenge themselves and increased independence. Induction for new staff will include training and information about the school values, resilience and strategies to support the emotional wellbeing of children.</p> <p>Zones of Regulations to be introduced as a whole school strategy to support children in being independent at identifying their emotions and to learn about a range of strategies to increase resilience and to further develop self-emotional awareness and regulation.</p> <p>The workshops will be reintroduced next year along with workshops to support children to be Year 7 ready.</p> <p>IM, ELSA, Class teachers</p>	<p>£7600</p> <p>£100</p> <p>£6000</p>

<p>For all PP children to progress in line with their peers throughout the school</p>	<ul style="list-style-type: none"> • Continuous assessment through daily marking, dynamic AfL to meet the needs and fill the gaps in learning during a lesson. • Year group, SLT, intervention meetings and Pupil progress meetings timetabled to focus on PP children. • Continuous tracking of PP children from IM and CT to ensure children stay on track from their KS1 baseline • Daily review sessions focusing on skills and strategies covered in lessons earlier in the day • Pre-teaching for children who have been identified in assessments as having gaps in their learning so they can access the learning with the class the next day. • Focused interventions in class and during the afternoons 	<p>Between November and March, data analysis for both teacher assessment and testing shows that across the school, the gap between PP and non-PP narrowed. Where children were PP without SEND, they achieved better than non-PP children.</p> <p>Continuous monitoring ensures high quality and accurate provision to meet the needs of all learners.</p> <p>Children who have reviewed or have been pre-taught the learning and had additional time to practise are able to be successful in sequential lessons and are in a better position to access the learning the next day.</p> <p>Data shows that between November and March 2019-2020, an additional 5% of PP children (including SEND) were achieving ARE in reading, writing and maths combined. This is a greater number of students than at KS1.</p>	<p>Continuous assessment ensures gaps in understanding are addressed through adapted planning. This strategy is pivotal to all children making progress.</p> <p>Pre and over-learning skills ensures that new skills and learning is embedded and retained. This is an important strategy to support children's learning and will continue.</p> <p>Focused interventions in class are a valuable strategy and have an impact on children's progress. This strategy is to continue.</p>	<p>£600</p> <p>£1200</p> <p>£7600</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
To narrow the gap in achievement between PP and SEN-PP pupils across the school	<ul style="list-style-type: none"> Further Investment in books to target low ability readers. Continued use of Language Link for testing and support for identified children Coaching and mentoring for staff from IM to ensure HQIT is consistent throughout the school. IM to monitor targeted provision stated in intervention logs and IEPS alongside SEND trackers and test data 	<p>Observations show that engagement in reading has improved and children with SEND talk positively about the texts they are reading.</p> <p>Gaps analyse of children's speech and language development enables targeted intervention from both school and home. This supports the children's wider learning.</p> <p>Observations and CPD log indicates that coaching and mentoring has embedded HQIT throughout the school.</p> <p>Monitoring ensures appropriate and accurate provision. Children make good progress and gaps in learning are addressed.</p>	<p>Enjoyment of reading and increased independence over time will improve learning and aide progress. Data will need to be collected to further support the impact.</p> <p>This is a valuable resource.</p> <p>Consistency in practise across the school ensures expectations and standards are homogenous. Children benefit from this consistency of HQIT to ensure all needs are met within the classroom environment.</p> <p>This approach is to be maintained</p>	<p>Books £1000</p> <p>Annual Lang. link £300</p>
To support the emotional wellbeing and resilience of PP children	<ul style="list-style-type: none"> Research and training for IM to further develop nurture group principles across the school Training and development of identified staff to develop SEMH group using nurture principles in lower KS2. 	<p>Nurture style group established for vulnerable learners. Due to lockdown and COVID guidance, this could not continue.</p> <p>Initial training began and Nurture group started. As above, COVID guidance meant the Nurture group could not continue throughout lockdown.</p> <p>Greater number of children receive emotional and social skills support. Increased number of</p>	<p>To be re-established when children return to school</p> <p>ELSA support enables children to emotionally and socially develop.</p>	<p>NASENCO qualification</p>

	<ul style="list-style-type: none"> Two trained LSAs to offer specific emotional and behavioural support. Identified PP SEMH children, additional support as required ELSA supervision sessions with an EP to improve and support ELSA practice ELSA to provide family support to identified parents after school IM and DH to provide Resilience Workshops for parents ELSA, IM and DH to provide parenting workshop Continue providing Lunchtime Friendship Club for children who find emotional regulation and friendships challenging. 	<p>1:1 emotional support. 16 children receiving support in 18/19 to 41 children between November and March 19/20</p> <p>Children who are supported show progress through their Boxall profiles.</p> <p>Successful break times – reduction of incidents recorded between November and March</p> <p>ELSA staff receive continuous training and support with challenging and complex</p> <p>Increased number of parents receiving support. Parents are given strategies to use at home. During Lockdown, family contact increased. ELSA was able to support with strategies for learning and sign post to further support.</p> <p>Workshop was well attended with positive feedback shared through post-workshop survey. Additional workshops were organised but were postponed due to COVID</p> <p>Cancelled due to COVID</p> <p>Improved focus and behaviour in the afternoon.</p> <p>Boxall profiles show development for children supported at lunchtime.</p>	<p>In addressing their emotional needs, children can access the earning.</p> <p>ELSA support is vital to children. Having two ELSAs has proven successful in increasing the number of children accessing support.</p> <p>Both trained ELSAs report positively about their supervision time and are able to disseminate strategies for children with complex needs to the wider school team.</p> <p>Throughout Lockdown, the number of parents supported increased. IM provided virtual drop ins. Parents spoke positively of the experience. In the event of another lockdown, this will be resumed.</p> <p>Workshops to be re-scheduled</p> <p>Workshops to be re-scheduled</p> <p>Lunchtime supervision for vulnerable children provides a secure environment where children can play and feel safe. Social skills are being taught with peers and children are returning to class in the afternoon ready to access their learning.</p>	<p>3000</p> <p>£250</p> <p>£200</p> <p>5 days prep and event £200</p> <p>1000</p>
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<p>For all PP children to progress in line with their peers throughout the school</p>	<ul style="list-style-type: none"> • Bug Club access at home and school • English Lead and IM to deliver a reading workshop to parents 	<p>Throughout lockdown, Bug Club was utilised to ensure all children were reading at home. Children were able to access a range of reading skills to continue to develop</p> <p>Workshop cancelled due to COVID IM sent out VIPERS reading packs for families during lockdown to support reading strategies for PP and PP+SEND and offered support to parents through drop ins.</p> <p>Where IM supported families with strategies, there was an increase in work uploaded on to Seesaw.</p>	<p>Usage to be monitored when children return to school. It has been a valuable tool for home learning.</p> <p>Parental support with strategies was valuable and in the event of another lockdown, this will be re-established.</p>	<p>£300</p> <p>£200</p>
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Total budgeted cost	
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iii. Other approaches				
Desired outcome	Chosen action/approach	Impact: evidence from previous years due to lockdown.	Lessons learned (and whether you will continue with this approach)	Cost
To support the emotional wellbeing and resilience of PP children	<ul style="list-style-type: none"> • Payments for holiday sports courses 	Children had an increased sense of independence, learnt to work collaboratively and had the opportunity to problem solve in safe environment. This built greater confidence and sense of self.	Children who are provided with opportunities beyond the national curriculum become confident learners, engage in school life and make progress.	£200
	<ul style="list-style-type: none"> • Payments for children to take part in after – school clubs 	Children participating in the clubs gives them a sense of belonging to both the school and in the greater community. This improves the sense of self and confidence. Opportunity to participate in a broad range of skills increases resilience in all areas of the curriculum.	Provision to continue where appropriate and PP children actively encouraged to take part	£300
	<ul style="list-style-type: none"> • Subsidising Breakfast and after school club 	Attendance at the school continues to be above national.	A valuable approach to continue to support families of PP children	£350
	<ul style="list-style-type: none"> • Payment for identified children to participate in off-site visits/residential visits 	Feedback from secondary schools indicates that children have confidently transitioned and integrated fully in to the school.	Children are ready to transition to secondary schools and have built resilience and social skills to adapt to the change of environment.	
	<ul style="list-style-type: none"> • Payments for identified children to take part in peripatetic music tuition 	Provides children with a sense of achievement and pride in their ability leading to increased confidence which is transferable to other areas of the curriculum. Throughout lockdown, vulnerable and key worker children were offered wrap around care. This was provided through school staff and replaced the strategies aforementioned.	Provides opportunities for increased self-esteem to support confidence in other areas of the curriculum.	£200 per day X 2pple = £800
	<ul style="list-style-type: none"> • Team teach training for identified staff to support those children who display more challenging behaviours 	Team Teach staff are trained in strategies to support children with complex emotional needs with challenging behaviours. In increasing the number of staff trained, this has ensured consistency of approaches. Increase from 5 members to 9	HT and IM to ensure the number of staff Team teach trained remains appropriate to the support required within the school.	BC children daily £7,700
Total budgeted cost				£54,215