



Pupil Premium Strategy Statement 2020-2021



1. Summary information					
School	Wool CE VA Primary School				
Academic Year	2020/21	Total PP budget	£24,700	Date of most recent PP Review	July 2019
2018 – 2019 Pupil Attainment (no end of key stage statutory tests in 2020)		End of Key Stage 1		End of Key Stage 2	
		<i>Pupils eligible for PP (Wool School)</i> 3 pupils	<i>National average overall 2018 (non PP)</i>	<i>Pupils eligible for PP (Wool School)</i> 12 pupils	<i>National average 2018 overall (non PP)</i>
% achieving reading, writing and maths combined		66%	67% (Dorset)	25%	71%
% achieving ARE+ in reading		66%	79%	66%	76%
% achieving ARE+ in writing		66%	74%	66%	81%
% achieving ARE+ in maths		66%	80%	58%	82%
% achieving GLD (7 PP pupils in class)		29%			
% passing Year 1 phonic screening test (9 PP pupils)		56%			

2. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Coronavirus pandemic led majority of EYFS children to be out of school for several months during the spring and summer term. Some returned in June 2020 (67%) and this raised concerns about progress relating to reading, writing and number	
B.	Data analysis and book scrutiny shows not all interventions or feedback is enabling PP pupils to catch up quickly from low prior attainment	
C.	Year 1 phonic screening test score has declined to below national average for PP children	
D.	Monitoring of subject leaders has shown some PP children are displaying disengaged learning behaviour which is hindering progress as they are lacking motivation	
E.	Approximately 50% of the children on our SEND register are also PP children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Pupils could do even better if parents/carers felt informed about their child's needs and how they can support them at home	
G.	Low attendance for minority of PP children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children will make good progress from starting points and will achieve age related expectations in reading, writing and number across EYFS and Year 1	Children make rapid progress from baseline and achieve the early learning goals (ELG) in these areas at the end of the year. At least 74%of PP children to achieve GLD (National Average 2018: 74% non PP children achieved GLD) Year 1 children make rapid progress from initial assessment in September '20 and are in line with at least the national average for age related expectations
B.	PP children will experience targeted pupil conferencing opportunities throughout the year and progress will be evident in books and teacher assessments in order for them to catch up quickly	PP children will make accelerated progress as a result of targeted pupil conferencing Conferencing will be high quality and stem from accurate assessment of pupils' current attainment and next steps Feedback will be targeted and effective and will enable pupils to make rapid progress
C.	All PP children will receive high quality phonics and reading teaching to enable strong progress in phonics and reading	The results of the Year 1 Phonic Screening test in 2021 will be at least in line with national expectations Reading attainment across the school will reflect pupils making rapid progress Phonics teaching and learning will be high quality and provide challenge at all levels Staff will have secure subject knowledge of phonics and the reading curriculum
D.	All PP children will demonstrate positive learning behaviour and their engagement will lead to high quality learning	Subject leader monitoring will reflect good pupil engagement and positive learning behaviour Pupil feedback will reflect aspirational thinking and pupils will feel motivated
E.	All PP children who have special education needs will have daily access to high quality differentiated provision which enables them to make progress	PP parents will feel informed of the SEN support their child is receiving in school and how they can be supported at home

		<p>All monitoring will reflect high quality SEN provision across all year groups which is bespoke in responding to individual children's needs</p> <p>Data analysis will reflect progress of all SEN pupils</p>
F.	PP parents will demonstrate engagement through recording in reading records, attending workshops, attending parent teacher consultations etc.	<p>High attendance (at least 75% of PP families) at phonics, reading, writing, maths parent workshops and additional parent events</p> <p>Questionnaires/Parent Interviews to show that parents feel informed about their child's attainment and progress.</p> <p>Improved progress and attainment for those children whose parents/carers engaged</p> <p>PP parents represented on Parent Council</p>
G.	Attendance of PP children will be monitored closely and barriers to attendance addressed effectively	<p>No PP children to have persistent absence</p> <p>Monitoring of attendance to reflective effective approach to addressing poor attendance in response to individual families' needs</p>

4. Planned expenditure						
Academic year		Sept 2020 – July 2021 *end of autumn term interim evaluation of impact *no end of spring term evaluation due to partial school closure				
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 and know approach has been successful?	Staff lead	When will you review implementation?
A	PP children will make good progress from starting points and will achieve age related expectations in reading, writing and number across EYFS and Year 1	Embed RWI approach for phonics in EYFS and across KS1 Engagement with Cornerstone English Hub to enable regular monitoring of teaching delivery and learning Learning environments to promote phonics knowledge and immerse and engage pupils in a love of vocabulary, reading and writing Engagement with the Jurassic Maths Hub on the Mastery Readiness project	EEF toolkit identifies Phonics as moderate impact for low cost RWI approach has been shown to be highly effective in nurturing rapid pupil progress Effective learning environments can enable children to be engaged and increase their independence in their learning as they use the prompts from working walls and other early reading/writing/number manipulatives and resources EEF toolkit identifies Mastery Learning as moderate impact for low cost	Middle leaders monitoring cycle to regularly review provision and ensure appropriate level of challenge English specialist from Cornerstone English hub half termly monitoring visits and reports Pupil progress meetings to monitor key pupils' progress Learning environments will reflect areas and opportunities to promote communication, early reading and writing Data analysis will reflect good individual progress throughout the year	EG (Headteacher) AK (English Lead) JJ (Maths Lead) LS (Phonics Lead) TH (SEND Lead) Link governor	Termly At end of aut term the following % of PP pupils at Year 1 are on track to achieve age related expectations (ARE): 50% pass phonic screening test 50% reading 50% maths Progress is in line with starting points. In EYFS at end of aut term PP pupils have made steady progress in reading, writing, number.

C	<p>All PP children will receive high quality phonics and reading teaching to enable strong progress in phonics and reading</p>	<p>Engagement with Cornerstone English Hub to enable regular monitoring of teaching delivery and learning</p> <p>Regular in –house CPD for all RWI trained staff to ensure high standard of staff subject knowledge</p> <p>Subscription to RWI Online in order to access CPD opportunities and high quality resources</p> <p>CPD for staff to implement weekly planning for reading lessons</p>	<p>EEF toolkit identifies Phonics as moderate impact for low cost</p> <p>Staff feedback during 2019-2020 reflected that this was a positive experience and monitoring visits also saw a positive impact on quality of teaching practice</p> <p>This contains a wealth of resources to support delivery in classroom, staff CPD and online resources for children and parents/carers</p>	<p>Phonics Lead to conduct regular learning walks both independently and alongside English Lead and English Hub Reading Specialist</p> <p>Link governor monitoring visits</p> <p>Pupil progress meetings to monitor key pupils' progress</p> <p>Pupils will be engaged in phonics teaching and learning and will be challenged at all levels</p> <p>Data analysis will reflect good individual progress throughout the year and results of phonic screening test will be at least in line with National average</p> <p>Pupil progress meetings will ensure tracking of PP children reflect good progress in reading</p>	<p>EG (Headteacher) AK (English Lead) LS (Phonics Lead) Link governor</p>	<p>Termly</p> <p>Staff have received additional training bespoke to their needs and Phonic Leader monitoring has validated positive impact on teaching and learning in phonics lessons.</p> <p>Half termly change of grouping arrangements enables small steps progress to be measured using RWI assessment tools</p>
---	--	---	---	---	---	---

D	All PP children will demonstrate positive learning behaviour and their engagement will lead to high quality learning	<p>Subscription to TrackIt Lights positive reward system and CPD for staff to implement it</p> <p>Subscription to ELSA assessment tool to aid planning and measuring impact of emotional language support for key individuals</p> <p>Train a member of staff in ELSA and use skills to build a pastoral team with an additional TA in order to run pastoral support for identified pupils</p> <p>CPD for staff to continue attachment and trauma informed school alongside therapeutic approach to behaviour</p>	<p>TrackIt Lights has proved successful in other schools with many reporting more than 50% reduction in negative behaviour within the first term</p> <p>EEF toolkit identifies Social Emotional learning as moderate impact for moderate cost</p>	<p>TrackIt Light reports to track logs of negative/positive behaviour</p> <p>Middle leaders monitoring learning walks to reflect high pupil engagement in all classes and Relationships Policy being embedded</p> <p>Pupil voice will reflect children using language of School Vision and values as well as showing an increasing growth mindset and aspirational language which recognises the importance of perseverance</p> <p>Implement Relationships policy</p>	EG (Headteacher) TH (SEND Lead) Link governor	<p>Termly</p> <p>Due to a sync issue the implementation of TrackIt Lights was delayed until Oct '20.</p> <p>ELSA assessment tool is not currently being used due to the fact that a change in staff has meant no staff member is currently trained in ELSA. 2 x staff members have been booked onto the ELSA training which will take place in spring term.</p> <p>Attachment Lead Group continue to meet regularly and their case studies reflect positive impact on learning behaviours of identified children.</p>
Total budgeted cost						<p>RWI training and subscription £500</p> <p>Eng Hub sessions £450</p> <p>Maths Hub sessions £600</p> <p>TrackIt Lights subscription £600</p> <p>ELSA training £400</p> <p>Overtime pay for TAs to attend CPD £400</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?
B	PP children will experience targeted pupil conferencing opportunities throughout the year and progress will be evident in books and teacher assessments in order for them to catch up quickly	<p>Sports coach and cover supervisor to be paid to release teachers approximately 1 x weekly to lead 1:1 pupil conferencing sessions</p> <p>Middle leaders to monitor quality of pupil conferencing and offer support/ coaching /CPD if needed</p>	<p>EEF toolkit identifies Feedback as high impact for low cost</p> <p>Following pupil conferencing training at the beginning 2020, staff and pupil voice reflected that this strategy had positive impact</p>	<p>Staff performance management targets will directly link to pupil attainment</p> <p>Pupil Progress meetings will enable professional discussion about impact of targeted pupil conferencing in enabling pupils to 'catch up'</p> <p>Book scrutiny will evidence impact of pupil conferencing sessions on subsequent learning</p> <p>Middle leader monitoring of pupil conferencing</p> <p>Pupil voice</p> <p>Curriculum link governor monitoring</p>	<p>EG (Headteacher)</p> <p>AK (English Lead)</p> <p>JJ (Maths Lead)</p> <p>TH (SEND Lead)</p> <p>Link governor</p>	<p>Termly</p> <p>Staff and pupil feedback reflects that this time enables purposeful discussions which impact positively on pupil learning. A system for tracking pupil conferencing has been implemented and enables SLT to monitor. Evidence of pupil conferencing can be seen in books. Some staff have advised they sometimes use conferencing time for pre-teaching which has been beneficial for pupils' learning the following day.</p>
C	All PP children will receive high quality phonics teaching to enable strong progress in phonics	Regular phonic assessments used to inform trained staff as they lead 1:1 phonic 'catch up' interventions/tutoring	<p>EEF toolkit identifies Phonics as moderate impact for low cost</p> <p>Throughout 2019-2020 1:1 RWI tutoring enabled pupils to make good progress</p>	Phonics Lead to rigorously monitor phonic teaching, learning and assessment throughout the year to track individual pupil progress	<p>EG (Headteacher)</p> <p>LS (Phonics Lead)</p> <p>TH (SEND Lead)</p> <p>Link governor</p>	<p>Termly</p> <p>RWI individual assessments reflect small steps progress as a result of this intervention.</p>

E	All PP children who have special education needs will have daily access to high quality differentiated provision which enables them to make progress	Supply teacher to be used to give termly release time for SEND Lead, teacher and parent to meet for consultation. The consultation will be 30mins long and will review provision and identify how home and school can address the child's needs moving forwards One page profiles created to embed the necessary provision needed to address each individual child's needs	EEF toolkit identifies Parental Engagement as moderate impact for moderate cost Parent/carer and staff feedback when this was implemented in spring 2020 was positive and early indications shown some pupils made progress as a result		EG (Headteacher) AK (English Lead) JJ (Maths Lead) TH (SEND Lead) Link governor	Termly Parent/carer feedback was that these were useful and staff felt the longer sessions enabled purposeful dialogue that promotes home and school collaboration. Support plans were explained and shared. SENDCo monitoring shows one page profiles are all in place and updated termly.
Total budgeted cost						Supply cover for consultations £1800 Sports Coach £8775 Supply for middle leader monitoring £1000
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?
F	PP parents will demonstrate engagement through recording in reading records, attending workshops, attending parent teacher consultations etc.	Supply teacher to be used to give termly release time for SEND Lead, teacher and parent to meet for consultation. The consultation will be 30mins long and will review provision and identify how home and school can address the child's needs moving forwards SEND Lead to lead sessions for PP families	Lack of parental engagement is an identified barrier for a number of pupils We have seen the positive impact strong links between home and school can have on increased attainment Parent/carer feedback during 2019-2020 reflect that workshops were useful to attend	Analysis of attendance at workshops , parent teacher consultations and feedback provided through questionnaires Parental feedback invited from additional workshops led by SEND Lead and class teachers Parent/Carer voice at Parent Council	EG (Headteacher) Link governor	Termly EG has led information meeting for PP parents about the spending of this funding and has updated the website as a result of parent/carer feedback. A summary of the expenditure has also been sent home in a different format (also on website)

		<p>whose children are also on SEND register to ensure bespoke opportunities to address barriers and promote further engagement</p> <p>PP Information Meeting to be held in the autumn term</p> <p>Class teachers to offer workshops on key areas (e.g. phonics, maths, writing) during the year and specifically invite PP families</p> <p>HT to actively promote PP families to take part in questionnaires, Parent Council etc.</p>				<p>High number of PP families attended parent teacher consultations (which took place virtually) and teachers followed up remaining families with phonecalls.</p> <p>Phonics, reading and writing workshops have taken place in EYFS.</p> <p>PP families are represented through active members on the Parent Council. Further workshops to be planned for spring/summer terms.</p>
G	Attendance of PP children will be monitored closely and barriers to attendance addressed effectively	<p>Admin Officer to monitor attendance of all pupils day to day</p> <p>Engage with FPZ to offer early help strategies if appropriate</p> <p>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance</p> <p>TA to run Breakfast Buddies daily to offer a free breakfast club to give identified pupils a positive start to the day that enables them to transition effectively into their classroom</p>	It is evident that children with strong attendance are more likely to make good progress. Likewise, poor attendance generally leads to children not fulfilling their potential.	<p>Pupil progress meetings to monitor whether or not attendance is a barrier to attainment</p> <p>Bespoke solutions will enable any individual pupil barriers to attendance to be addressed</p> <p>Pupil voice will reflect a positive view of school and Breakfast Buddies</p>	<p>EG (Headteacher)</p> <p>ER (Admin Officer)</p> <p>TH (SEND Lead)</p> <p>Link governor</p>	<p>Termly</p> <p>End of autumn term attendance for PP pupils:96% (less than 1% unauthorised absences)</p> <p>End of autumn term attendance for non PP pupils:98%</p> <p>Breakfast Buddies has not taken place due to limited staff capacity as a result of covid-19 restrictions/guidelines.</p> <p>Some case study examples can be shared with examples of effective bespoke strategies to improve</p>

						attendance of identified pupils of concern.
F	All PP parents to be invited to use £30 of funding in the way which they feel best suits their family needs (e.g. to contribute towards residential trip, uniform, pay for extra-curricular club etc)	PP parents/carers to be invited to a Funding Workshop to increase engagement and will be invited to be involved in a proportion of how funding is spent on their child Personalised spending by engaging with desire of PP family	EEF Toolkit: Parental Engagement "Parents' aspirations also appear to be important for pupil outcomes" "Parental engagement is consistently associated with pupils' success at school" Some PP parents/carers did not engage in this aspect of the spending of funding during 2019-2020 so it is important that profile and rationale of PP spending is raised	PP parents/carers will demonstrate engagement though being involved in making decision about how £30 per child is spent PP parents/carers will demonstrate engagement by attending the Funding Workshop and also additional Parent Teacher consultations, parent workshops that are held during the year	EG (Headteacher) ER (Admin Officer) Link governor	Termly Uniform vouchers have been claimed though covid-19 restrictions have meant no trips/residentials have taken place. No after school clubs currently running but will continue to review when restrictions are lifted and clubs recommence
Total budgeted cost						TA time and resources for Breakfast Club £1000 PP personalised spending £570

5. Review of expenditure (RAG rated and additional notes from Summer '20 recorded in purple)				
Previous Academic Year		Sept 2019 – July 2020		
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)	Cost
PP children will make good progress from starting points and will achieve age related expectations in communication and language, reading, writing and number	<p>Implement RWI approach for teaching phonics in EYFS and across KS1</p> <p>English hub reports throughout the year reflect fact that the school is showing fidelity to the RWI scheme and at end of 2020, predicting phonic screening scores were between 60-75% (2019 results were 50%)</p> <p>SEND Lead to coach staff in producing effective class provision maps according to need</p> <p>Coaching took place through staff meetings and individual feedback each term when updating provision maps</p>	<p>Middle leader monitoring (learning walks, book scrutiny etc)</p> <p>Eng, Maths, SEND Monitoring documents reflect a clear diagnosis, action and impact approach to subject monitoring</p> <p>EYFS, curriculum and SEND link governor monitoring</p> <p>Link governor visits carried out and notes shared. Unable to carry out all revisits due to covid-19</p> <p>Data analysis will reflect good individual progress throughout the year</p> <p>Data (including end of year predicted teacher assessments) reflect a mixed picture. Some individuals have made good progress whilst others have not.</p>	<p>Provision map review progress evolved so that by the summer term we introduced an enhanced SEND Parent Teacher consultation led by the SEND Lead. There is an overlap between PP and SEND and the feedback from this process was positive. This is therefore something we will seek to continue with next year.</p> <p>Example parent feedback: "It was really useful as we had time to discuss every area and now I am much clearer about what I need to do next to help my child"</p> <p>Further develop link governor visits</p> <p>Moving forward, it is important that data of individual children leads the monitoring of subject leaders</p>	<p>£1900 (Teacher release time)</p> <p>£25,000 (TA time)</p>

<p>All PP children will receive high quality phonics teaching to enable strong progress in phonics</p>	<p>Train all EYFS and KS1 staff in RWI to ensure phonics teaching is high quality and assessments are accurate All EYFS and KS1 staff (teachers and TAs received RWI training</p> <p>Trained staff to lead 1:1 phonic 'catch up' interventions All RWI staff had regular monitoring of their teaching and received help tracking pupil progress. Regular staff meetings to review practice and focus on how to develop 1:1 tutoring for 'catch up'</p> <p>Learning environments to promote phonics knowledge and immerse and engage pupils in a love of vocabulary, reading and writing All EYFS and KS1 classes displayed RWI visual prompts and children had access to vocabulary/sound mats</p>	<p>Phonics learning walk to be monitored by English Lead and link governor English Hub led half termly phonic monitoring walks and LA advisor also validated middle leader judgements, actions and impact</p> <p>Pupil progress meetings to monitor key pupils' progress These occurred each half term and enabled staff to focus on PP children and identify how to address barriers in most effective way</p> <p>Pupils will be engaged in phonics teaching and learning and will be challenged at all levels English Lead monitored regularly throughout the year and Impact document reflects how areas needing improvement have been addressed</p> <p>All learning environments will reflect School Essentials and EYFS will include role play area and additional zones to promote communication, early reading and writing All EYFS and KS1 classrooms reflect a learning environment immersed in a love of language</p>	<p>We will continue work with English Hub and this will include regular monitoring of provision for phonics teaching and learning</p> <p>Pupil progress meetings to continue to take place using an adapted format which invites all core subject leaders to contribute to investigation questions</p> <p>The school will implement a positive reward system to help promote an engaged and productive learning ethos in all lessons</p> <p>Continue to explore curriculum drivers and the importance of nurturing a love of reading in children</p>	
ii. Targeted support				
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)	Cost

<p>PP children will experience targeted interventions and progress will be measured effectively in order to ensure they catch up quickly</p>	<p>Sports coach will enable teacher and TA to have ring-fenced time in which to deliver small group 'catch up quickly' interventions These took place 1 x weekly during the mornings.</p> <p>TAs will each be a named lead for specific interventions This worked well however some TAs moved role and new staff joined the team so additional training needed to take place</p> <p>Provision maps will show assessments informing target setting through measurable entry and exit data Quality of provision maps improved and most recent documents reflect smart targets with specific measures for how progress will be shown</p> <p>Subscription to ELSA assessment package to ensure progress towards objective is measurable This was purchased and used by staff member delivering ELSA. It also fed back into the targets recorded on provision maps.</p>	<p>Pupil Progress meetings will identify key pupils</p> <p>Middle leader monitoring will quality assure accuracy of assessments taking place and how planning matches children's needs</p> <p>SEND Lead and SEND Link governor will monitor quality of interventions being delivered and impact they are having on pupil progress</p> <p>Intervention learning walks to ensure high quality teaching and learning during teacher and TA led interventions</p> <p>Staff performance management targets will directly link to pupil attainment</p> <p>Pupil Progress meetings will enable professional discussion about impact of targeted TA and T led 'catch up' interventions</p>	<p>Sometimes children found it hard to engage in small group work when they had previously been outside doing sports. From autumn 2020, we will continue to prioritise these learning conversations but they will now take place in the afternoons and will use a Pupil Conferencing 1:1 approach</p> <p>ELSA sessions were not always able to happen consistently with a child due to increased needs/anxieties being displayed by other children. This will be more closely explored from Sept 2020 so that TA timetable has clear 6 week ELSA blocks for named children and is not wholly reactive.</p>	
<p>All PP children will receive high quality phonics teaching to enable strong progress in phonics</p>	<p>Trained staff to lead 1:1 phonic 'catch up' interventions</p> <p>Learning environments to promote early reading and writing</p>	<p>English Lead to rigorously monitor phonic teaching, learning and assessment</p> <p>Pupil progress meetings will enable professional discussion about impact of phonic interventions</p>	<p>We will continue work with English Hub and this will include regular monitoring of provision for phonics teaching and learning</p> <p>Pupil progress meetings to continue to take place using an adapted format which invites all core subject leaders to contribute to investigation questions</p>	<p>£390 (RWI training for 2 x TA)</p>

<p>PP children with additional speech and language needs will receive high quality interventions to enable good progress</p>	<p>BPVS to be used to complete baseline and summative assessments Initial assessments were conducted but covid-19 led to assessments not being able to take place from March 2020.</p> <p>WellComm programme to be implemented in order to conduct regular assessments and matched 1:1 interventions to directly address identified barriers Initial assessments were conducted but covid-19 led to assessments not being able to take place from March 2020.</p>	<p>SEND Leading observations during learning walks SEND Lead Impact document reflects fact that quality of small group teaching and learning has been monitored and challenge has been evident</p>	<p>For academic year 2020-21 we need to review lead for different interventions due to restrictions around wider school opening in response to government guidance surrounding covid-19. Also, previous TA leads of some areas have left the school and new staff would require further training.</p>	<p>£450 (WellComm programme)</p>
<p>PP parents will demonstrate increased engagement</p>	<p>Class teachers to offer workshops on key areas (e.g. phonics, maths, writing) during the year and specifically invite PP families</p> <p>SEND Lead to lead sessions for PP families whose children are also on SEND register to ensure bespoke opportunities to address barriers and promote further engagement These took the form of enhanced Parent Teacher consultations led by the SEND Lead. They were due to start in spring term but covid-19 restrictions meant they could not happen.</p> <p>HT to actively promote PP families to take part in questionnaires, Parent Council etc. PP represented on Parent Council. PP represented for some questionnaire feedback opportunities Information Meeting held specifically for children eligible for PP funding and completed forms to share choice for spending some money reflected an improved level of engagement from PP families.</p>	<p>Analysis of attendance at workshops , parent teacher consultations and feedback provided through questionnaires PP families represented on Parent Council. Some PP represented at workshops but significant difference when compared to other attenders.</p> <p>Parental feedback invited from additional workshops led by SEND Lead</p>	<p>Concerns remain regarding some PP families not represented at these workshops. This is an area we will need to continue to explore.</p> <p>SEND Lead to carry out planned small group workshops for identified children eligible for PP who also have SEND</p>	

Attendance of PP children will be monitored closely and barriers to attendance addressed effectively	<p>Admin Officer to monitor attendance of all pupils day to day</p> <p>Engage with LA Attendance Officer Last attendance report with LA advisor in February 2020: Whole school attendance figure at end of last school year:96.13% Current whole school attendance figure: 96.2% Current Pupil Premium Attendance: 95.15%</p> <p>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance Breakfast Buddies has enabled some PP pupils to improve individual attendance records and gain a positive start to the day</p>	<p>LA Attendance officer will visit and provide report at least termly</p> <p>Pupil progress meetings to monitor whether or not attendance is a barrier to attainment</p> <p>Bespoke solutions will enable any individual pupil barriers to attendance to be addressed</p>	<p>Breakfast Buddies is an area that we would like to continue as all staff have seen children benefit (ie. Attendance has improved but also learning behaviour and ability to focus)</p> <p>Covid-19 pandemic led to attendance not being monitored with the usual sanctions (as stated by government) and we anticipate this is an area that should be closely monitored from September 2020</p>	
--	---	--	--	--

iii. Other approaches

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)	Cost
All PP parents to be invited to use £30 of funding in the way which they feel best suits their family needs (e.g. to contribute towards residential trip, uniform, pay for extra-curricular club etc)	<p>PP parents/carers to be invited to a Funding Workshop to increase engagement and will be invited to be involved in a proportion of how funding is spent on their child</p> <p>PP Information Meeting happened in autumn 2019 and about 1/3 of eligible families attended. Powerpoint then sent home and also displayed on website.</p> <p>Personalised spending by engaging with desire of PP family</p> <p>59% of those eligible completed forms to express how they would like £30 spent. Reminder letters sent out throughout the year to engage with process</p>	<p>PP parents/carers will demonstrate engagement though being involved in making decision about how £30 per child is spent</p> <p>PP parents/carers will demonstrate engagement by attending the Funding Workshop and also additional Parent Teacher consultations, parent workshops that are held during the year</p>	<p>Full engagement remains an issue but link governor meeting with PP families shared feedback that being able to make choices about the spending was useful. We will therefore continue with this approach but try to engage more families by sharing information in a different way.</p>	£600 (PP parent to have £30 per child to direct how it is used)

6. Additional detail

Taken from our Pupil Premium policy:

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible in the last 6 years) are socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupils that the school has legitimately identified as being socially disadvantaged.