



St. Andrew's CE (VA) Junior School Pupil Premium Strategy 2020-2021



1. Summary information						
School	St. Andrew's CE (VA) Junior School		DFE Number	3314	URN	107547
Academic Year	2020/21	Total PP budget	£96,840 until Spring 2021	Date of most recent PP Review		May 2020
Total number of pupils	219	Number of pupils eligible for PP	72	Date for next internal review of this strategy		December 2020

2. Attainment Y6 July 2019					
	<i>Pupils eligible for PP (16)</i>	<i>National PP</i>	<i>St. Andrew's Non-PP (39)</i>	<i>PP & non-PP (55)</i>	<i>National</i>
% Achieving ARE or above in reading, writing and maths	43.8%	51.4%	74%	67%	65%
% ARE Reading	62.5%	62%	82%	78%	73%
% ARE Writing	56.3%	67.8%	90%	81%	78%
% ARE Maths	56.3%	67.4%	90%	81%	79%

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

Strategy up-dated termly

A.	Reading			
	2019 Results	Pupil Premium	National PP	St. Andrew's Non- Pupil Premium
	Attainment	62.5%	62%	82%
	Progress	0.09	-0.59	
<p>Poor oral and language skills and few children reading at home and making use of the additional books and speedy words sent home for those below ARE. Limited range of vocabulary. Limited experience of world knowledge that can help with comprehension and themes in books.</p>				
B.	Writing			
	2019 Results	Pupil Premium	National PP	St. Andrew's Non- Pupil Premium
	Attainment	56.3%	67.8%	90%
	Progress	-3.43	-0.43	
<p>Children need additional support when completing homework. Pupils need a greater exposure to language as a limited vocabulary is used.</p>				
C.	Maths			
	2019 Results	Pupil Premium	National PP	St. Andrew's Non- Pupil Premium
	Attainment	56.3%	67.4%	90%
	Progress	-0.43	-0.65	
<p>Pupils show a particular weakness with times tables. Reading skills can impact on pupils' ability to answer written maths problems. Students drop marks when answering questions on ratio. Children are not always able to transfer their basic number sense from the fluency lessons when reasoning/problem solving. Pupils need more teacher led maths talk that shows how links are made. Children also need repeated exposure to correct mathematical vocabulary.</p>				
D.	Spelling			
	2019 Results	Pupil Premium	National PP	St. Andrew's Non- Pupil Premium
	Attainment	56.3%	67.8%	90%
	Progress	-3.43	-0.43	

Strategy up-dated termly

	Pupils do not read enough at home. This impacts on their spelling.			
E.	Greater Depth. RWM combined			
	2019 Results	Pupil Premium	National PP	Non- Pupil Premium
	Attainment	0%	5%	15%
	National non-PP 13%			

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

F	Attendance (2019-2020) This year PP children achieved 96 % but it is still short of target (97%) COVID19 had an impact on attendance in 2020. Attendance as of June 2020																																	
	<h3>Total % Attendance</h3> <p>Y3, Y4, Y5, Y6 - Pupil Premium (74 pupils)</p>																																	
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">Year Group</th> <th style="background-color: #cccccc;">No. of Pupils</th> <th style="background-color: #ffcc99;">Y3 %</th> <th style="background-color: #ffff99;">Y4 %</th> <th style="background-color: #ffcc99;">Y5 %</th> <th style="background-color: #ff6666;">Y6 %</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>13</td> <td>95.0%</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Year 4</td> <td>25</td> <td>94.3%</td> <td>93.7%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Year 5</td> <td>18</td> <td>96.3%</td> <td>96.8%</td> <td>96.7%</td> <td>-</td> </tr> <tr> <td>Year 6</td> <td>18</td> <td>95.9%</td> <td>96.7%</td> <td>95.9%</td> <td>95.4%</td> </tr> </tbody> </table>					Year Group	No. of Pupils	Y3 %	Y4 %	Y5 %	Y6 %	Year 3	13	95.0%	-	-	-	Year 4	25	94.3%	93.7%	-	-	Year 5	18	96.3%	96.8%	96.7%	-	Year 6	18	95.9%	96.7%	95.9%
Year Group	No. of Pupils	Y3 %	Y4 %	Y5 %	Y6 %																													
Year 3	13	95.0%	-	-	-																													
Year 4	25	94.3%	93.7%	-	-																													
Year 5	18	96.3%	96.8%	96.7%	-																													
Year 6	18	95.9%	96.7%	95.9%	95.4%																													
	Particular issue with attendance with pupils in Year 4.																																	

G	Behaviour. Several PP children are also on CIN/CP plans and have emotional and social issues which require support. Number of children with behaviour points recorded on SIMS 2019-2020						
	Y3 PP	Y3 non-PP	Y4 PP	Y4 non-PP	Y5 PP	Y5 non-PP	Y6 PP
	5	2	13	18	13	11	12
	Y6 non-PP 8						

I	Social, emotional and mental health
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Strategy up-dated termly

	Number of social and emotional issues reported on CPOMS from 2019/2020 (school shut March 2020)	84
	Number of social and emotional issues reported on CPOMS from 2018/2019	147
Additional social and emotional support required following impact of Covid-19 on pupils. Particular issues around sleeping routines and establishing routines after Covid-19 closure.		

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Reading PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew’s CE Junior School. Tracking meetings each half term based on data from teacher and summative assessments. Compared to local data through the LA comparisons to ensure we are in line and through national data as that becomes available.</p>	<p>Reading attainment and progress for PP children will be the same as that for Non-PP children.</p>
B.	<p>Writing PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew’s CE Junior School. Tracking meetings each half term based on data from Teacher Assessment Frameworks (from LA) and other on-going assessments. Compared to local data through the LA comparisons to ensure we are in line and through national data as that becomes available.</p>	<p>Writing attainment and progress for PP children will be the same as that for Non-PP children.</p>
C.	<p>Maths PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew’s CE Junior School. Tracking meetings each half term based on data from Teacher Assessment Frameworks (from LA) and other on-going assessments. Compared to local data through the LA comparisons to ensure we are in line and through national data as that becomes available.</p>	<p>Maths attainment and progress for PP children will be the same as that for Non-PP children.</p>

Strategy up-dated termly

<p>D</p>	<p>Spelling PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew’s CE Junior School. Tracking meetings each half term based on data from SPAG.com, NFER spelling age and Rising Star assessments and other on-going assessments. Compared to local data through the LA comparisons to ensure we are in line and through national data as that becomes available. Class teachers will use weekly data analysis from SPAG.com to identify gaps in learning.</p>	<p>Spelling attainment and progress for PP children will be the same as that for Non-PP children.</p>
<p>E</p>	<p>Greater Depth PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew’s CE Junior School. Tracking meetings each half term based on data from summative assessments and other on-going assessments. Compared to local data through the LA comparisons to ensure we are in line and through national data as that becomes available.</p>	<p>GD attainment for PP children will be the same as that for Non-PP children.</p>
<p>F</p>	<p>Attendance Aim for 97% attendance for PP children in line with that expected for Non-PP children and above 2018-2019’s figure of 96%</p>	<p>PP children achieve 97% attendance for 2020-2021</p>
<p>G.</p>	<p>Behaviour There is a reduction in behaviour points of PP compared to Non-PP across all year groups.</p>	<p>The difference between the number of PP children and Non-Pp children attending behaviour interventions is diminished.</p>
<p>I</p>	<p>Social, emotional and mental health There is a reduction in the number of social, emotional and mental health incidents. More support required following Covid-19 closure. Catch-up/ tutoring plan written for pupils who require additional support.</p>	<p>CPOMS shows a reduction in the number of social, emotional and mental health incidents. Interventions take place early to support pupils before social, emotional and mental health issues impact on learning.</p>

5. Planned expenditure																				
Academic year		2020/2021																		
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 (Budgeted until March 31 st 2020)																				
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>A. Reading PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew's Junior School.</p>	<p>Each class will have at least one Teaching Assistant in class each morning. Timetabled time for:</p> <ul style="list-style-type: none"> - Accelerated Reader. - 1:1 reading - AR lead to give data from AR weekly to CTs and TAs. - PP children and children not at ARE to have additional TA support during AR time. - Differentiated reading scheme for children with a reading age <7.5 including weekly 	<p>2020 Spring 2 data (prior to closing for Covid19) Reading % pupils at Age Related Expectation (ARE)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>62%</td> <td>84%</td> </tr> <tr> <td>Year 4</td> <td>32%</td> <td>69%</td> </tr> <tr> <td>Year 5</td> <td>94%</td> <td>81%</td> </tr> <tr> <td>Year 6</td> <td>89%</td> <td>77%</td> </tr> </tbody> </table> <p>Not a gap in years 5 and 6 but a significant gap in Year 4 in Spring 2020.</p>	Year group	PP	Non PP	Year 3	62%	84%	Year 4	32%	69%	Year 5	94%	81%	Year 6	89%	77%	<p>Literacy lead to;</p> <ul style="list-style-type: none"> - Work with all teachers and TAs to support reading improvements acting as an expert. - Managing library provision including for those pupils not yet on AR. - Targeting individuals who need extra support. - Working with families to identify those at risk of falling behind. - Half-termly monitoring of pupil planners of SEND and PP children. - Being the person responsible for reading data to check improvements. - Moderate reading levels across the school <p>SLT will:</p>	<p>Literacy lead supported by DHT and HT.</p>	<p>December 2020 April 2021 July 2021</p>
Year group	PP	Non PP																		
Year 3	62%	84%																		
Year 4	32%	69%																		
Year 5	94%	81%																		
Year 6	89%	77%																		

Strategy up-dated termly

	<p>flashcards, book banded books and 1:1 reading time with class teacher.</p> <ul style="list-style-type: none"> - CPD for Teaching Assistants and Teachers - TA catch up sessions PM (one TA per year group) - Improved use of pupil planners with TAs - Additional TA support in Y5 - Library open during lunchtimes for pupils - Homework club available at lunchtime - Termly 'Promoting Excellence' sheets showing attainment data shared with pupils and parents. 		<ul style="list-style-type: none"> - Monitor reading through half termly data meeting with class teachers - Learning walks half termly for literacy - Lesson observations in literacy - Appraisal outcomes - Book monitoring termly for literacy - Collate reading age and fluency scores termly - Work alongside Literacy lead to moderate reading levels <p>Governors will:</p> <ul style="list-style-type: none"> - Read through PP plan - Receive a termly data report including year group data for reading <p>Outcomes will show there is a reduced gap between PP and non-PP in reading.</p>		
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Strategy up-dated termly

	<p>DHT to teach Y6 x 3 afternoons so that Y6 teachers can target Y5 pupils during Autumn term and Y6 pupils during Spring term.</p>				
	<p>Improved parental engagement with reading through workshops and communication via school planners.</p>				
	<p>Better engagement of staff with reading to include;</p> <ul style="list-style-type: none"> - Reading homework - Exam techniques taught (e.g. VIPER questions) <p>Learning mentor ensuring that lessons almost always flow smoothly and that pupils are ready to learn including;</p> <ul style="list-style-type: none"> - Providing Jigsaw juice - Additional food when required - Additional clothing when required 				

Strategy up-dated termly

	<ul style="list-style-type: none"> - Working with pupils on self-management of behaviour and building self-esteem 																			
Total budget cost					£20,000															
<p>B. Writing PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew's Junior School.</p>	<ul style="list-style-type: none"> -further opportunities for writing across the curriculum. - moderation across year groups and during half KS to ensure all staff are confident about standards/ expectations. - Use of moderator to ensure assessments are accurate -CPD for class teachers on improving writing - Writing for purpose 	<p>2020 Spring 2 data (prior to closing for Covid19) Writing % pupils at Age Related Expectation (ARE)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>46%</td> <td>68%</td> </tr> <tr> <td>Year 4</td> <td>24%</td> <td>64%</td> </tr> <tr> <td>Year 5</td> <td>78%</td> <td>76%</td> </tr> <tr> <td>Year 6</td> <td>72%</td> <td>73%</td> </tr> </tbody> </table> <p>No gap between PP and non-PP in Years 5 & 6, Year 4 (of 2019/20) significant gap between PP and non-PP but overall data in Y4 is still significantly below national.</p>	Year group	PP	Non PP	Year 3	46%	68%	Year 4	24%	64%	Year 5	78%	76%	Year 6	72%	73%	<p>Literacy lead to use literacy action plan which highlights the ways these issues will be addressed. This will include more opportunities for moderation and assessment of writing.</p> <p>Further work with ECLC Cluster on writing and attendance at meetings to compare work will result in secure judgements.</p> <p>CPD for class teachers on writing by literacy lead.</p>	<p>Literacy lead supported by HT and DHT.</p>	<p>December 2020 April 2021 July 2021</p>
Year group	PP	Non PP																		
Year 3	46%	68%																		
Year 4	24%	64%																		
Year 5	78%	76%																		
Year 6	72%	73%																		

Strategy up-dated termly

	<ul style="list-style-type: none"> - Increased opportunities for story writing -weekly analysis of SPAG.com results across the key stage -Use of TA support during afternoon interventions - additional teacher in Y5 so that pupils can work with their teacher in small groups or individuals on their targets -1 x TA per class each morning to target those who are currently under attaining/ under achieving in reading, writing and maths. - Homework club available at lunchtime -Weekly CPD half hour session with support staff on sentence structure and improving writing - Termly 'Promoting Excellence' sheets showing attainment data shared with pupils and parents. 				
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Strategy up-dated termly

	<p>DHT to teach Y6 x 3 afternoons so that Y6 teachers can target Y5 pupils during Autumn term and Y6 pupils during Spring term.</p>																			
				<p>Total budget cost</p>	<p>£4000</p>															
<p>C. Maths PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew's CE Junior School. Tracking meetings each half term based on data from Teacher Assessment Frameworks (from LA) and other on-going assessments. Compared to local data through the LA</p>	<p>Each class will have one Teaching Assistant with the class teacher for every maths lesson.</p> <ul style="list-style-type: none"> - 1:1 support for PP children during afternoons for catch-up and pre-teach maths lessons. - Arithmetic scores analysed weekly to identify gaps in learning and TA staff and teachers to teach to address these issues. - Arithmetic scores shared with parents weekly 	<p>Maths Spring 2 2020</p> <table border="1" data-bbox="707 544 1202 927"> <thead> <tr> <th>Year group</th> <th>PP (at GD)</th> <th>Non PP (at GD)</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>2 4%</td> <td>10 20%</td> </tr> <tr> <td>Year 4</td> <td>0 0%</td> <td>10 16%</td> </tr> <tr> <td>Year 5</td> <td>6 10%</td> <td>8 13%</td> </tr> <tr> <td>Year 6</td> <td>6 10%</td> <td>15 24%</td> </tr> </tbody> </table> <p>Significant gap between PP and non-PP in Years 3, 4 and 6.</p>	Year group	PP (at GD)	Non PP (at GD)	Year 3	2 4%	10 20%	Year 4	0 0%	10 16%	Year 5	6 10%	8 13%	Year 6	6 10%	15 24%	<p>Maths lead to have a maths action plan which highlights the ways these issues can be addressed.</p> <p>Maths lead to ensure that targeted support in maths is well implemented and based on data from each class teacher. Maths lead to monitor teacher led maths talk is happening during lessons. Also monitoring of maths working walls to see that children are getting shown/ exposure to vocabulary.</p> <p>Maths lead to lead CPD with class teachers and Teaching Assistants according to maths action plan.</p> <p>Half termly monitoring of data in maths with class teachers and HT including time to distinguish between PP and non-PP.</p>	<p>Maths lead supported by HT and DHT.</p>	<p>December 2020 April 2021 July 2021</p>
Year group	PP (at GD)	Non PP (at GD)																		
Year 3	2 4%	10 20%																		
Year 4	0 0%	10 16%																		
Year 5	6 10%	8 13%																		
Year 6	6 10%	15 24%																		

Strategy up-dated termly

<p>comparisons to ensure we are in line and through national data as that becomes available.</p>	<ul style="list-style-type: none"> - Homework club available at lunchtime - Termly 'Promoting Excellence' sheets showing attainment data in maths shared with pupils and parents. - DHT to teach Y6 x 3 afternoons so that Y6 teachers can target Y5 pupils during Autumn term and Y6 pupils during Spring term. 		<p>Maths lead to moderate maths levels across school using work in books, summative assessments and learning walks.</p> <p>SLT will:</p> <ul style="list-style-type: none"> - Monitor maths through half termly data meetings with class teachers. - Termly learning walks in maths - Lesson observations in maths - Termly book monitoring in maths <p>Governors will:</p> <ul style="list-style-type: none"> - Read through PP plan - Receive a termly data report including year group data for maths. <p>Outcomes will show there is a reduced gap between PP and non-PP in maths.</p>								
Total budgeted cost: £7000											
<p>D. Spelling PP children will match the attainment of National Non-PP children and certainly match</p>	<ul style="list-style-type: none"> - Teachers to have a secure knowledge of how to use data from SPAG.com effectively (CPD) to identify gaps in 	<p>SPAG results July 2019</p> <table border="1" data-bbox="692 1158 1216 1270"> <tr> <td>PP</td> <td>PP and non-PP</td> <td>National</td> </tr> <tr> <td style="background-color: #92d050;">56%</td> <td>75%</td> <td>78%</td> </tr> </table> <p>Results across school show that spelling is a weakness. Data and half termly</p>	PP	PP and non-PP	National	56%	75%	78%	<p>Literacy action plan details specific aims in this respect, which will be checked half termly.</p> <p>Spelling assessments and tracker analysis half termly.</p>	<p>Literacy lead supported by HT & DHT</p>	<p>December 2020 April 2021 July 2021</p>
PP	PP and non-PP	National									
56%	75%	78%									

Strategy up-dated termly

<p>the non-PP children at St. Andrew's Junior School.</p>	<p>learning to be addressed both in class and during catch up sessions.</p> <ul style="list-style-type: none"> - Ensure SPAG is of a consistent high standard throughout the curriculum, not just in handwriting and English books. - Implement new spelling scheme across Years 3-6 and continue to use RWI for pupils who still have to secure their phonics knowledge. - Spellings sent home weekly. - Planners used to improve communication with parents. Incorrect spellings highlighted. Spellings stuck 	<p>monitoring of literacy books has shown that spelling is a cause for concern.</p>	<p>Literacy lead to lead CPD on improving writing (with a specific section on spelling) for all support staff and teachers.</p>		
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Strategy up-dated termly

	<p>into planner each week.</p> <ul style="list-style-type: none"> - DHT to teach Y6 x 3 afternoons so that Y6 teachers can target Y5 pupils during Autumn term and Y6 pupils during Spring term. 																																								
Total budgeted cost					£6000																																				
<p>E. Greater Depth PP children will match the attainment of National Non-PP children and certainly match the non-PP children at St. Andrew's CE Junior School.</p>	<p>CPD for Class teachers and TAs to ensure there is sufficient knowledge of what GD looks like in R, W and M.</p> <p>Homework club available at lunchtime.</p> <p>Termly 'Promoting Excellence' sheets showing attainment data shared with pupils and parents.</p> <p>DHT to teach Y6 x 3 afternoons so that Y6 teachers can target Y5 pupils during Autumn</p>	<p>Maths Spring 2 2020</p> <table border="1" data-bbox="696 683 1211 906"> <thead> <tr> <th>Year group</th> <th>PP (at GD)</th> <th>Non PP (at GD)</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 6</td> <td>0%</td> <td>11.4%</td> </tr> </tbody> </table> <p>Reading Spring 2 2020</p> <table border="1" data-bbox="696 979 1211 1203"> <thead> <tr> <th>Year group</th> <th>PP (at GD)</th> <th>Non PP (at GD)</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 6</td> <td>11%</td> <td>20.5%</td> </tr> </tbody> </table> <p>Writing Spring 2 2020</p> <table border="1" data-bbox="696 1276 1211 1348"> <thead> <tr> <th>Year group</th> <th>PP (at GD)</th> <th>Non PP (at GD)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year group	PP (at GD)	Non PP (at GD)	Year 3	0%	0%	Year 4	0%	0%	Year 5	0%	0%	Year 6	0%	11.4%	Year group	PP (at GD)	Non PP (at GD)	Year 3	0%	0%	Year 4	0%	0%	Year 5	0%	0%	Year 6	11%	20.5%	Year group	PP (at GD)	Non PP (at GD)				<p>Maths and Literacy action plans for 2020-2021 to list strategies to move a greater % of students to Greater Depth.</p> <p>Additional TA support to target PP children to move from ARE to GD in R,W and M. TAs to use catch-up sessions, bespoke feedback and guidance and 1:1 intervention.</p>	<p>Literacy and Maths lead supported by the HT and DHT.</p>	<p>December 2020 April 2021 July 2021</p>
Year group	PP (at GD)	Non PP (at GD)																																							
Year 3	0%	0%																																							
Year 4	0%	0%																																							
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Year group	PP (at GD)	Non PP (at GD)																																							
Year 3	0%	0%																																							
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Year group	PP (at GD)	Non PP (at GD)																																							

Strategy up-dated termly

	term and Y6 pupils during Spring term.	Year 3	0%	0%				
		Year 4	0%	0%				
		Year 5	0%	0%				
		Year 6	0%	6.8%				
							Total budgeted cost	£5000
							Total budgeted cost	£3000
							Quality of Teaching for all total budgeted cost	£45,000
ii. Other approaches (Budgeted until March 31st 2019)								
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?			

Strategy up-dated termly

<p>F. Attendance Aim for 97% attendance for PP children in line with that expected for Non-PP children and above 2018-2019's figure of 96%</p> <p>.....</p>	<p>Target PP children to attend lunchtime and after school clubs</p> <ul style="list-style-type: none"> - Continue to work with families to help them apply for PP funding. - Ensuring that staff follow our first day calling procedures - Ensure all parents know how to apply for FSM. - Learning mentor maximises every opportunity for informal meetings and talks to parents to address any barriers they face getting their child in to school - School business manager informs staff of key dates - Use of targeted leaflet - Text messages - Website messages - LM to use Jigsaw Juice to ensure each PP child gets time with both LMs regularly. - Free school uniform supplied to PP children in July 2020 - Funded breakfast club places - Funded after school club places 	<p>2019-2020 (to feb half term) PP v non-PP 95.14 v 96.55</p> <p>2018-2019 PP v non-PP 95.42% v 97.09%</p> <p>2017-2018 PP v non-PP 94.56% v 97.23%</p> <p>2016-2017 PP v non-PP 94.25% v 97.16%</p>	<p>Regular checks on attendance data daily and a weekly review with HT 10 hours of additional EWO support to work with the families of PP children at risk of poor attendance/ punctuality. (£420).</p> <p>Termly report to governors on attendance.</p>	<p>Learning Mentor and HT</p>	<p>December 2020 April 2021 July 2021</p>
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Strategy up-dated termly

	<ul style="list-style-type: none"> - Fruit supplied to Year 5 children during morning break. 								
Total budgeted cost					£10,000				
<p>G. Behaviour</p> <p>There is a reduction in behaviour points of PP compared to Non-PP</p>	<ul style="list-style-type: none"> - Behaviour Monitoring by Head Teacher - Funded breakfast club places - Intervention when required and through use of school’s behaviour and rewards policy. - Contact and involvement of parents in managing their children’s behaviour. - Play leader during lunchtime breaks <p>Learning mentor ensuring that lessons almost always flow smoothly and that pupils are ready to learn including;</p> <ul style="list-style-type: none"> - Providing Jigsaw juice - Additional food when required - Additional clothing when required - Working with pupils on self-management of behaviour and building self-esteem 	<p>Records show that PP are of concern in terms of low level and sometimes more serious behaviours. In 2018/2019 records show that there were 17 fixed term exclusions. 41% of these exclusions were PP children. In 2019/2020 there was 1 half day fixed term exclusion which was a PP child. Team teach records show that there were these incidents reported:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>No. of teach teach incidents</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d3d3d3;"> </td> <td style="background-color: #d3d3d3;"> </td> </tr> </tbody> </table>	Year	No. of teach teach incidents			<p>Behaviour points logged and monitored on SIMS. Behaviour policy followed by all staff. Reduction of incidents reported on CPOMS with a reduction of specific categories e.g. playtime/lunchtime incidents. Exclusions reported to governors termly. Reduction of ‘team teach’ strategies used.</p>	HT and LM	<p>December 2020 April 2021 July 2021</p>
Year	No. of teach teach incidents								

Strategy up-dated termly

	Funding provided for position at the PRU if required.	2019-20	1			
		2018-19	6			
		2017-18	7			
<p>I. Social, emotional and mental health</p> <p>There is a reduction in the number of social, emotional and mental health incidents</p>	<ul style="list-style-type: none"> - Teaching Assistant available in each class for every morning - Homework club available for all pupils <p>Learning mentor support including:</p> <ul style="list-style-type: none"> - Jigsaw juice - Additional food and clothing provided when required - Individual and group work on self-management of behaviour and building self-esteem - Friendship groups - Rainbow group for children who have faced significant loss - Socially speaking groups <p>PP children have access to:</p> <ul style="list-style-type: none"> - ICT club - Music tuition - Breakfast club funded & after school childcare - After school clubs funded 	Number of social and emotional issues reported on CPOMS from 2019/2020 (school shut March 2020)	84	<p>Social, emotional and mental health incidents are recorded using CPOMS.</p> <p>All staff are trained in Safeguarding.</p> <p>PP children are prioritised places in after-school and lunchtime clubs.</p> <p>Learning mentors have termly supervision with HT.</p> <p>Governor responsible for safeguarding monitors this during annual visit.</p>	Learning mentors, DHT and HT.	December 2020 April 2021 July 2021
		Number of social and emotional issues reported on	147			

Strategy up-dated termly

	<ul style="list-style-type: none"> - Homework club - Play leader support at lunchtime <p>Extra-curricular enrichment activities (including funding provided to support PP children access Year 6 residential. Funded placement at the PRU if required.</p>	<p>CPOM S from 2018/ 2019</p>				
Total budgeted cost						£41,500
Other approaches total budgeted cost						£51,500
TOTAL PROJECTED BUDGETED COSTS FOR 2020/21						£96,500

Strategy up-dated termly

6. Review of expenditure				
Previous Academic Year				
				Total £

7. Additional detail
<p>Additional information used to inform the statement above</p>