

Pupil Premium Strategy Statement - Chapel Street Primary School.

1. Summary information					
School	Chapel Street Primary School				
Academic Year	2020/21	Total PP budget (estimate)	£399,465	Date of most recent PP Review	May 18
Total number of pupils	698 (621 Excluding Nursery)	Number of pupils eligible for PP	297	Date for next internal review of this strategy	Nov 21

Attendance – whole school			
	Pupils eligible for PP	Pupils not eligible for PP	National PP comparison 2018
Attendance 2018/19	94.7%	95.6%	96%
Attendance 2019/20	91.8%	93.5%	96%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment rates for PP children compared to national averages for non-PP children
B.	KS2 Pupil Premium children with Social Emotional Mental Health (SEMH) not engaging in learning which has an impact on attainment for KS2
C.	Poor oral language skills in Reception leading to lower attainment in Reading, Writing and Phonics In Key Stage 1 and Key Stage 2.
D.	High levels of International New Arrivals (INA) and children with little or no English
E.	High levels of children with basic gaps in early literacy and mathematical skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Negative impact of pandemic on children's mental health and well-being
G.	Negative impact on children's academic progress due to school closures due to Covid

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Accelerated rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP so that we reduce the gap compared to national averages for non PP children during and after school closures	Targeted children eligible for PP make accelerated progress in Reading, Writing and Maths and narrow the gap between current attainment and age related expectations measured by Teacher Assessments, successful school moderation practices and half termly review of progress.
B.	Targeted children eligible for PP with SEMH engage in a higher percentage of their learning in order for them to make accelerated progress and reduce we reduce the gap compared to national averages for non PP children during and after school closures	PP children with SEMH are actively engaging in learning for a high percentage of the school day in order for them to progress academically in line with age related expectations and reduce their negative impact on the progress of their peers
C.	PP children in Reception have required language skills to access the curriculum in order for them to make academic progress in line with age related expectations	Targeted children eligible for PP in Reception classes make rapid progress towards and meet age related expectations at the end of Reception.
D.	Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to narrow the gap between national averages for non PP children	Reduce the number of persistent absences and 'lates' amongst those pupils eligible for PP to 10% or lower. Overall attendance for those eligible for PP increases to 96% in line with whole school target.
E.	Children who are eligible for Pupil Premium funding and are International New Arrivals with little or no English or language have appropriate support in order for accelerated language acquisition which will allow them to access the curriculum.	Children who are INA with little or no English, who are eligible for PP, make accelerated progress in language acquisition by end of Key Stage and are able to access a percentage of the curriculum.
F.	Children who are eligible for Pupil Premium funding and who are affected by the global pandemic and school closures have their well-being and mental health needs supported in order for them to access learning and reduce the impact on their academic progress	The mental health and well-being of children who are eligible for Pupil Premium funding are not adversely affected by school closures and pandemic

4. 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					
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>Accelerated rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP so that we reduce the gap compared to national averages for non PP children during and after school closures</p>	<p>During school closures: Remote learning package in place which is broadly in line with in school provision</p> <p>All children able to access remote learning or have a place in school during school closures</p> <p>Robust feedback procedures in place for children that are accessing learning remotely, which challenges and progresses children's learning</p> <p>Following school closures:</p> <p>Continuing CPD for staff throughout the year to include Quality First Teaching Strategies and responsive teaching – SSAT</p> <p>TA3 and 4 to include PPA cover in their timetables to ensure quality First Teaching during PPA sessions</p> <p>AHT, LSAs, Pastoral Team, EAL and Child in Mind to advise staff on how to support children with any additional needs</p>	<p>Two partial school closures due to National Lockdowns (Covid 19)</p> <p>High percentage of PP children that did not reach ARE in reading writing and maths</p> <p>Low percentages of PP children that reached ARE compared to national averages for non –pupil premium children</p>	<ul style="list-style-type: none"> • SLT and MLT teams to organise and monitor provision • Daily welfare calls to families to ensure they are accessing Class Dojo • Tracking of Class Dojo participation by Class teachers and MLT • Tracking of teacher and TA feedback by MLT <ul style="list-style-type: none"> • Termly teacher assessments • Termly Pupil Progress meetings • Insight data system in place to track PP children progress • Observations Senior Leadership Team (SLT) members • Book looks and planning show that teachers ensure that children not accessing learning are being included in provision 	<p>KP</p>	<p>November 21</p>
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	<p>TA3 and TA4 to have responsibility for daily reading with PP children.</p> <p>Literacy Coordinator to continue to develop reading curriculum with support from Laura Lodge at One Education</p> <p>AHTs to continue to support staff with differentiation and scaffolding strategies</p> <p>Low attaining children in to be identified at termly Pupil Progress Meetings and IEP's written to identify additionality in place</p>	<p>High % of children that did not reach ARE in reading in 2018/19</p> <p>Attainment in Reading highlighted as a priority in SDP</p>		<p>KP</p>	<p>November 2021</p>
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<p>Children who are eligible for Pupil Premium funding and who are affected by the global pandemic and school closures have their well-being and mental health needs supported in order for them to access learning and reduce the impact on their academic progress</p>	<p>Remote learning to be robust and children are supported by teacher and TAs throughout the day whilst working from home</p> <p>Children identified as not able to access remote learning to be offered a place in school</p> <p>Welfare calls to be made to all families once a week and daily to targeted families</p> <p>Recovery Curriculum to be delivered following closures</p> <p>Well-being award (Optimus Education) completed. Led by BM</p> <p>Well-being action plan (BM)</p> <p>SENDIA award (Optimus Education) completed. Led by KO</p> <p>Inclusion teacher to send out weekly information on well-being support via Class Dojo</p> <p>Any child identified as struggling with well-being to be recorded on CPOMS and targeted by the well-being team</p> <p>Staff to follow usual procedures for any safeguarding concerns</p>	<p>Research shows that school closures and Covid pandemic has had a negative impact on children's social, emotional health.</p> <p>Safeguarding cases have tripled from September 2020. We now have 26 children with an allocated social worker. This may be due to lockdown restrictions increasing levels of domestic violence and financial issues.</p> <p>A percentage of our vulnerable children have refused a school place</p> <p>The negative affect of the pandemic will have an impact on children's ability to access learning when the restrictions are lifted. This could have long term implications.</p>	<ul style="list-style-type: none"> • SLT and MLT teams to organise and monitor provision • Daily welfare calls to families to ensure they are accessing Class Dojo • Tracking of Class Dojo participation by Class teachers and MLT • Tracking of teacher and TA feedback by MLT • Safeguarding and Welfare team identified to support children during school closures • Safeguarding lead to track and monitor safeguarding issues via CPOMS • Well-Being action plan which includes collecting child voice 	<p>KP</p>	<p>November 2021</p>
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<p>Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to narrow the gap between national averages for non PP children</p>	<p>Following school closures:</p> <ul style="list-style-type: none"> • Breakfast Club places to be funded for all children who are eligible for PP. • Report consistent illness which is causing absence to School Nurse Team • Attendance Officer and Family Work coordinator to track PP children with persistent absence • Family Work coordinator to report persistent absence to social care when appropriate • Attendance officer to report attendance figures to class teachers weekly • Free ICT Breakfast Club for families with low punctuality • Attendance packs to be given to all new starters • Family Worker, School Nurse, Attendance Officer to attend EYFS starter meetings • New Family Worker to be introduced to support families with persistent absence 	<p>Attendance of children who are eligible for PP for 2019/20 (not including Covid related absence) was 93.1% which was below the National Average and school target of 96% Attendance is mainly affected by illness and this will continue to be an issue in 2020/21</p>	<p>School Business Manager to ensure that all places in Breakfast Club for children who are eligible for PP are paid for from allocated PP funding</p> <p>Attendance and punctuality to be monitored each half term by Family Work Coordinator and Attendance Officer</p> <p>Children below expected levels of attendance to be targeted for support by Family Work and Attendance Team</p> <p>Attendance report to Governors once a term</p>	<p>SBM</p> <p>SP/PE</p>	<p>April 2021</p> <p>November 2021</p>
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Total budgeted cost					£123,056
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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?
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<p>Accelerated rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP so that we reduce the gap compared to national averages for non PP children during and after school closures</p>	<p>An Intervention TA (Learning Support Assistant) to work in each Key Stage with targeted children to narrow the gap between their current attainment and ARE</p> <p>IDL Breakfast Club to be made available for all PP children that are well-below ARE</p> <p>TA3/4s to run targeted afterschool sessions in reading, writing and maths for PP children that are below ARE</p> <p>'Early Birds' – Daily Guided Reading sessions before school with targeted children who are eligible for PP in KS1</p> <p>Children with an EHC that are not able to access the curriculum to be taught a personalised curriculum in a small class of 8 children</p>	<p>Teacher assessments show that high % of children who are eligible for PP not reaching ARE in 2019/21 in reading, writing and maths. Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children that are eligible for PP. Although we are unable to track data for 2019/20 we can assume that school closures will have widened this gap. LSA to focus on Writing as this is an area of weakness for PP and non PP children across the school.</p> <p>Data analysis of Early Birds 2019/20 showed that targeted children made accelerated progress in Reading</p>	<p>Termly observations, book looks and observations of targeted children</p> <p>Provision Mapping Tool updated termly to ensure tracking of progress</p> <p>Termly Pupil Progress meeting to track progress</p> <p>Termly SEN reviews with parents and teachers lead by LSAs</p> <p>B Squared used to monitor progress of EHC children</p>	<p>KP and MLT Inclusion</p>	<p>November 2021</p>
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<p>Children who are eligible for Pupil Premium funding and are International New Arrivals with little or no English or language have appropriate support in order for accelerated language acquisition which will allow them to access the curriculum.</p>	<p>EAL TAs to be assigned to each Key Stage to target EAL children and support children to narrow the gap between their current level and ARE</p> <p>Re-design Task Bags to ensure that they can be used to challenge and progress learning for INA and EAL children with little or no English</p> <p>Task Bags to be re-introduced to staff with staff training sessions led by EAL Lead</p> <p>EAL Lead to work with Parent Coordinator to develop EAL/INA parent classes for English acquisition, Maths, ICT and community projects.</p> <p>EAL Lead to track and monitor progress of INA and targeted EAL children</p> <p>'Welcome Programme' for INA based on TESOL programme to help settle them into school following first two weeks of admission</p> <p>EAL Lead to develop links with High School and local primary schools to share good practise and develop community links</p>	<p>Targeted EAL/INA children who are eligible for PP did not make expected progress in 2019/20 but better progress than previously. We need to ensure that children who are eligible for PP, and are INA and low attaining EAL children diminish the difference and make rapid progress in line with their peers at a national level.</p> <p>Research shows that language acquisition is the most effective ways or ensuring progress for INA and EAL children</p>	<p>Provision Mapping Tool updated termly to ensure tracking of progress</p> <p>Termly Pupil Progress meeting to track progress</p> <p>EAL coordinator to monitor termly and feedback at termly assessment meetings</p>	<p>EAL Lead</p>	<p>November 2021</p>
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<p>Targeted children eligible for PP with SEMH engage in a higher percentage of their learning in order for them to make accelerated progress and reduce we reduce the gap compared to national averages for non PP children during and after school closures</p>	<p>A Pastoral TA to work with targeted children who are eligible for PP on improving resilience, adaptability and managing own emotions.</p> <p>Pastoral TA to run Nurture Sessions – Breakfast and Lunchtime Club</p> <p>Pastoral TA to run Forest School Sessions for Y3 and targeted SEMH groups</p> <p>New Positive behaviour Policy to be developed by Behaviour Lead which will incorporate a relational Approach</p> <p>Pastoral Teacher and TA to coordinate pastoral support for children who are eligible for PP with SEMH – this includes Forest School sessions</p> <p>Child in Mind to provide drop in sessions for Y5/6 children Increase funding for Play Therapy and Filial Therapy sessions by Child in Mind for children who are eligible for PP with SEMH from 1 day a week to 2 days a week</p> <p>Introduce Place 2 Be practitioner (funded by LA) for 1 day a week to focus on children that are</p> <p>Specialised 1:1 TAs to provide 1:1 support for children who are eligible for PP with SEMH which is impacting on their learning and may mean that they are at risk of exclusion.</p> <p>Continue to develop Outdoor Sensory Area to provide a calming environment for SEMH children</p> <p>Develop new SEMH area to provide a adapted learning space for targeted SEMH children</p> <p>Apex placements at the PRU for two children with high levels of EHC</p> <p>EP assessments and advice for identified SEMH children</p>	<p>School currently has high levels of children with SEMH that are who are eligible for PP. Many of these children need a personalised curriculum and an adapted environment in order to access leaning.</p> <p>Children with SEMH living in households with a 'toxic trio' may be more adversely affected by national restrictions due to increases in financial difficulties, working from home and increases in domestic violence.</p> <p>Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP.</p> <p>Advice form external agencies – Educational Psychologist, Pupil Referral Unit etc.</p>	<p>SEMH children tracked using termly 'SDQ's' and yearly Boxall Profiling</p> <p>CPOMS incidents for SEMH children monitored weekly and discussed at weekly Behaviour Meeting with SLT and MLT</p> <p>Twice yearly SEN reviews for all targeted SEMH children</p>	<p>DHT</p>	<p>November 2021</p>
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PP children in Reception have required language skills to access the curriculum in order for them to make academic progress in line with age related expectations	EYFS Intervention TA to complete WELLCOM assessment and intervention programme with Reception aged children EYFS Intervention teacher to use WELLCOM programme to identify early, any child that needs additional assessment by outside agencies	Baseline assessments of children entering Reception in September 2020 shows high % EAL children and children that are well below average communication and language skills. Data analysis of WELLCOM programme 2019/20 showed that children made accelerated progress in CLL Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP Pupil Premium children	Provision Mapping Tool updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress	KW/LL	November 2021
Total budgeted cost					£244,316
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?
PP spending to be effectively tracked and monitored	DHT role to include responsibility for PP	To ensure that PP funding continues to be tracked and monitored effectively	Termly monitoring of impact of PP spending using Provision Mapping Tool Termly monitoring of progress of children who are eligible for PP using Insight and Pupil progress reviews Termly data analysis to ensure impact of PP spending	Head DHT SBM Governors	November 2021

Costing of support given to PP to be tracked effectively	Provision Mapping Tool to be used to track costing of all PP interventions	To ensure that PP funding continues to be tracked and monitored effectively	Provision Mapping to be tracked every term by AHT Inclusion	DHT	November 2021
Total budgeted cost					£4,867

5. Review of expenditure			
Previous Academic Year	2019/20	Total PP Allocation - £312,185 (includes £23,327 c/f)	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>High rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP to reduce the gap compared to national averages for non PP children</p>	<p>Pupil Progress meeting following each data drop to ensure that under attaining PP children identified and support is put in place.</p> <p>TA3 and 4 to include PPA cover in their timetables to ensure quality First Teaching during PPA sessions</p> <p>Continuing CPD for staff throughout the year to include Quality First Teaching Strategies</p> <p>Further develop the new curriculum to ensure that all children are able to access it and make accelerated progress</p> <p>AHT Inclusion, LSAs, Pastoral Team, EAL and Child in Mind to advise staff on how to support children with additional needs</p> <p>New Inclusion role to focus on supporting staff to ensure accelerated progress for Element 2 children</p>	<p>We do not have any current data due to school closures</p> <p>Prior to school closures: Pupil Progress meeting have enabled teachers to know which children to focus on and any additionality needed</p> <p>TA3 and TA4 covering PPA has led to higher quality teaching during PPA. TAs have fed back that it is a much more equitable system. This has also improved behaviour during PPA sessions. Although this has been challenging during the COVID restrictions due to having to restriction staff crossing bubbles.</p> <p>The curriculum plans were changed due to COVID restrictions. We introduced a Recovery Curriculum to help settle children back to school</p> <p>Staff CPD: Trauma and Attachment - Child in Mind Discussion of Trauma and Attachment – KP Relational Approach – KP Introduction of SSAT</p>	<p>It is difficult to assess impact this year due to COVID restrictions and school being partially closed. The last data we have to benchmark against was last Spring and we need to account for the negative impact that COVID will have had on children's progress. It was important to teach a Recovery Curriculum to help children adjust to being back in school after such a long absence, however this will have meant that children did not start 'formal' learning until Autumn 2.</p>
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<p>High rates of progress and attainment in Reading, across school for pupils who are eligible for Pupil Premium to reduce the gap compared to national averages for non PP children</p>	<p>TA3 and TA4 to have responsibility for daily reading with PP children.</p> <p>Literacy Coordinator to continue to develop reading curriculum with support from Laura Lodge at One Education</p> <p>Literacy Coordinator to continue to support staff with differentiation and personalised curriculums in KS2</p> <p>Reading Areas to be developed in KS2 wing to encourage reading for pleasure</p> <p>Reading Club to be introduced at Lunchtimes in KS2</p> <p>Low attaining children in Reading to be identified at termly Pupil Progress Meetings</p>	<p>Sept '19 to March '20:</p> <p>TA3 and TA4 having responsibility for daily reading has been really successful and has meant that children are read with at least three times a week. Staff have noticed a marked increase in children's interest in reading for pleasure.</p> <p>School recruited a reading lead with TLR responsibility to work alongside the Literacy lead and gain the One Education Reading Award. Support from One Education with reading has been invaluable to support the new Reading Lead to develop a new reading curriculum focused on a variety of skills and a developing a love of reading.</p> <p>New reading areas established in KS2 corridor with new books and displays. These were used on a daily basis up to COVID restrictions.</p> <p>KS2 Reading Club was well established and held once a week at lunchtime. It was attended by approx. 20 children. This allowed children to share their books as well as independently choose books from the Y6 library.</p> <p>Sept '20 to current:</p> <p>New reading curriculum for KS2 has been launched with positive feedback so far. Early Spring 1 new KS1 reading curriculum – Year 2 have had training.</p> <p>Daily reading continuing and every child being heard once a week. Regular Benchmarking each half term to accurately monitor and assess progress. Reading training whole school 4th Sept 20.</p> <p>Staff meeting on Reading SA and PPA support</p>	<p>As above, it is very difficult to assess the impact of funding due to COVID restrictions and partial lockdown of school.</p> <p>However, prior to lockdown, the library areas were being well used by children and staff.</p> <p>SLT have discussed increasing lunchtime clubs and using TAs and LOs to develop this.</p>
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<p>For all who are eligible for PP to access enrichment activities</p>	<p>All school trips (including Residential trips) for children who are eligible for PP to be funded</p>	<p>Ghyll Head and school trips have not been able to go ahead this year due to COVID restrictions</p>	<p>Ghyll Head lead to conduct a survey to evaluate the parental views on Ghyll Head and possibly looking at other provisions available which be attended by more families.</p>
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<p>Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 96%.</p>	<ul style="list-style-type: none"> • Breakfast Club places to be funded for all children who are eligible for PP. • Report consistent illness which is causing absence to School Nurse Team • Attendance Officer and Family Work coordinator to track PP children with persistent absence • Family Work coordinator to report persistent absence to social care when appropriate • Attendance officer to report attendance figures to class teachers weekly • Free ICT Breakfast Club for families with low punctuality • Attendance packs to be given to all new starters • Family Worker, School Nurse, Attendance Officer to attend EYFS starter meetings 	<p>Whole school attendance:</p> <p>November 2019 – 95.5%</p> <p>December 2020 - 93.1%</p> <p>Breakfast Club ran from Nov to March but is not able to continue when school reopened following lockdown.</p> <p>Persistence Absence is recorded in Half Termly. Difference between the PP and Non-PP is recorded and reasons for absence is analysed.</p> <p>Attendance is always on the agenda for all children where Children’s Services are involved.</p> <p>Attendance Officer emails individual teachers the names of the children whose attendance is below 95%. This informs the class teacher so they can talk to the child and the parents in the first instance.</p> <p>Attendance pack are given to new starters at admissions meetings and by EYFS staff at parent meeting. This makes attendance high on the agenda and expectations and consequences to non-attendance is discussed.</p> <p>School Nurse attended school one afternoon per week and supported Attendance Meetings with parents. Advice given to support parents in feeling more confident in bringing the children into school and reassurance on how school can support. Referrals made for further medical supported made when appropriate.</p>	<p>All the strategies will remain in place</p> <p>Persistent absence for PP children is usually lower than non-PP children. Persistent absence is mainly due to children taking Leave of Absence. There are less PP children taking Leave of Absence. PP children are mainly persistently absent due to illness. Between Sept – Dec 19 there were more PP children. However, most of these were anomalies i.e. moving to different area but us needing to keep them on roll until they have found another place.</p> <p>The school nursing service has now changed. Nurses are no longer regularly coming into school and cases are allocated to a school nurse via a referral service. This means that the response time will be slower.</p>
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Total Actual Cost - £112,085

ii.			
<p>% of children who are eligible for PP and are well below ARE, make accelerated progress in Reading, writing and maths and narrow the gap</p>	<p>An Intervention TA (Learning Support Assistant) to work in each Key Stage with targeted children to narrow the gap between their current attainment and ARE</p> <p>IDL Breakfast Club to be made available for all PP children that are well-below ARE</p> <p>TA3/4s to run targeted afterschool sessions in reading, writing and maths for PP children that are below ARE</p>	<p>LSAs have continued to be a successful intervention and children have all made accelerated progress. (Two children that did not make expected have been referred to external services for further assessment by SENCO)</p> <p>IDL breakfast club was really successful and was attended by 20 children each day.</p>	<p>Prior to lockdown and COVID restrictions, LSA continued to be a successful intervention and an invaluable tool in identifying children that need further investigation by external agencies.</p> <p>116 children are now signed up to IDL. Children were also able to access this at home during the lockdown.</p> <p>LSAs use termly IDL assessments to monitor progress made.</p>

<p>% of children that are PP and English as an Additional Language (EAL) to progress at the same rate as peers and narrow the gap between current attainment and ARE</p>	<p>EAL Intervention TAs to work in each Key Stage with targeted EAL children to narrow the gap between their current level and ARE</p> <p>A new EAL TA who can speak Spanish to support increasing number of Spanish INAs</p> <p>EAL Lead to work with Parent Coordinator to improve EAL/INA parental engagement</p> <p>EAL Lead to track and monitor progress of INA and targeted EAL children</p> <p>Task bags provided for INA and EAL children who are assessed as being on a lower English Proficiency grade</p> <p>TESOL classes for INA children to increase early language acquisition and confidence with basic English</p> <p>ESOL classes for parents of INA/EAL children to help support English acquisition</p>	<p>Prior to school closures the EAL interventions proved very successful and children were making accelerated progress through the book bands.</p> <p>This helped children to be able to access work in class and enabled them to make progress.</p> <p>There was less need than anticipated for Spanish support so TA was used as a general EAL TA.</p> <p>EAL Lead worked with LPPA team to develop links with families and the wider school community. They devised a plan of action which was then put on hold due to school closures.</p> <p>Prior to lockdown EAL lead tracked and monitor progress of targeted children in reading termly to ensure that children were making accelerated progress.</p> <p>Although, Task Bags given to the teachers of all INA and EAL children with poor language acquisition. EAL Lead feels that they were not used effectively in class and this needs to be further developed.</p> <p>On advice of SALT, all INA interventions were based on TESOL programme. This really helped to settle children into school and gave them basic language skills needed to access learning and the hidden curriculum.</p> <p>ESOL classes were introduced for parents EAL children, led by Manchester Adult Learning Services. After initial teething problems this proved really successful and was very well attended by parents.</p>	<p>We would like to further develop parent classes for parents of INA and EAL children as these have proved successful this year.</p> <p>To improve parental engagement EAL Lead will do a parents voice to find out levels of interest.</p> <p>EAL Lead will look at a more appropriate area for these classes as the gym hall was too big.</p> <p>Task bags need to be re-designed and re-introduced and staff will need to be trained on how to use them in order for them to be an effective learning tool.</p> <p>All EAL TAs need further training in TESOL and SALT programmes to further develop strategies.</p> <p>During Covid, EAL TAs were redeployed and assigned to class room bubbles. This has meant that their EAL skills have not been fully utilised.</p>
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<p>High % of SEMH children who are eligible for PP to engage in learning and have less violent outbursts</p>	<p>A Pastoral TA to work with targeted children who are eligible for PP on improving resilience, adaptability and managing own emotions.</p> <p>Pastoral TA to run Nurture Sessions – Breakfast and Lunchtime Club</p> <p>Pastoral TA to run Forest School Sessions for Y3 and targeted SEMH groups</p> <p>Sport Skills group to be developed by Pastoral TAs to provide targeted support for SEMH children during periods of unsupervised play</p> <p>New Positive behaviour Policy to be developed by Behaviour Lead which will incorporate a relational Approach</p> <p>Pastoral Teacher and TA to coordinate pastoral support for children who are eligible for PP with SEMH</p> <p>Child in Mind to provide drop in sessions for Y5/6 children</p> <p>Fund Play Therapy and Filial Therapy sessions by Child in Mind for children who are eligible for PP with SEMH</p> <p>Specialised 1:1 TAs to provide 1:1 support for children who are eligible for PP with SEMH which is impacting on their learning and may mean that they are at risk of exclusion.</p> <p>Develop indoor and outdoor Sensory Areas to provide a calming environment for SEMH children</p> <p>DHT, LSAs, Pastoral Team, EAL and Child in Mind to advise staff on how to support children with any additional needs</p>	<p>Nurture Group and Forest Schools continues to be a successful Intervention to support children with high levels of SEMH.</p> <p>Forest Schools have also been offered across Y3.</p> <p>Sport Skills sessions ran for half a term but did not have the required impact. Although it did reduce incidents with other children on the playground, it increased incidents between targeted children.</p> <p>New Behaviour Policy is due to be introduced in January 2021 following consultation with Child in Mind and advice on Relational Approach from Bridgelea PRU. The new policy will be in three parts – Rationale, strategies and legal requirements.</p> <p>Staff have had Relational Approach training reminders at the start of term and have introduced the Relational Approach into the Recovery Curriculum.</p> <p>CPOMS incidents for behaviour have reduced by 75% form 2019 – 2020</p> <p>Laura from Child in Mind has supported with Play therapy sessions for children and families of children with SEMH, provided supervision for staff and supported with the implementation of the new Behaviour Policy.</p> <p>Throughout the lockdown Laura made weekly welfare calls to children and staff.</p> <p>Indoor sensory area has been introduced in EYFS and has had a really positive impact for many of the children with social and communication difficulties. Prior to COVID it was timetabled and was being used being used by other children with similar needs and SEMH across the school. The Outdoor area is still under development.</p>	<p>We continue to have high number of children with SEMH and this is increasing each year. The use of funding to provide pastoral support has meant that these children have been able to be successful in mainstream environment and have reduced impact on other children.</p> <p>Following consultation with Child in Mind we changed the provision to include a 6 week carousel system. This will be introduced once COVID restrictions are no longer in place.</p> <p>The new restrictions have meant that Nurture Group and Forest Schools have not been able to go ahead as usual. This has had an impact on SEMH children and has meant a high level of staffing has been needed to support these children in separate bubbles at lunchtimes.</p> <p>The increased absences of staff has also meant that children have either not been supported or been supported by a different member of staff. The difficulties this has caused highlighted the importance of positive, consistent relationships with staff for these children.</p> <p>We have had an increased number of disclosures and exclusions this half term. This is due to:</p> <ul style="list-style-type: none"> • Increased anxiety for families during COVID which in turn has caused increases in domestic violence, mental health difficulties etc.. • Changes in routines and usual pastoral support due to COVID • Staff absences caused by restrictions • Positive impact of Recovery Curriculum, Well-Being Award and Child in Mind – which has led to children being able to make more disclosures and ask for help when needed.
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<p>To narrow the gap for high % of children who are eligible for PP in Reception with well below average communication and language skills</p>	<p>EYFS Intervention Teacher (LL) to complete WELLCOM assessment and intervention programme with Reception aged children</p> <p>EYFS Intervention teacher to use WELLCOM programme to identify early, any child that needs additional assessment by outside agencies</p>	<p>The Wellcom intervention continues to show a high level of impact and has been able to identify children that needed further assessment by external agencies</p> <p>The LSA has been completing Wellcom intervention in the afternoons and supporting a 1:1 child in the mornings</p>	<p>We still continue to have a high level number of Pupil Premium children that enter our EYFS with delayed speech and who are not school ready. The Wellcom intervention is an effective use of Pupil Premium funding.</p> <p>Wellcom does not need a full-time TA to complete. In future TA will be allocated to work with small groups of children for half a day.</p>
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<p>To narrow the gap for high % of children who are eligible for PP in KS1 with well below average reading levels</p>	<p>'Early Birds' – Daily Guided Reading sessions before school with targeted children who are eligible for PP in KS1</p>	<p>Early Birds ran from October to March. Recent benchmarking data showed that 90% of children that started at reading level 2 have now progressed to level 11.</p> <p>This shows that the intervention was very successful and that children made accelerated progress. This early intervention should have a positive impact on reading as the children progress through school.</p>	<p>October to March -</p> <p>Early Birds has not been able to go ahead during Lockdown due to COVID restrictions. As we feel this was a successful intervention with high impact/low cost ratio we will be continuing with it after current restrictions have ended.</p> <p>Attendance was an issue for a few of the children and this affected their expected progress. Staff will meet to discuss ways to improve attendance, such as offering a free breakfast when current restrictions end.</p>
<p>Total Actual Cost - £196,773</p>			
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

PP spending to be effectively tracked and monitored	AHT Inclusion role to include responsibility for PP	AHT continued to be responsible for PP when Acting DHT and now as DHT. DHT has effectively tracked and monitored impact of PP spending across the year. DHT has attended Pupil Progress meetings termly and is a member of Assessment Team. (Prior to lockdown) She has completed termly assessment and analysis of data for PP children. She has also completed book looks and lesson observations of provision for PP children. DHT Inclusion has responsibility for leading EAL/ Behaviour Lead, Pastoral TA, LSA, EAL TAs, Pastoral Teacher and Child in Mind support.	DHT will continue to have PP as part of her role and have responsibility to ensure the progress of PP children.
Costing of support given to PP to be tracked effectively	Provision Mapping Tool to be used to track costing of all PP interventions	Provision Tool continues to enable LSAs to effectively track and monitor progress of targeted children. It is used to create IEPs and Provision Plans.	There have been issues with the Provision Mapping Tool accurately transferring staff hourly rate in order to track spending of interventions. DHT has spoken to company and has requested further training -Jan 2021
Total Actual Cost - £3,192			