

## Pupil Premium Strategy Statement 2020 – 2021

1. Summary information					
<b>School</b>	Glenfield Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£82,045	<b>Date of most recent PP Review</b>	January 2017
<b>Total number of pupils</b>	424	<b>Number of pupils eligible for PP</b>	61	<b>Date for next internal review of this strategy</b>	September 2021
<b>Attendance for PP children Aug 2019-March 2020</b>	93%	<b>Attendance for whole school Aug 2019 -March 2020</b>	95.1%	<b>Attendance target for whole school</b>	96%

2. Current Attainment:		
Key Stage 1 Internal data March 2020 (2/58 pupils)		
% pupils achieving at least the expected standard	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% attaining combined in reading, writing and maths	0%	53%
% attaining expected standards in reading	0%	69.6%
% attaining expected standards in writing	0%	71.4%
% attaining expected standards in mathematics	0%	75%
Key Stage 2 Internal data March 2020 (19/63 pupils)		
% pupils achieving at least the expected standard by the end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% attaining expected standards in reading, writing and maths	52.6%	79.5%
% attaining expected standard in reading	52.6%	84.1%
% attaining expected standard in writing	52.6%	86.4%
% attaining expected standards in mathematics	52.6%	81.8%
Current Average progress: School closure meant that the key stage tests did not take place so data of progress is based on TA up until end of Spring term 2020 (24 points expected by end of Summer Term)		
<i>Progress measured over time using statutory assessment milestones (End of KS1 – Spring Term Y6, KS2)</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>Progress in reading</b>	22.3	22.6

<b>Progress in writing</b>	19.8	21.9
<b>Progress in maths</b>	21.7	21.8

### 3. 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)

<b>A.</b>	Combined Attainment for Reading Writing and Maths is generally lower than for non-eligible pupils in all year groups.(Based on Spring 2 Data 2020)
<b>B.</b>	Pupils need to make accelerated progress, in particular: Y2 Writing, Y4 Mathematics Y5 Reading (Based on Spring 2 Data 2020)
<b>C.</b>	School closure, home learning for 6 months means gap may widen between PP pupils and Non PP children
<b>D.</b>	Less access to IT provision at home for 6 months, gap widening for these pupils

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

<b>E.</b>	A number of eligible pupils have do not have appropriate access to IT devices at home.
<b>F.</b>	Attendance is poorer amongst pupils eligible for PP funding/ FSM
<b>G.</b>	A number of pupils eligible for PP funding require greater pastoral support and access to enrichment activities due to circumstances at home which are affecting their well-being and achievement.
<b>H.</b>	Some children find working at home, including weekly home work, more difficult due to home circumstances.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Greater numbers of pupils reaching expected standards across the school in all subjects. Continue to access the EEF Toolkit in order to develop areas which have had the most impact on progress and attainment. Year 4 and 5 pupils to engage in Primary Stars Programme.	The percentages of pupils eligible for PP funding who are working at ARE or above increases in all year groups. EYFS, Phonics,KS1 and KS2 outcomes for PP pupils are close to, or better than nationally, particularly for mainstream pupils.
<b>B.</b>	Ensure that all pupils make at least expected progress by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning.	All pupils eligible for PP funding make expected or better progress from their starting points in Reading, Writing and Maths
<b>C.</b>	Work to narrow/ eliminate gaps in learning exacerbated by school closure Summer Term 2020.	Gaps are identified early and pupils are given effective support to address difficulties.
<b>D.</b>	Ensure that inequalities and barriers are addressed so that all pupils have access to online work, homework support and guidance.	All eligible pupils complete work set, leading to improved outcomes and confidence.
<b>E.</b>	Pupils eligible to PP Funding have enhanced access to extra-curricular opportunities and Educational Visits and opportunities to represent and contribute to the school.	All eligible children attend extra-curricular activities of their choice and participation in music tuition increases.(Spring and Summer Term)
<b>F.</b>	Attendance of eligible pupils to be tracked on a weekly basis and any absences to be followed up. Work with attendance officer were necessary to ensure that all pupils are attending regularly.	Attendance improves for all pupils eligible for funding so that it continues to be above the national rates for this group and closer to other pupils. Persistent

		absence improves for this group of pupils so that it is closer to the national average for all pupils.
<b>G.</b>	Pastoral support to be provided where required for pupils dealing with bereavement, separation, safeguarding	Vulnerable pupils' well-being improves and they feel safe, ready to learn and confident.
<b>H.</b>	Parent Officer to ensure that parental engagement improves and all parents are kept informed and supported. Eligible pupils have additional access to resources and support with homework.	Parents are more confident when supporting children with learning and engagement with school increases.

5. Review of expenditure				
Previous Academic Year		2019-2020:		
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 (To March 2020, unless indicated)
<p>To raise the attainment 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 and more eligible pupils (10%) are working above the expected standard in writing and maths by the end of the year..</p>	<p>The attainment of disadvantaged pupils continued to have a high profile which threaded through all development work: School Development Plan, Pupil Progress Meetings and Performance Management.</p> <p>Increased support within class to ensure that the needs of all pupils are identified and addressed and grouped effectively.</p> <p>Worked to ensure that pupils were involved in their learning and could plan, monitor and evaluate their learning in class.</p>	<p>There were still significant attainment gaps between disadvantaged and non-disadvantaged pupils in March 2020, which may have increased further following school closure In March.</p> <p><b>Based on Spring Term data 2020:</b>  <b>EYFS (1 pupil):</b> Pupil on track to meet Early Learning Goals and GLD  <b>Y1 (4 pupils)-</b>50% Combined RWM, 50% Reading, 50% Writing, 75% Maths  <b>KS1 [Y2]- (2 pupils)-</b> Both pupils still working below expected in all 3 subjects. Both pupils  <b>SEND-</b> 1 EHCP significant Learning delay, 1 had external involvement progress on track with peers.  <b>Y3 (7 pupils)</b> 3 pupils (43%) combined RWM Reading 57%, Writing 43%, Maths 57%. Progress in maths was better than expected for this group of pupils.2 EHCPs.1 pupil working significantly above expected in reading.  <b>Y4 (16 pupils)</b> 6 pupils (38%) Expected RWM. Reading 50%, Writing 38%, Maths 43%. 2 EHCPs. Progress overall was expected and in line with peers.  <b>Y5 (16 pupils)</b> 6 pupils (38%) Expected RWM. Reading 38%, Writing 38%, Maths 43% 7 EHCPS (6 in Speech and Language Provision) 2 PP pupils working above in all 3 subjects.  <b>Y6– (19 pupils)-</b> 10 pupils (52%) expected standard in RWM, also in each subject individually.!0% of PP pupils working above expected in Reading and Writing. % children (All SEN did not make expected progress in the 3 subjects.</p>	<p>Regular Pupil Premium Updates on all PP pupils ensured continued raised profile. However, work to be done to make these more tailored and to ensure that they reflect all aspects of learning and well-being. There needs to be a more rigorous whole school approach to raise attainment of eligible pupils. Training for Teachers and support staff based on EEF Research to be prioritised in 2020-2021.</p> <p>The school needs to maintain the target to eradicate the gaps between PP and non PP pupils in all year groups, whilst ensuring that standards continue to rise for all pupils.</p>	<p><b>Classroom Support: £22700</b></p>

<p>To ensure that all disadvantaged pupils make at least expected progress from starting points at the end of KS1 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>	<p>Ensure that the needs of disadvantaged pupils are given a high profile across the school and that assessment is used effectively to inform teaching and learning.</p> <p>Continue to take a flexible approach to groupings within class, ensuring high expectations for all pupils</p> <p>SENDCo and Speech and Language Lead to monitor and support the learning of pupils who are underperforming.</p> <p>Aim for the Progress of eligible pupils in Year 6 to be above average for all pupils.</p>	<p>By March 2020, eligible pupils in Y6 (19 pupils) had made good progress since Summer 2019, with 6 pupils making accelerated progress in reading, 10 in writing and 6 in maths.</p> <p>In most year groups, progress over 2 terms was similar for eligible and non-eligible pupils, with the following exceptions:</p> <p>Y1 Writing Y3 Mathematics Y5 Reading</p> <p>In Y2, both eligible pupils had made accelerated progress from their EYFS starting points</p>	<p>All staff need to continue to develop their understanding of each individual's barriers to learning and the actions needed to ensure the issues are addressed so that all eligible pupils make accelerated progress.</p> <p>Continue whole school approach to the values of Route to Resilience and involve parents in this work.</p> <p>Generally, SEND (EHCP pupils) who are not making sufficient progress. Coordination needs to be enhanced to identify reasons for this.</p>	<p><b>Progress Meetings: £900</b> <b>Release Time: £750</b></p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To ensure that all disadvantaged pupils, especially those with low prior attainment in Years 2-5 make accelerated progress towards expectations for their year group.</p>	<p>All staff to be accountable for the progress of pupils</p> <p>SENDCo and SP Lang Lead to support staff with planning, teaching and assessment.</p> <p>LCFC Primary Stars Intervention for eligible pupils in Years 3,4,5.</p> <p>Monitoring of the effective use of TAs, modelling by teachers, TA Performance Management and CPD</p> <p>Opportunities to share good practice.</p> <p>Small group interventions in writing.</p>	<p><b>Y3</b> - PP pupils with prior Low attainment. 2 made accelerated progress.</p> <p><b>Y4</b> 11/16 pupils had prior Low attainment. Of these, 5 made expected progress and 3 made exceptional progress in Reading, 4 in Mathematics.</p> <p><b>Y5</b> 11/16 PP pupils had low prior attainment, 3 made accelerated progress in writing and 4 in maths.</p> <p><b>Y6</b> 13 PP pupils had low prior attainment, 7 made accelerated progress in writing, 5 in reading and maths.</p>	<p>Children with lower attainment are making progress, in some cases, excellent progress but by then of year 6, this is not always enough to meet expected standards..</p>	<p><b>LCFC Primary Stars: (proportion) £500</b></p> <p><b>TA Support: £14300</b></p>

<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. Mentoring Programme to be enhanced for all eligible pupils, referred by class teachers. ELSA support for pupils most in need. Referral system and monitoring of progress. Behaviour Mentor to develop social group intervention and use more robust measures to monitor progress in these areas. Parent workshops, events and meetings organised by parent officer to support parents. PHSE curriculum developed for all pupils. Lunchtime clubs organised to address the interests of vulnerable</p>	<p>Pupils with ELSa support showed progress emotionally over time.  Staff absence led to some inconsistencies. In delivery of social groups and programmes.  Lunchtime clubs and "Happy lunchtimes" training had positive effect – Feb (Launch)- March</p>	<p>New Behaviour Mentor appointed June 2020- instrumental in adapting behaviour policy.in behaviour policy.  Midday supervisors- continue with the Happy Lunchtime Programme. This raised their status and provided tools for support and engagement.</p>	<p><b>Behaviour Mentor: £9900</b></p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Improve Attendance for disadvantaged pupils.</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. Ensure that parents and carers understand the implications of poor attendance and that they are kept informed of their child's attendance figures. (When it improves as well as when it is declining.)</p>	<p>Figures for Autumn Term 2019- 5% difference in attendance between FSM pupils and non FSM pupils. Some figures were impacted by families leaving the area and pupils staying on roll as new school places were found Improvements made during Spring Term following support for pupils and parents.</p>	<p>A monthly analysis will be carried out and action taken immediately to improve attendance. Targets will be set for pupils whose attendance falls below 95%. Whole school to be involved in encouraging good attendance and swift action taken as soon as issues arise.</p>	<p><b>Parent Officer: £4600</b></p>

Enhanced pastoral provision for most vulnerable pupils .	Increased communication with harder to reach parents to ensure they support the education of their pupils and feel welcome and valued at school events.	Engagement from SEN parents was improved. Pupils accessing art, drama and equine therapy: Impact on general attitude to work and behaviour were good.  <b>Summer Activity Club 2020 for PP Pupils</b>	Therapy programmes to continue for most vulnerable pupils.  Parent Officer and Speech and Language Lead to liaise further, particularly regarding remote support for parents.	<b>Art Therapy: £3100</b> <b>Equine Therapy: £670</b> <b>Summer Club: £280</b>
Continue to ensure a personalised use of PP to support talents / aspirations and ensure equality of access to all extra-curricular activities and events.	Teachers to meet with parents/carers of all PP pupils regarding aspirations and provision of enrichment activities. After School Clubs Coordinator to ensure that all PP pupils have access to clubs. 50% Funding for educational visits, music lessons, after school clubs and holiday clubs. Speech and Language Lead to organise a range of events for parents to visit the school and meet other parents. Transport to be arranged for these pupils and their parents if necessary.	After School Clubs- well attended. Parents consulted about interests during consultation evenings led to increased take up. This had a good effect. Musical instrument instruction – 15 PP pupils had regular lessons, up from 4 the previous year. His was due to proactive approach by music subject leader.  Horse riding sessions for PP pupils raised self esteem and was the result of pupil interviews.  <b>Activity packs sent out to families, during school closure. Included craft materials, books, games and puzzles.</b>	Pupil Interviews and parent consultation were enlightening and led to improved provision for pupils. Pupil voice to have greater emphasis in 2020-2021.	<b>Music Lessons: £3670</b> <b>Transport to Events: £420</b> <b>Educational Visits: £871</b> <b>Residential Visits: £3821</b> <b>Activity Packs: £250</b> <b>After School Clubs: £80</b>

## 6. Planned expenditure

**Academic year**      **2020-2021**      **Total budget = 62 x £1345 per child = £ 82045 (+ £16,019 carried over)**

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
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 which threads 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.	EEF Toolkit demonstrates the impact of QFT, led by the class teacher, metacognitive strategies and effective grouping of pupils on pupil attainment.	Regular meetings to focus on the range of barriers to learning experienced by pupils and their attainment and progress. Regular updates for all staff through staff meetings and weekly briefings to evaluate what actions are being taken to address barriers to learning. Frequent monitoring of the work of PP Pupils to include monitoring of feedback and marking, participation during lessons and the level of expectations.	All Staff  SLT  SENDCo	January 2020

	Ensure that pupils are involved in their learning and can plan, monitor and evaluate their learning in class.		Pupil Progress Meetings and Action Plans to be evaluated SLT, ensuring that children are tracked carefully and that outcomes are measurable. Pupil Premium Updates every 4 weeks, which identify barriers, actions taken, impact and next steps.	All staff	
To ensure that all disadvantaged pupils make at least expected progress from starting points at the end of KS1 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>Ensure that the needs of disadvantaged pupils are given a high profile across the school and that assessment is used effectively to inform 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. Ensure that eligible pupils with SEND make excellent progress from starting points.</p>	<p>Monitoring evidence demonstrated that in classes where the adults maintained high expectations, involved pupils fully in their learning and took a flexible approach intervention, closely tracked underperforming pupils and used assessment data and observations to inform teaching and learning the best progress was achieved. They built strong relationships with children and valued their contributions, provided effective feedback.</p> <p>EEF Toolkit demonstrates that character related approaches are most effective when specifically linked to learning.</p>	<p>Meetings with Parents of eligible to pupils to discuss support and focus on areas of strength.</p> <p>Build on the good practice demonstrated in areas of the school that have been most successful through peer to peer support, classroom studies.</p> <p>Effective Teaching non-negotiables established and closely monitored by SLT through learning walks, lesson observations, work audits and pupil interviews. Enhanced monitoring by SLT of individual underperforming pupils.</p> <p>Continued focus on the latest EEF and other research, feeding into practice. Eg .Effective feedback, Social and Emotional Learning, Metacognition.</p> <p>Character Education to continue to be embedded in all learning experiences through Route to Resilience Values and PHSE</p> <p>SENDCo/ Speech and Language Lead to monitor and support the teaching of pupils with prior lower attainment.</p> <p>Speech and Language Lead to monitor eligible pupils in the provision and support staff to ensure that teaching is always effective and good progress is expected.</p>	All Staff	Ongoing
To ensure that IT provision in the school improves so that all pupils can access online/blended learning successfully, leading to improved outcomes across the curriculum.	. Training for staff with how to use ipads effectively to improve learning across the curriculum . Purchase 32 ipads, cases, relevant licenses and charging trolley for pupils to use	During school closure, some pupils were not able to access resources or needed printed versions to be delivered. Some families did not have It skills to support and some children were unable to access work independently. All pupils need a good level of IT skills and to have sufficient resources in school to do this.	<p>Good value for money ensured through correct procurement process.</p> <p>Training to ensure ipads are used effectively by staff.</p>		

<p><b>Intervention for all Pupil Premium pupils</b> £13000  <b>Class support for children</b> £11000  <b>½ termly progress meetings each term with staff to monitor and track objectives (proportion)</b> £1100  <b>Subject Leader Release Time to monitor, evaluate and support</b> £2000  <b>Release time for meetings with parents and carers</b> £1550  <b>Pupil Premium Updates</b> £1800  <b>lpads, cases and trolley</b> £13920  <b>£44370</b></p>
---

## ii. Targeted support 2019-2020

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To ensure that all disadvantaged pupils make expected progress or better from their statutory milestones and that progress for disadvantaged pupils is above average by the end of KS2.	<p>All staff to be accountable for the progress of pupils</p> <p>SENDCo and SP Lang Lead to support staff with planning, teaching and assessment.</p> <p>LCFC Primary Stars Intervention for eligible pupils in Years 4,5,6</p> <p>Monitoring of the effective use of TAs, modelling by teachers, TA Performance Management and CPD</p> <p>Opportunities to share good practice.</p> <p>Small group interventions in writing, maths and reading, including booster classes taught by teachers.</p>	<p>Pupil interviews carried out last academic year provided invaluable information about pupils' aspirations, interests and concerns.</p> <p>42% of eligible pupils are also SEND.</p> <p>Progress for eligible pupils in Year groups with LCFC intervention were improved.</p>	<p>Targeted approach to PP Updates which include more emphasis on pupil voice. (Themed approach)</p> <p>Refinement of all teaching strategies to maximise progress (ensuring expected progress targets are achieved for all pupils.)</p> <p>Monitoring of all interventions, including Primary Stars to ensure that barriers to learning are addressed.</p> <p>Lesson observations and feedback takes place, with regular monitoring to ensure feedback has been acted upon.</p> <p>SENDCo and Speech and Language Lead to ensure that all pupils are closely tracked and staff are supported to address any gaps in progress.</p>	<p>SENDCO</p> <p>Sp&amp; Lang. Lead</p> <p>SLT</p> <p>All Staff</p> <p>PP</p> <p>Champion</p>	Termly

<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. ELSA support for pupils most in need. Referral system and monitoring of progress. Behaviour Mentor to develop social group intervention and use more robust measures to monitor progress in these areas.</p> <p>Parent workshops, events and meetings organised by parent officer to support parents.</p> <p>Lunchtime clubs organised to address the interests of vulnerable pupils.</p> <p>Art Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</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.” 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>Planning and training delivered to ensure staff are aware of their accountability</p> <p>Social groups to be closely monitored and use of trackers, pupil and parent questionnaires to assess progress made.</p> <p>Increase ELSA Provision School to continue involvement in Mentally Healthy Schools and to use guidance and support from MindEd and Schools In Mind to improve provision.</p>	<p>Behaviour Mentor SLT All Staff Parent Officer</p>	
<p><b>Small group intervention for PP children in maths, writing and reading 1:1 and group behaviour and social emotional support from Behaviour Mentor</b></p> <p><b>Lunchtime Provision</b></p> <p><b>ELSA Support</b></p> <p><b>Art Therapy</b></p> <p><b>Resources</b></p> <p><b>Pupil Interviews x 3</b></p> <p><b>Release for PP Champion</b></p> <p><b>Total budgeted cost</b></p>					<p><b>£14000</b></p> <p><b>£5500</b></p> <p><b>£1000</b></p> <p><b>£4500</b></p> <p><b>£6500</b></p> <p><b>£1500</b></p> <p><b>£2325</b></p> <p><b>£600</b></p> <p><b>£35925</b></p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<p>Improve Attendance for disadvantaged pupils.</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. Ensure that parents and carers understand the implications of poor attendance and that they are</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 for pupils eligible for FSM for AUT &amp; SPR was 19%-1.2% above national.</p>	<p>Close tracking of pupil attendance of all groups to be tracked closely and followed up. Parents kept informed about the impact on progress. Regular meetings with attendance officer and school's parent officer. CPOMS to be used to track attendance and for all staff to raise any concerns regarding punctuality and attendance.</p>	<p>SLT Parent Officer All staff</p>	<p>Ongoing</p>

	kept informed of their child's attendance figures. (When it improves as well as when it is declining.)	EEF Research indicates the impact of parental engagement on Pupils attainment and progress,			
Enhanced pastoral provision for most vulnerable pupils .	Increased communication with harder to reach parents to ensure they support the education of their pupils	There is well-established evidence that parental involvement in education has a positive effect on the achievement of pupils. 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. Some pupils have experienced difficulties and faced additional challenges during school closure and will need support to manage feelings.	Parent Officer logs to be monitored and impact of work to be discussed regularly with SLT.  Art therapy notes to be shared with HT weekly and any concerns to be addressed.	Parent Officer SLT All staff	December 2020 April 2021
Continue to ensure a personalised use of PP to support talents / aspirations and ensure equality of access to all extra curricular activities and events.	Teachers to meet with parents/carers of all PP pupils regarding aspirations and provision of enrichment activities. After School Clubs Coordinator to ensure that all PP pupils have access to clubs.(Spring and SummerTerms) 50% Funding for educational visits, music lessons (Spring and Summer)	Some of the parents of the most vulnerable pupils struggle to support events and to provide stimulating enrichment activities for their children out of school.  Some families have found it difficult to support with home work and make transition to home-learning, where necessary,	SLT to monitor meetings with parents to ensure provision is in place. Music coordinator to monitor the numbers of PP pupils taking part in music lessons. Admin staff to ensure that parents of disadvantaged pupils are aware of funding for different activities and events.  Homework clubs to be organised per year group to further improve use of IT and to ensure that children are supported.	SLT  All Staff Parent Officer Office Manager After School Clubs Coordinator Speech and language Lead.	Half Termly

<b>Support to attend residential for pupils in Year 4 and Year 6</b>	<b>£5000</b>
<b>Support for all PP pupils to attend day visits 50%</b>	<b>£1500</b>
<b>Music tuition 50%</b>	<b>£1500</b>
<b>After school Clubs</b>	<b>£500</b>
<b>Year Group Homework Provision ( 6x12 hours support)</b>	<b>£720</b>
<b>School Milk</b>	<b>£700</b>
<b>Parent Officer Liaison with parents of eligible pupils</b>	<b>£5000</b>
<b>CPOMS</b>	<b>£200</b>
<b>Total budgeted cost</b>	
	<b>£14620</b>