

# Pupil premium strategy / self-evaluation 2020-2021



1. Summary information					
<b>School</b>	St Mary's Catholic Primary School, Falmouth				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£25,000	<b>Date of most recent PP Review</b>	06.09.2019
<b>Total number of pupils</b>	218	<b>Number of pupils eligible for PP</b>	23 (11%)	<b>Date for next internal review of this strategy</b>	June 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	75%	65%
% making expected progress in reading (as measured in the school)	75%	73%
% making expected progress in writing (as measured in the school)	75%	78%
% making expected progress in mathematics (as measured in the school)	75%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Accelerated progress in Reading, Writing and Maths (leading to a greater proportion working at GDS)
<b>B.</b>	Oral language skills in EYFS and Key Stage 1
<b>C.</b>	Lack of social and emotional resilience
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Lack of parental financial contribution

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
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<b>A.</b>	<p>Accelerated progress in all areas (leading to a greater proportion working at GDS)</p> <ul style="list-style-type: none"> <li>• Distance marking</li> <li>• Accelerated Reader</li> <li>• Consistency in phonics teaching with trained, skilled staff</li> <li>• Dyslexia friendly schools status</li> <li>• Outdoor Learning</li> </ul>	<p>PP children will make accelerated progress in reading, writing and maths.</p> <p>There will be an increase in PP children achieving GDS.</p> <p>The progress and attainment gap between those pupils in receipt of PP funding and those who are not will close.</p>
<b>B.</b>	<p>Oral language skills, EYFS and KS1</p> <ul style="list-style-type: none"> <li>• SALT</li> <li>• NELI</li> <li>• Consistency in phonics teaching with trained, skilled staff</li> <li>• Educational Psychologist</li> </ul>	<p>Children who require SALT will have improved oral language skills and understanding. In turn this will help to improve their acquisition of phonics. Consistency of phonics will ensure a whole school approach to the learning of phonics for children, staff and parents.</p>
<b>C.</b>	<p>Lack of social and emotional resilience</p> <ul style="list-style-type: none"> <li>• EWO</li> <li>• TIS trained practitioners- now to train staff</li> <li>• Autism champion/ Autism Awareness Training</li> <li>• Educational psychologist</li> <li>• Dyslexia friendly schools</li> </ul>	<p>Targeted children will build their resilience and become more secure and confident, providing a firm foundation for them to learn. Those children supported by TIS will have increased social and emotional well-being.</p>

<b>D.</b>	<p>Lack of parental financial contribution</p> <ul style="list-style-type: none"> <li>• Instrument lessons</li> <li>• Swimming lessons (when able to run again)</li> <li>• Breakfast club</li> </ul>	Those children supported by extra funding will have increased social and emotional well-being and will not be 'left behind' their peers
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1. Review of expenditure				
Previous Academic Year		£19,800		
Action	Intended Outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned	Cost
<p>Tailored CPD for teaching staff around effective guided reading and early reading.</p> <p>Accelerated Reader annual subscription. Children have access to a wide range of books, targeted at their own individual reading level.</p>	<p>Reading scores are at least in line with the national figure.</p> <p>Children will make accelerated progress in reading.</p>	<p>Teachers were trained on the effective teaching of guided reading. (INSET with Tre Christophers). These strategies were beginning to have an impact on the quality of the teaching of reading throughout the school, evident in school monitoring.</p> <p>Accelerated Reader was accessible for the children to use at home during lockdown and was part of the schools blended learning offer. They were able to continue taking quizzes on their books after reading.</p>	<p>Continue to implement strategies to improve the teaching of reading across the school.</p> <p>Accelerated Reader will continue next year and an online package will be bought for KS1 pupils.</p>	<p>£300</p> <p>£5550</p>

<p>Focussed phonics lessons including purchasing phonic satchel books for all children in EYFS and KS1.</p>	<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Children to make expected or better progress in Reading and writing across the school.</p>	<p>Phonetically-decodable books purchased for EYFS and KS1 have ensured children now have access to a wide range of suitable books linked to their phonics level.</p> <p>Improved consistency in the teaching of phonics, using Letters and Sounds through Active Learn. Pupils assessment at the end of the Autumn term showed 97% on track to pass the phonic screening in the summer term.</p>	<p>Continue to ensure the teaching of phonics and early reading is consistent across EYFS and KS1.</p> <p>Continue to baseline the children and stream phonics according to need. Monitor the use of reading books, ensuring pupils are given appropriate banding books for their phonetic level.</p>	<p>£6000</p>
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<p>Training in TIS to support pupils with their social, emotional, behavioural needs and issues that have occurred at home that might have a negative effect on the learning day.</p>	<p>Children will become more resilient, secure and confident.</p>	<p>Two TAs were trained in TIS meaning they were able to support 10 pupils remotely with emotional support during lockdown.</p> <p>Two TAs are trained in bereavement support and have become 'Bereavement Champions' to be able to support children and staff during times of loss and bereavement. We were able to use their knowledge and skills when two children in our school experienced a sudden loss to their family.</p> <p>LD has also taken part in the leadership version of this training which provides a further layer of support for staff well-being.</p>	<p>Identify pupils who need TIS support and ensure protected time is allocated carry out this work with individual pupils.</p>	<p>£0 (Funded)</p>
<p>Therapists visit the pupils and the school's support staff working with them each term, to assess progress and update provision and support.</p>	<p>Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists.</p>	<p>Speech and Language Therapist has regularly worked with children requiring speech therapy, both in school and in clinics. She has provided detailed reports to enable the school to work towards targets for development for five children. Teachers, T.As and parents work 1:1 with these children as frequently as possible to help to improve language skills and understanding. The therapist has signed off two of these children as a result of the targeted support. The other children have made progress towards their targets and will continue next year.</p>	<p>Due to the impact of having a regular speech and language therapist, this will continue throughout 2020-2021.</p>	<p>£0</p>

Time to talk	Children will become more resilient, secure and confident.	Time to Talk has been used as a weekly intervention across EYFS and KS1. It has had an impact on the confidence of 16 children taking part, who have felt more confident to speak within a small group. This has then been translated into the classroom, where the children have shown a greater willingness to take part in class discussions or to put their hand up to answer questions as monitored by the class teachers.	Due to the success of this intervention, this will continue throughout 2020-2021.	£0
<p>EWO Rewards Newsletter Attendance clinic</p> <p>EWO SLA to support the school in lowering the persistent absence attendance rate. Includes attendance clinics, late gates and home visits.</p>	Increased attendance for all children, but especially the disadvantaged.	<p>Attendance from September to March was</p> <p>Whole school 96% PP 93% (10%) SEN 87% (8%) EAL 91.7% (3%) 18 pupils PA</p> <p>Attendance and pupil engagement continued to be monitored by SLT during the rest of the academic year. Where pupils were not engaged, regular phone calls were made by class teachers and SLT to safeguard the children.</p>	<p>School will carry forward any units not used due to lockdown.</p> <p>The CAST cluster will use the Family Liaison from Bodmin to support day to day attendance issues such as clinics.</p>	£240
Training for an Autism Champion to recognise and support children with Autism.	Children with autism to have better access to the curriculum and improved social interactions.	Two TAs have completed online Autism Awareness training during lockdown which as a result meant that three pupils with ASD have received more focused support.	Identify a member of staff to train as an Autism Champion. Ensure training is disseminated to all staff members so there is a greater awareness and understanding of how to best support autism in the school.	£0

2. Planned expenditure					
Academic year		2020-2021	£25,000		
	The following three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted academic support and support wider strategies.				
	<div>Quality teaching for all-</div> <div>An effective teacher is in front of every class. Every teacher is supported to keep improving.</div>				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Embed Rosenshine's principles of instruction into every lesson.	<div>To support teachers to engage with cognitive science and put the research into practice in the classroom.</div> <div>Teachers will improve when delivering each strand:</div> <div>Sequencing concepts and modelling</div> <div>Questioning</div> <div>Reviewing material</div> <div>Stages of practice</div> <div>Improvement in pupil outcomes, showing at least good progress.</div>	<div>The most effective teachers ensure that their students efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support.</div> <div>They provide this support by teaching new materials in manageable amounts, modelling, guiding student practice, helping students when they make errors, and providing for sufficient practice and review.</div>	<div>Weekly CPD focusing on each principle of instruction, for teachers and T.A.s</div> <div>Weekly monitoring focused on these elements.</div> <div>Mid-Year Review:</div> <div>INSET in November focused on subject-specific pedagogy in relation to Rosenshine's principles.</div> <div>Prior to Lockdown, this was a focus for monitoring. 'Reviewing Material' was found to be a strength across the subjects, making use of 'Flashback Four' in Maths and using quizzes as a quick recap.</div> <div>Next:</div> <div>Extend the use of Flashback Four to other subjects as a tool for recapping.</div> <div>Continue to monitor the use of the principles and the impact that this has on pupil outcomes.</div>	Demelza Bolton/ Lucy Draycott	Weekly monitoring and feedback to staff.

Use 'distance marking' approach for assessment and feedback.	<p>Feedback studies tend to show very high effects on learning.</p> <p>Improvement in pupil outcomes, showing at least good progress.</p>	<p>Due to Coronavirus, teachers must keep their distance from the children as much as possible, including when marking books and giving feedback. Books will not be marked to avoid transmission of the virus.</p> <p><b><u>EEF Toolkit</u></b>  <b>Feedback: +8mths</b>  <b>High impact, Very low cost</b></p> <p>It is important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p>	<p>Monitoring of assessments carried out, linking with children's work following these assessments to ensure there has been impact.</p> <p><b><u>Mid-Year Review:</u></b>  Monitoring of the use of distance marking shows a variety of approaches being used, dependent on the age of the children. For older children, they are able to take a photo of their work, upload it to their Showbie account, where their teacher can annotate it and send it back with feedback for improvements to be made. For younger children, use of visuals and verbal feedback is successful.</p> <p><b><u>Next:</u></b> Continue to develop techniques for distance marking.</p>	Demelza Bolton/ Lucy Draycott	Weekly monitoring and feedback to staff.
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Consistent, high quality teaching of Phonics.	Accelerated progress in reading as children are able to use their Phonics skills.	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><b><u>EEF Toolkit</u></b>  <b>Phonics: +4mths</b>  <b>Moderate impact, Very low cost</b></p>	<p>Teaching Assistants to be trained in delivering Phonics.  Phonics sessions will be monitored for effectiveness and impact.  Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p><b><u>Mid-Year Review:</u></b>  During lockdown, phonics sessions are continuing to be planned and delivered to match the ability range of the children in Reception, Year 1 and Year 2. Teachers are making phonics sessions engaging, either through a teacher-recorded video or delivering phonics in a live lesson. Children with SEN are being given individual recordings to support their phonics work as necessary.  <b><u>Next:</u></b> Plan a date for Teaching Assistants to receive phonics training.</p>	Lucy Draycott/ Sarah Shailes	Weekly monitoring and feedback to staff.
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Use of the outdoor space.	Children will be further engaged with learning, being exposed to new opportunities. Learning outdoors will nurture creativity and imagination.	<p>"I never teach my pupils, I only provide the conditions in which they can learn." Albert Einstein.</p> <p>Learning is an active process and sometimes the best and most memorable learning experiences take place outside the walls of the classroom.</p>	<p>Teachers to view the use of the outdoors as a tool for teaching and learning. CPD to be provided to allow teachers to think 'outside the box' about their lessons and the engagement of pupils in their learning. Develop the outdoors to create inspiring areas to learn.</p> <p><b><u>Mid-Year Review:</u></b> Teachers have been making greater use of the outdoors since all children returned to school in September. This has had an impact on the safety of children and staff during Covid-19.</p> <p><b><u>Next:</u></b> Look at ways to include the outdoors as a teaching and learning tool in each topic of our Curriculum. Link with Sports Premium plan to increase the engagement of children in regular physical activity.</p>	Lucy Draycott/ Pete Langridge	Weekly learning walks.
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Training and support for early careers teacher.	Improved teaching will result in improved outcomes for the children, especially the disadvantaged.	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Incremental coaching gives evidence of rapid and substantial benefits to teaching practice.</p> <p>Retention of effective teachers who have been engaged with high quality professional development is key to successful outcomes.</p>	<p>Through performance management, targets for improvement will be identified. Incremental coaching will be used to develop specific aspects of practice, through a regular, frequent and ongoing cycle of observation and action-based conversations.</p> <p><b><u>Mid-Year Review:</u></b> Our teacher in her second year of teaching has embraced the incremental coaching started in September. She could really see the benefits of working on a small target for improvement each week and was keen to increase her skills and confidence. Her coach has reported that she can see a real improvement in the areas identified when returning to the classroom the following week. Since January's lockdown, her coach has been supporting her with the shift to online learning and delivery of live lessons.</p> <p><b><u>Next:</u></b> Continue to arrange weekly meetings via Google Meet as a coaching session to discuss any concerns about online learning. Continue to monitor the quality of online learning being provided by recently qualified teacher.</p>	Lucy Draycott/ Amy Chapman/ Jane Mills (Coach)	Weekly
Total budgeted cost					£5000

## Targeted academic support-

Structured one-to-one or small group intervention, linked to classroom teaching.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Use Accelerated Reader as a tool to provide targeted support in reading.	Accelerated progress in reading, ensuring children's reading age is at least in line with their chronological age.	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p> <p><b><u>EEF Toolkit</u></b>  <b>Reading Comprehension Strategies:</b>  <b>+6mths</b>  <b>High impact, Very low cost</b></p>	<p>Teachers will monitor the frequency and accuracy of quizzing in each class. Target children who are not quizzing frequently or accurately.</p> <p>Half-termly rewards for children meeting points targets.</p> <p>Half-termly celebration of the class with the highest quizzing accuracy.</p> <p><b><u>Mid-Year Review:</u></b>  Accelerated Reader continues to be used whilst the children are at home during Lockdown. The children's engagement with A.R. is monitored weekly by A B-M and any concerns highlighted to the class teacher.</p>	Lucy Draycott/ Ashley Blakely-May	<p>Half-termly</p> <p>£5,550</p>

Speech and Language Therapist to visit pupils in school. They will support staff working with the children to enable targets to be addressed and review targets and provision.	Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists.  Children's speech and language skills will improve- greater clarity when speaking and increased understanding of spoken language.	A significant number of pupils entering EYFS have poor speech and language skills and are below expectations in the communication and understanding areas of the curriculum. A range of children throughout the school need SALT support.  <b><u>EEF Toolkit</u></b> <b>Oral language intervention: +5mths</b> <b>Moderate impact, very low cost</b>	Therapist creates individual action plans. Targets are worked towards by the class teacher and teaching assistant.  <b><u>Mid-Year Review:</u></b> The Speech and Language Therapist continues to provide support during Lockdown. She has completed two assessments remotely, leading to further advice for school and parents. She has responded efficiently to any concerns and queries raised by the school. Prior to lockdown, she assessed the progress of three of our children with EHCPs and one child was signed off due to making vast improvements. <b><u>Next:</u></b> Continue with this support.	Lucy Draycott	Half-termly monitoring of children's progress
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<p>Achieve 'Dyslexia friendly schools' status.</p>	<p>Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing.</p>	<p>Training for SENCO to become lead in Dyslexia friendly schools accreditation.</p> <p>The rationale behind the Quality Mark is that changing practice to accommodate dyslexic individuals often results in good practice for everyone. The majority of dyslexic pupils will be taught in mainstream classrooms- it is therefore important that as well as employing appropriate teaching methods, all environments are dyslexia friendly.</p> <p><b><u>EEF Toolkit</u></b>  <b>Learning Styles: +2mths</b>  <b>Low impact, Very low cost</b></p>	<p>The impact of accreditation will be monitored through baseline questionnaires for children with dyslexia and pupil conferencing at key points in the academic year.</p> <p>Progress will be measured half termly with assessment of resources and level of use.</p> <p><b><u>Mid-Year Review:</u></b>          Arrange for accreditation in Spring 2.</p>	<p>Lucy Draycott</p>	<p>Half-termly</p>
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Training for an Autism Champion to recognise and support children with Autism.	Children with autism to have better access to the curriculum and improved social interactions.	<p>The training for Autism Champions in Cornwall is based on a model that has been a success in other local authorities, including Birmingham and Plymouth.</p> <p><b>EEF Toolkit</b>  <b>Individualised instruction: +3mths</b>  <b>Moderate impact, Very low cost</b></p>	<p>Teachers and parents will have a greater awareness of children with autism and a key contact for support.  Early identification of children with autism. Children, staff and parents will be fully supported in school.</p> <p><b>Mid-Year Review:</b>  All staff received Autism Awareness training in November 2020 from the ASD team lead.  This has led to a greater awareness and appreciation of the needs of children with autism.  <b>Next:</b> Autism Champion training to be arranged.</p>	Lucy Draycott	<p>Half-termly SEN meetings</p> <p>(£300 package)</p>
<b>Total budgeted cost</b>					£9000

## Wider Strategies-

Non-academic barriers to success in school- eg. attendance, behaviour, social and emotional support.

Action	Intended outcome	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>TIS trained T.A.s to support with children's emotional and social well-being.</p>	<p>Children will become more resilient, secure and confident, ready for learning.</p> <p>Children will learn to manage emotions through self-regulation and metacognition.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><b><u>EEF Toolkit</u></b>  <b>Social and Emotional Learning: +4mths</b>  <b>Moderate impact, Moderate cost</b></p>	<p>SENCO will liaise with T.A.s to ensure that needs of children are being met and that their progress is recorded. Interventions are recorded, tracked on a spreadsheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys.</p> <p>Parent feedback.          Termly progress data.</p> <p><b><u>Mid-Year Review:</u></b>          13 children have received T.I.S. support since September. During Lockdown, our T.I.S. practitioner has supported 10 children and their families remotely.</p> <p><b><u>Next:</u></b>          Children receiving T.I.S. support will take part in small group sessions online prior to returning to school after Lockdown, to support their emotional and social wellbeing.</p>	<p>Lucy Draycott/          Vicki Walton/          Sue Marshall</p>	<p>Weekly meetings</p>
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Educational Psychologist	<p>Identification of pupils with SEN.</p> <p>Children will become more resilient, secure and confident.</p>	<p>In order to support the SENCO and individual PP children's needs, the Educational Psychologist is to be available for 5 and a half days across the academic year. Children will be assessed to give them the individual provision for their needs. This will ensure that the children become more confident, resilient and secure, thus enabling good academic process.</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently.</p> <p><b>EEF Toolkit</b>  <b>Individualised Instruction: +3mths</b>  <b>Moderate impact, very low cost</b></p>	<p>The SENCO, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support.</p> <p>The Educational Psychologist will lead training sessions to facilitate teachers to better support children with SEN to become more independent with their learning. Teachers are given strategies to support the most vulnerable pupils. The progress of the children will be closely monitored after the training. Independence amongst SEN and vulnerable children will be monitored during learning walks.</p> <p><b>Mid-Year Review:</b>  The Educational Psychologist has assessed a child in Year 3 and offered practical strategies and advice for the teacher and parents to use to support his individual needs.  <b>Next:</b> Plan further sessions with the Educational Psychologist following Lockdown to support with EHCP applications and reviews.</p>	Lucy Draycott	Effectiveness evaluated during visits
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<p>Socially Speaking</p> <p>Time to talk</p>	<p>Children will become more resilient, secure and confident.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p><b><u>EEF Toolkit</u></b>  <b>Oral language intervention: +5mths</b>  <b>Moderate impact, very low cost</b></p>	<p>Questions to consider (from EEF):</p> <ol style="list-style-type: none"> <li>1. How can you help pupils to make their learning explicit through verbal expression?</li> <li>2. How will you match the oral language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum?</li> <li>3. What training should the adults involved receive to ensure they model and develop pupils' oral language skills?</li> <li>4. If you are using technology, how will you ensure that pupils talk about their learning and interact with each other effectively?</li> </ol> <p><b><u>Mid-Year Review:</u></b>  Time to Talk was used regularly in the Autumn Term in Reception Class, particularly to support a child with selective mutism. Although we still haven't heard the child speak, there was an increase in facial expressions.  <b><u>Next:</u></b> Continue with these small group interventions to encourage verbal interaction. Assess which children in KS2 would benefit from Socially Speaking intervention following Lockdown.</p>	<p>Lucy Draycott</p>	<p>Termly</p>
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Support group for children of service families.	Children of parents who are in the services will feel supported emotionally and mentally. They will feel better able to fully focus on their learning.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. <b>EEF Toolkit</b> <b>Social and Emotional Learning: +4mths</b> <b>Moderate impact, Moderate cost</b>	Parent and children questionnaires before and after. Children to contribute towards the sessions based on interest and need.  <b>Mid-Year Review:</b> Set these groups up to meet following Lockdown. This will be particularly important for the children whose Dads have been working away recently.	Lucy Draycott	Half-termly
Regular meetings with the Educational Welfare Officer.  EWO clinics	Children will attend school regularly.	EWO meet regularly with the Head of School and secretary to discuss individual pupils' attendance and overall school attendance.  Clinics are set up for pupils with persistent absence.	This will be tracked in governor meetings – school will consider issuing penalty notices for unauthorised holidays and quicker identification of children with persistent absence.	Lucy Draycott	Half termly meetings Clinics with parents Governor meetings

Instrument Lessons	<p>Children will become more resilient, secure and confident.</p> <p>Engagement and motivation of pupils.</p>	<p>The impact of arts participation on academic learning has seen improved outcomes. Improvements have been identified in English, mathematics and science learning.</p> <p><b><u>EEF Toolkit</u></b>  <b>Arts participation: +2mths</b>  <b>Low impact, Low cost</b></p>	Through pupil conferencing the children report positive experiences and impact on their learning.	Lucy Draycott/ Lucy Titheridge	Termly
Swimming lessons	<p>Children will become more resilient, secure and confident.</p> <p>Engagement and motivation of pupils.</p>	Children will be able to join in with their peers and improved social outcomes. Fitness over time will improve.	<p>Through pupil conferencing the children report positive experiences and impact on their learning.</p> <p><b><u>Mid-Year Review:</u></b>  Swimming has not taken place yet this year due to restrictions through Covid-19.</p>	Jane Mills	Termly

Breakfast club and after school clubs subsidised for PP children.	Children will be provided with a stimulating environment, and activities to develop personal and social skills. They will become more resilient, secure and confident.	<b>EEF Toolkit</b> <b>Extending school time: +2mths</b> <b>Low impact, Moderate cost</b> The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	Subsidy for the afterschool/breakfast club will continue.  Providing the group for the most vulnerable families.  <b>Mid-Year Review:</b> Breakfast club will be offered post-lockdown to children who are experiencing separation anxiety and are struggling to come into school in the mornings. This will be a calmer start to the day and a time to prepare for the start of lessons without the anxiety of just leaving Mum or Dad.	Lucy Draycott	Reviewed termly
<b>Total budgeted cost</b>					<b>£5000</b>
<b>3.</b>	<b>4. Additional detail</b>				

	<p>This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary. Staff are encouraged to undertake personal professional development and will share information during staff meetings. The approach for monitoring teaching and learning will be more open door and collaborative ensuring best practice is shared.</p>
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