

Glenfield Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Glenfield Primary School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathy Martin Headteacher
Pupil Premium lead	Kathy Martin Head Teacher
Governor / Trustee lead	Lucy Wiles, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83700
Recovery premium funding allocation this academic year	£9323 + £7335
Recovery premium funding carry forward	£30797
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£131155

Part A: Glenfield Primary School's Pupil Premium strategy plan

Statement of intent

Our key objective at Glenfield Primary School is to use the Pupil Premium grant to narrow the gap between pupil groups. As a school, we have a good track record of ensuring that all of our pupils make very good progress by the end of Key Stage 2 with many of our disadvantaged pupils making above expected progress. Historically, levels of attainment are lower for FSM children nationally and this is reflected at Glenfield Primary. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve in all areas of the curriculum and beyond, to close this attainment gap and ensure that the higher attaining pupils in this group continue to make good progress.

Within the Speech and Language Provision there is usually a larger proportion of disadvantaged pupils than in the mainstream school and many have further additional needs. Our aim is to ensure that these continue to make excellent progress and to ensure that their attainment improves year on year.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We want all our children to have access to the same opportunities whatever their socio-economic background as we believe that the development of the whole child's character will build their confidence and enhance life skills required to be a successful citizen in the future.

We strive to provide a culture where staff believe in ALL children, there are no excuses made for under-performance and staff adopt a 'can do' culture to overcoming barriers.

When analysing data, we will ensure that all staff are involved so that they are fully aware of the strengths and weaknesses across the school. This then leads to action planning for intervention groups.

We will ensure that all teaching staff are aware of who the Pupil Premium and vulnerable children are, and that all Pupil Premium children benefit from the funding, not just those who are under-performing.

Underachievement at all levels is targeted through teachers differentiating appropriately in class as well as the intervention groups and children's individual needs are considered carefully.

Here are some of the ways the funding is used at our school:

- Quality first teaching for English and maths
- Additional hours to support children in class
- Booster classes to boost literacy and maths skills through pre-teaching or intervention support
- Tutoring in small groups by class teacher
- Access to residential trips in Year 4 and Year 6
- Access to school visits in all year groups
- Access to instrument playing such as guitars, African Drumming and piano
- School milk scheme
- Uniform support
- Laptop or ipad to be used at home for the duration of the child's time at school
- Therapy services
- Mentoring/ELSA/Behaviour Mentor support
- Sports and enrichment clubs both during and after school
- Homework resources
- Equipment for home
- Support from Senior Leaders, Parent Officer and external Attendance Officer to improve attendance

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	School closure and home learning means gap has widened between PP pupils and Non-PP children in reading, writing and maths in terms of the numbers working on track and above.
2	Poor oracy skills due to increased time at home for our pupils, limited opportunity to talk, increased pressures and parents working longer hours and shifts mean less spare time with children to talk
3	Our disadvantaged pupils may have less access at home to resources, technology and first hand experiences to help them learn.
4	Our disadvantaged pupils have less access to extra-curricular activities outside of school to develop their social skills, creativity and keep healthy through physical fitness and healthy eating
5	A number of disadvantaged pupils require greater pastoral support due to circumstances at home which are affecting their well-being and achievement.
6	Parents of disadvantaged pupils often engage less with the school and know less about how their child is getting on both academically and socially.
7	40% of our disadvantaged pupils have identified additional learning needs and 13% have Education, Health and Care Plans and require support to access the curriculum.
8	Attendance for our disadvantaged pupils is lower than for other pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Priority 1: Improved reading, writing and mathematics skills	Pupils barriers to learning are identified as early as possible and strategies used by staff to support best progress possible: Phonics results for disadvantaged pupils are in line with non-disadvantaged pupils. Disadvantaged pupils make accelerated progress in reading, writing and mathematics and gaps in attainment between these pupils and non-disadvantaged pupils narrow significantly. Progress scores at the end of Key Stage 2 are above national figures in reading, writing and mathematics.
Priority 2: Improved oral language skills and vocabulary for all pupils	Monitoring demonstrates high expectations of oracy skills in all year groups. Speaking assessment data is inline with non PP children. Vocabulary in writing books is good for all pupils.
Priority 3: Improved access to resources. All pupils have access to a laptop or ipad at home and the relevant equipment to support home learning, research and reading.	All pupils have access to resources at home to complete homework, carry out research, access online newspaper articles etc to enhance their understanding of the world.
Priority 4: Improved access to sports clubs, enrichment activities and music provision	All pupils to have equal access to sports clubs and music provision to support skills development, well-being and feeling of success and confidence.
Priority 5: Improved access to pastoral support for children and advice for families who have have experienced trauma and enhanced provision for disadvantaged pupils who experience social, emotional and behavioural difficulties so that their needs are met, they have productive relationships with others, improved self-esteem and make at least expected progress	All identified pupils to have access to internal and external pastoral support funded by the school. Art therapy is provided for the most vulnerable pupils and ELSA support is provided for pupils who need it. Children experiencing behaviour difficulties are able to manage their behaviour and feelings more effectively.
Priority 6: Improved partnership for parents with access for parents to know how their child is getting on at school and to share information about how they are in the home setting	Parents of pupils who are vulnerable, disadvantaged or with SEND to have additional consultations with parents/carers each term to their child's class teacher, to share successes and worries and establish support required. Parents and carers are

	more engaged in supporting their children's learning and well-being.
Priority 7: Disadvantaged pupils with SEN make good progress and are supported to access the full school curriculum.	Identified pupils receive targeted and bespoke support to access learning. They have opportunities to work independently and integrate fully in the life of the school. Pupils from the Speech and Language Provision integrate with mainstream pupils where appropriate to enhance social skills, confidence and progress.
Priority 8: To improve attendance for disadvantaged pupils so that it is in line with all other pupils and above national levels.	Pupils at risk of poor attendance are identified early and support in place for families to ensure that they attend school regularly and issues impacting attendance are addressed. Attendance for all pupils is at least 96%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics review and training for EYFS, Y1, Y2 and Y3 staff.	Phonics underpins reading which supports all other areas of the curriculum. The government's reading framework has clear guidelines about the importance of phonics provision.	1
Foundation curriculum development and training	New curriculum to be developed to ensure small steps progression built in for each child which is progressive over the year and builds on child's attainment at each step. Research has shown that cognitive overload is common where termly targets are used as this does not reflect a child's development. Using development matters guidance and the research behind this, we want to develop the foundation curriculum to reflect this research. In this way all children, including our disadvantaged children will be	1

	taught the next steps in the correct order and at a pace which reflects their learning needs.	
Trauma training	It is important that staff are aware of the signs that trauma can present in our children and strategies to support the children. The Senco and other key staff need to attend training and ensure that information is shared and understood by all staff who work closely with children through additional staff training sessions.	5
Release senior leaders, subject leads and SENCo and Speech and Language Lead to observe, monitor, team teach to improve the teaching and learning of teaching staff and support staff.	CPD research has been carried out by the EEF. Having regular professional dialogue with colleagues enhances teaching skills. Direct and precise feedback of one target enables teachers to improve teaching is better than infrequent observations where several targets are given. Releasing leaders to monitor each week will support this practice.	1,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 tutoring for all year groups to accelerate learning and plug gaps in learning</p> <p>Autumn Term week beginning 6/9 –29/11</p> <p>Y1- Y6</p> <p>Release time for teachers to work with own children</p> <p>Y1 1 day per week</p> <p>Y2 -1/2 day per week</p>	<p>EEF research shows that small group work completed by the teacher rather than support staff or external agency has greater impact and tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>The following reasons are sited:</p> <ul style="list-style-type: none"> - Teachers know the children better and children know the class teacher better so they are more settled into the learning. - Teachers are able to link what has been taught in the small group session to the learning and achievements in class and ebbed the learning 	1,2,7

<p>Y3 ½ day week</p> <p>Y4-Y6 – 1 day a week</p> <p>SAL 1 day per week</p> <p>Total: 5 days a week in Autumn term x 12 weeks</p> <p>Spring term (pending review of data)</p> <p>FS-Y6 1 day a week</p> <p>7 days a week in Spring Term x 10 weeks</p> <p>SAL 1 day a week</p> <p>Summer term</p> <p>4 days per week x 6 TBA</p> <p>SAL 1 day per week</p>	<p>Teachers are more trained to use the best teaching resources, strategies and approaches to support the children</p> <p>All Pupil Premium children to be included in this and will be monitored by AHT and DHTs to track progress and advice amendments in approach where needed.</p>	
<p>Small group work and additional classroom support for pupils to support their progress.</p> <p>Teaching assistant support for pupils to work in small groups to complete pre-teaching and intervention activities.</p> <p>Primary Stars Intervention in Reading and Maths- Y3,Y4,Y5</p> <p>Y6 Maths Booster Sessions Autumn Term 6 weeks x 1 hour</p> <p>Y5 Booster Sessions Spring Term 6x 1hour</p>	<p>Many pupils have several months away from school due to Covid 19.</p> <p>We know that children who are eligible for Free school Meals or Pupil Premium may have not had the same level of access to online learning while being at home.</p> <p>We know that some pupils have not been completing as much work as home and that some families have found home learning an additional challenge due to lack of working space, family issues and other pressures.</p> <p>Ensuring that the children are having personalised learning support to ensure that their learning is specific, timely and ensures their rate of progress is similar to their peers.</p>	<p>1,2,7</p>

<p>Staff to write action plans to identify need and plan interventions and pre-teaching opportunities.</p> <p>Subject Leads to monitor Pupil Premium children and ensure interventions are of high quality.</p> <p>Class teachers to have termly progress meetings regarding pupil premium children and the progress made in reading, writing and maths</p> <p>Additional support each term for class teacher to discuss learning/gain pupil voice with each eligible pupil.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased support for parents to discuss the child's educational progress and involve them in their learning journey over the year.</p> <p>Teachers to spend time with parents to build up support, relationship with school and discussing progress with ideas of how parents can support at home.</p>	<p>Research from EEF shows that parents involvement helps the child at school and is important for the child's well-being and academic progress.</p>	<p>6</p>
<p>Enhanced provision for disadvantaged pupils who experience social, emotional and behavioural</p>	<p>Some pupils have experienced difficulties and faced additional challenges during</p>	<p>5</p>

<p>difficulties so that their needs are met, they have productive relationships with others, improved self-esteem and make at least expected progress</p> <p>ELSA support for pupils most in need. Referral system and monitoring of progress.</p> <p>Behaviour Mentor to develop social group intervention and use more robust measures to monitor progress in these area.</p> <p>Art Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</p> <p>Parent officer to support parents and signpost to services.</p>	<p>school closure and will need support to manage feelings</p> <p>EEF Toolkit states “Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</p> <p>And “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p> <p>Some pupils who may not receive support from external agencies, need support to focus and manage feelings if they are to fully access learning and achieve their potential.</p>	
<p>Parent Officer to follow up any absence swiftly and liaise with parents to improve any poor attendance and address any issues relating to absence, particularly with FSM pupils with persistent absence.</p> <p>Ensure that parents and carers understand the implications of poor attendance and that they are kept informed of their child's attendance figures.</p>	<p>Attendance in school is very important, especially after periods of home learning.</p> <p>School data indicates a close link between PP pupils who made less than expected progress and poor school attendance.</p> <p>.Persistent Absence levels were higher amongst eligible pupils in 20/21</p> <p>EEF Research indicates the impact of parental engagement on Pupils attainment and progress,</p> <p>Families have been through very tricky times and are dealing with very difficult and challenging home situations.</p>	1,8
<p>To ensure a personalised use of PP to support talents / aspirations and</p>	<p>Some of the parents of the most vulnerable pupils struggle to support events and to</p>	3,4

<p>ensure equality of access to all extra curricular activities and events.</p> <p>Teachers to meet with parents/carers of all PP pupils regarding aspirations and provision of enrichment activities.</p> <p>After School Clubs Coordinator to ensure that all PP pupils have access to all clubs and enrichment activities.</p> <p>50% Funding for educational visits, residentials (19 pupils) music lessons -piano, guitar, African Drumming</p> <p>IT device upkeep, replacement, licenses and security update for home laptops</p>	<p>provide stimulating enrichment activities for their children out of school.</p> <p>Some families have found it difficult to support with homework and make transition to home-learning, where necessary. EEF research demonstrates that ensuring access to technology is key, particularly for disadvantaged pupils</p>	
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Total budgeted cost: £ 131155

Part B: Glenfield Primary School Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Total allocated	£90942						
Total spent	£90942						
Total carried forward	£0						
Quality 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)	Actual spend	
To raise the attainment and of all disadvantaged pupils in reading, writing and Maths so that the proportion of pupils achieving the expected standard or above is similar to national in all year groups	The attainment of disadvantaged pupils to continue to have a high profile through all development work: School Development Plan, Pupil Progress Meetings and Performance Management. Increased support within class to ensure that the needs of all pupils are identified and addressed and grouped effectively.	There is no national data for 2021.			Regular Progress meetings continue to be effective and have raised attainment to some extent. The pupil interviews allowed staff to ascertain the confidence levels and well-being of pupils and to gather further understanding of their experiences during the 2020 lockdown. However, to the school closure period in January – March had a further impact on the attainment results of these pupils. Before this, support from subject leaders has started to have a greater impact..	Progress meetings each term with staff to monitor and track objectives: £800 Subject Leader Release Time to monitor, evaluate and support: £400 TA support: In class group work and pupil interviews following Lockdown: £15000	
		Attainment					
		All PP Pupils	On Track or higher				+/-
			19/20	20/21			
		Reading	11%	37%			26%
		Writing	13%	26%			13%
Maths	11%	35%	24%				
Combined	9%	26%	16%				
		Although attainment increased in all subjects, the proportion of disadvantaged pupils working at the expected standard remains lower than for other pupils.					
.To ensure that all disadvantaged pupils make at least expected progress from starting points at the end of KS1	Ensure that the needs of disadvantaged pupils are given a high profile across the school and that assessment is used effectively to inform	When comparing their attainment at the end of Key Stage 2, 10/14 Year 6 pupils had made at least expected progress over the Key Stage in reading. 5 pupils had made accelerated progress (more than 24 points). 11/14 made expected progress or better in writing and 9/14 pupils in mathematics.			The progress made since Key Stage 1, despite 2 lockdowns demonstrates that over time, these approaches are effective. Senco support for teachers and pupils had an impact on progress over the year.	Release time for meetings with parents and carers: £600 Release time for SENCO/SAL Lead: £400	

and KS2 by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning through character education.	<p>teaching and learning.</p> <p>Improve and build on provision of pupil voice to raise self-esteem and ensure improved interaction.</p> <p>Aim for the Progress of eligible pupils in Year 6 to be above average for all pupils.</p> <p>Ensure that eligible pupils with SEND make excellent progress</p>	<p>The average progress over the year for eligible Y6 pupils with SEN Support was 9 steps but 5.4 steps for the 5 eligible pupils with EHCPs.</p> <p>At the end of Key stage 1 in 2021, 3/6 pupils had made expected progress over the key stage.</p>	<p>TAs continued interventions during the January lockdown for disadvantaged pupils, but some younger children found engagement with remote learning more difficult.</p> <p>Meetings with parents and the contact between parents and teachers during isolations and closures supported gains in progress and regular contact meetings will be enhanced in 2021-2022.</p>	Intervention by TAs: £15000
To ensure that IT provision improves so that all pupils can access online/blended learning successfully, leading to improved outcomes across the curriculum.	Purchase Laptops and ipads for eligible pupils	The roll out of devices led to greater engagement, not only during school closures but with homework on TEAMS since reopening.	<p>All eligible pupils now have devices to support their learning. This has been valued by parents and pupils.</p> <p>Ipads are easier for the younger children so children in reception and Year 1 will have an ipad, Children in Y2-Y6 will have a laptop to use during their period of time with us. We have purchased a level of security to install on each laptop to support parents in keeping their children safe but will ensure that additional training for parents is given.</p> <p>Parent and child feedback was positive.</p> <p>The continued impact of this will be monitored and rolled out for the next cohort of eligible pupils.</p>	<p>14 Ipads £3,780.98</p> <p>10 laptops £4,899.90</p>

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)	Actual spend								
To ensure that all disadvantaged pupils make expected progress or better from their	All staff to be accountable for the progress of pupils SENDCo and SALLLead to support	<p>Progress 2020-2021</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>9</td> <td>7</td> <td>9.2</td> </tr> </tbody> </table>		R	W	M	Year 1	9	7	9.2	Small group intervention work in maths from Primary Stars had the greatest impact on progress in Years 4-6 in mathematics.	Release time for SENCO/SAL Lead: £300
	R	W	M									
Year 1	9	7	9.2									

<p>statutory milestones and that progress for disadvantaged pupils is above average by the end of KS2.</p>	<p>staff with planning, teaching and assessment.</p> <p>LCFC Primary Stars Intervention for eligible pupils in Years 3,4,5,6</p> <p>Monitoring of the effective use of TAs, modelling by teachers,</p> <p>Opportunities to share good practice.</p> <p>Small group interventions in writing, maths and reading, including booster classes taught by teachers.</p>	<table border="1"> <tr> <td>6 pupils</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td>6</td> <td>6</td> <td>6.9</td> </tr> <tr> <td>6 pupils</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td>6.0</td> <td>6.0</td> <td>4.6</td> </tr> <tr> <td>6 pupils</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td>5.5</td> <td>5.4</td> <td>6.1</td> </tr> <tr> <td>8 pupils</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td>5.5</td> <td>5.8</td> <td>7.5</td> </tr> <tr> <td>16 pupils</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td>7.5</td> <td>7.4</td> <td>7.1</td> </tr> <tr> <td>14 pupils</td> <td></td> <td></td> <td></td> </tr> </table>	6 pupils				Year 2	6	6	6.9	6 pupils				Year 3	6.0	6.0	4.6	6 pupils				Year 4	5.5	5.4	6.1	8 pupils				Year 5	5.5	5.8	7.5	16 pupils				Year 6	7.5	7.4	7.1	14 pupils				<p>Monitoring demonstrated that the impact was most effective when TAs were deployed predominantly to work with groups within classrooms, where good teaching was modelled, in addition to small group intervention work.</p>	<p>TA targeted support: £15000</p> <p>LCFC Primary Stars (Proportion): £700</p>
6 pupils																																																
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<p>To develop enhanced provision for disadvantaged pupils who experience social, emotional and behavioural difficulties so that their needs are met, they have productive relationships with others, improved self-esteem and make at least expected progress</p>	<p>Mindfulness embedded in all classes.</p> <p>ELSA support for pupils most in need.</p> <p>Referral system and monitoring of progress.</p> <p>Behaviour Mentor to develop social group intervention and use more robust measures to monitor progress in these area.</p> <p>Art Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</p> <p>Parent officer to support parents and signpost to services.</p>	<p>Individual support for pupils through ELSA work had an impact on self-esteem.</p> <p>This was able to continue throughout the year and remotely during school closures and periods of isolation.</p> <p>Art Therapy continued for most vulnerable pupils who were experiencing significant family trauma or difficult home circumstances.</p> <p>The newly appointed behaviour mentor in the Autumn Term quickly identified pupils for targeted support. Social groups continued during the lockdown and the number of incidents were reduced significantly.</p> <p>Parent Officer support focussed on disadvantaged pupils and their families throughout the year and during school closure and isolation led to increased trust and collaboration with previously hard to reach parents.</p> <p>Throughout the Year, contact with parents in the SAL Provision increased and resources were supplied based on discussions with parents and pupils</p>	<p>Ensuring that ELSA support was unaffected by lockdown ensured that children's emotional needs were met. The majority of pupils referred following the first lockdown no longer require support.</p> <p>Enhanced provision for pupils with emotional needs has led to greater confidence and resilience. Parents and children have indicated how much they value the pastoral care in place and having this support has enabled pupils to work more effectively and build better relationships.</p> <p>In 2021-2022, the school has plans to build in more monitoring systems for this so the impact can be tracked using greater pupil voice and feedback from teachers.</p>	<p>ELSA Practitioner support for individuals: £4500</p> <p>Behaviour Mentor social group intervention: £4000</p> <p>Art Therapy for eligible pupils: £5075</p> <p>Parent Officer support: £10000</p> <p>Additional Resources for eligible SAL pupils to use at home: £710</p>																																												

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)	Actual spend
Improve Attendance for disadvantaged pupils.	<p>Parent Officer to follow up any absence swiftly and liaise with parents to improve any poor attendance and address any issues relating to absence, particularly with FSM pupils with persistent absence.</p> <p>Ensure that parents and carers understand the implications of poor attendance and that they are kept informed of their child's attendance figures.</p>	Overall for the year, the attendance for eligible pupils was 94.3%. This is lower than the figure for non Pupil Premium (97%)	<p>Attendance for eligible pupils is still below national levels.</p> <p>It is crucial that all pupils attend school as regularly as possible and that a stringent approach continues next year.</p> <p>The school will also use the services of the attendance officer in 2021-22 to support the work of the parent officer with more challenging cases.</p>	Parent Officer liaison with eligible parents and administration: £2500
Continue to ensure a personalised use of PP to support talents / aspirations and ensure equality of access to all extra-curricular activities and events.	<p>Teachers to meet with parents/carers of all PP pupils regarding aspirations and provision of enrichment activities.</p> <p>After School Clubs Coordinator to ensure that all PP pupils have access to clubs.</p> <p>50% Funding for educational visits, music lessons</p>	<p>Music lessons for individual pupils and After School Clubs were reintroduced following school reopening.</p> <p>Parents appreciated additional resources to use at home with children as they had additional costs due to the lockdown. The parent officer contacted all parents to discuss the individual needs of their children so that appropriate resources were obtained.</p>	<p>All 16 eligible pupils to take part in the residential trip.</p> <p>Parents and pupils were pleased to have access to the additional extra curricular activities. Music lessons were offered to all eligible pupils.</p> <p>The Behaviour mentor coordinated after school clubs to ensure that all disadvantaged pupils were encouraged to attend.</p> <p>Continued access to these opportunities will continue next year.</p>	<p>Additional resources for eligible pupils during lockdown: £527</p> <p>Educational Visits (Y6 Warning Zone 14 pupils) £112</p> <p>Residential Visit Y5 (16 pupils) £3624</p> <p>Music lessons for eligible pupils (African drumming £660 (11 pupils x 10 weeks);</p> <p>Piano £88 (1 pupil x 11 weeks)</p> <p>School uniform for vulnerable pupil: £75</p> <p>Behaviour Mentor support for After School Clubs: £360</p>

				Equipment for eligible pupils: £1,684 Contribution to cost of Online FSM portal: £146
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Externally provided programmes

Programme	Provider
Art Therapy	J Patel. registered with the Health and Care Professionals Council and a member of the British Association of Art Therapists.