

Pupil premium strategy statement: Highfield Primary School

| 1. Summary information | | | | | |
|------------------------|--------------------------|-----------------------------------|----------|--|---------------|
| School | Highfield Primary School | | | | |
| Academic Year | 2021/22 | Total PP budget | £131,120 | Date of most recent PPG Review | July 2021 |
| Total number of pupils | 417 | Number of pupils eligible for PPG | 100 | Date for next internal review of this strategy | December 2021 |

| 2. Current attainment by the end of KS2 (in 2019 there were 13 children in Year 6 eligible for Pupil Premium 46% were girls and 54% were boys. 8% were on the SEN register 23% were supported by social care team.) | | |
|---|-----------------------|----------------------------|
| END OF KEY STAGE 2 (2019, no data for 2020, 2021) | PP Pupils - Highfield | All Pupils – National 2018 |
| % OF PUPILS ACHIEVING THE EXPECTED STANDARD IN READING | 92%(31% higher) | 75% (28% higher) |
| % OF PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING | 85% (15% higher) | 78% (20% higher) |
| % OF PUPILS ACHIEVING THE EXPECTED STANDARD IN GPS | 85% (23% higher) | 78% (34% higher) |
| % OF PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHS | 85% (8% higher) | 79% (24% higher) |

| 3. Barriers to future attainment (for pupils eligible for PPG including high ability) | |
|--|---|
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Below typical language and communication skills on entry to school inhibit the progress of a large number of PPG eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some PPG pupils' parents, for example children do not experience stories or books or read at home and do not receive parental support with homework tasks. |

| | |
|---|---|
| C. | Internal data suggests that outcomes for PPG pupils in Year 2, 4 and Year 5 (2020-21) are not as strong as for other pupils groups. |
| D. | When PPG children return to school in September, they will continue to need significant additional support in order to address the gaps in their learning. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance rates for pupils eligible for PPG are 94.4%, which is below non PPG pupils 95.8% and below the target for all pupils of 96%. This reduces the time that they are in school and therefore causes them to fall behind in relation to Age Related Expectations. Only 37 out of the 100 PPG pupils took up places in school during lockdown from January-March 2021. |
| F. | Some PPG pupils do not make as much progress at non-PPG peers due to lack as aspiration and stimulating home learning environment, this will have been exacerbated by the previous lockdowns and by not accessing home learning. |
| G. | A significant number of our parents struggle with their own mental health, parenting capacity and have financial stresses which impact on the support which they are able to provide for their children. |
| B. | Many of our PPG pupils have social, emotional and behavioural problems which has a direct impact on wellbeing and progress. |

| 4. Outcomes | | |
|-------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | By the end of KS1 the progress of PPG pupils is in line with their non-PPG peers. | Proportion of PPG pupils meeting expected standards in KS1 is in line with non-PPG peers. |
| B. | All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning. | More families will engage with school at the Early Help stage in order to improve liaison with school. Learning Mentor intervention, Sunflower Club and close liaison with families in regard to wellbeing and safeguarding will support a purposeful learning environment. |
| C. | As a result of high quality teaching and learning and assessment (QFT), PPG eligible pupils in all year groups, but especially in Year 2, 4 and 5, make progress in line with their peers. | Progress is in line with their non-PPG peers. |

| | | |
|-----------|--|--|
| D. | As a result of extra tuition, gaps in learning due to lockdown will be addressed and PPG pupils' progress will be in line with their non-PPG peers. | Progress is in line with their non-PPG peers. |
| E. | Attendance and punctuality of PPG pupils is in line with their non-PPG peers. | PPG pupil's attendance and punctuality is in line with non-PPG peers. |
| F. | PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils. | PPG pupils in Years 1 - 6 who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points. |
| G. | Parents are supported effectively by school in order for them to meet their children's basic needs. | Parents are accessing support and children's needs are met. |

| 5. Planned expenditure | | | | | |
|--|--|--|---|--|---------------|
| Academic year | 2021/22 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Termly Review |
| By the end of KS1 the progress of PPG pupils is in line with their non-PPG peers. | <p>New framework for Early Years implemented in September 2021.</p> <p>Use outcomes from Baseline in Reception to inform planning.</p> | <p>New EY framework introduced in all schools nationally.</p> <p>Children are new to school and have missed the Spring term at nursery.</p> <p>Many children in school have spent the Spring Term working remotely – 2 out of 10 Reception children attended school during the last lockdown and 5 out of 12 Y1's.</p> | <p>Headteacher observation, ECT mentor observation. External validation from SIP. Discussions with PPG lead.</p> <p>Planning is addressing the needs of the PPG children.</p> | Lindsay McCabe David Glyn-Jones Lesley Else Deb Helme | |

| | | | | | |
|---|--|---|---|---|--|
| | <p>Following Summer 2021 assessments and diagnostics, identified children will receive additional tuition and will work through gaps in their understanding through focused intervention groups.</p> <p>Additional PP Meeting with all year groups planned for October 2021, examining success of interventions and progress following the summer break</p> <p>Whole school RWI refresher training in September 2021 from RWI trainer.</p> | <p>Children have missed school and have several isolations at home. Some children did not access remote learning despite support.</p> <p>It has been a number of years since staff were trained and we have new members of staff. Phonics is going to be a focus due to lockdown and therefore there needs to be a consistent approach across school.</p> | <p>Planning is addressing the needs of the PPG children using diagnostics to support. PPG meetings with lead each half-term. PP meeting feedback.</p> <p>Observations from KS1 English Lead and Head Teacher.</p> | Lindsay McCabe David Glyn-Jones | |
| As a result of high quality teaching and learning and assessment (QFT), all PPG eligible pupils but especially those in Year 3, 5 and Year 6, make progress in line with their peers. | <p>Identification of individual pupil needs and how these are to be addressed.</p> <p>Regular KS1 moderation meetings involving all staff.</p> <p>Regular KS2 moderation meetings involving all staff.</p> | <p>PPG pupils who need extra interventions or support need to be quickly identified in order to plan and monitor for gaps in their learning.</p> <p>All staff have an informed understanding of standards in the Key stage through regular moderation and discussion</p> <p>As Above.</p> | <p>Pupil Progress meetings in October 2021 and beyond will address interventions implemented and their impact. To ensure that teachers provide effective interventions to ensure that gaps in learning are addressed.</p> <p>All meetings minuted and shared at SLT.</p> <p>All meetings minutes and shared at SLT.</p> | SLT and Maths and English Leads Andie Ward Fiona Cramer | |

| | | | | | |
|---|---|---|---|--|---------------|
| | Half-termly Pupil Progress meetings to focus on PPG children and implementing appropriate intervention strategies | To ensure that PPG pupils make rapid and sustained progress. | PPG pupil progress and interventions will be discussed at half termly PPG meetings between the class teacher and PPG Lead. Lesson Observations, book scrutinies and pupil interviews. Reports to Governors. | Deb Helme SLT and Maths and English Leads | |
| All Children Looked After have access to additional support in areas of concern from a qualified teacher to ensure they make the required progress. | 1 to 1 support from a qualified teacher after school for LAC and post LAC children in Y1, 3, 4 and 5. | These children are PPG+ and therefore have additional funding for this. | Information passed on from previous teacher in terms of areas of weakness and focus. Discussion at PP meetings – if not resulting in progress, what are you going to do/change? | David Glyn-Jones Deb Helme | |
| Total budgeted cost | | | | | £8,100 |

ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Termly Review |
|---|--|--|--|--|---------------|
| All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning. | Support and monitoring by SENDCO and PPG lead. PPG lead/Designated Safeguarding Lead to liaise with parents and outside agencies to support children and families with specific identified needs to address SEMH of PPG pupils. | Multiple barriers faced by some PPG children with cumulative effects on progress and/or wellbeing. The use of social and emotional learning strategies interventions almost always improve emotional and attitudinal outcomes. Improvements more likely when approaches are embedded into routine educational | Pupil and parent questionnaire indicate that pupils feels safe and well looked after in school (End of EHA process and Mentor/DSL support with vulnerable children). Leaning Mentor to provide evidence of the impact of 1-1 support through child and parent questionnaires. Designated Safeguarding Lead to discuss EHA with parents when ongoing and at the completion of support. | Deb Helme Vanessa Barrera Sheridan Wakes Sheridan Wakes Deb Helme Vanessa Barrera | |

| | | | | | |
|---|---|---|---|---|--|
| | | practices and supported by professional development and training for staff. | | | |
| | Learning Mentor & Aspire Behaviour Support Professional to work with families to signpost to appropriate support and carry out 1-1 support for pupils experiencing emotional or behaviour difficulties. | <p>A number of children eligible for PPG are impacted by family issues, which require support from social care and in-school Early Help support (40% in Year 1, 42% in Year 2, 46% in Year 3, 33% in Year 4, 65% in Year 5, 44% in Year 6).</p> <p>Some parents to improve their parenting capacity through some 1:1 work with Aspire Behaviour Support professional.</p> <p>Through effective and efficient partnership with parents and other agencies, families will be supported at the Early Help stage, reducing the need for engagement with safeguarding and CP team.</p> | Aspire Parental Support evidence and use of strategies to support the wellbeing and positive behaviour of pupils. | Deb Helme Sheridan Wakes Danny Maher | |
| Providing pupils with a range of activities in order to address their social, emotional and behavioural well-being. | <p>Fortalice – Healthy Relationships Year 5</p> <p>Crucial Crew Year 6</p> | Previous experience demonstrates that this training has a positive effect on pupils sharing and disclosing and equips them with skills and understanding of how to deal with difficult situations and relationships now and in the future. School is situated in an area of deprivation with high instances of Domestic | <p>Children demonstrate an understanding of the issues raised and are able to keep themselves safe in a range of situations.</p> <p>Children demonstrate an understanding of the issues raised and are able to keep themselves safe in a range of situations.</p> | <p>Jess Pounder/ Kerry Hutton</p> <p>Fiona Cramer/ Kelly Stark/Mike Clegg</p> | |

| | | | | | |
|--|--|--|--|---------------------------------|--|
| | | Violence, substance misuse and ant-social behaviour. | | | |
| | Once Upon a Smile | School has a small number pupils and parents who require bereavement counselling and there is nothing locally available. | Children will attend the OUAS counselling sessions off site, along with other children in the community and will develop their emotional wellbeing. | Deb Helme | |
| | Sunflower Club | This Club addresses the wellbeing and development of confidence in identified PPG pupils, who are vulnerable and with low self-esteem. | Leaning Mentor to provide evidence of the impact of support and attendance at Sunflower Clubs. | Sheridan Wakes/Sarah Kennington | |
| | Wider Opportunities Music Provision | This provides an opportunity for all children in Years 3 - 6 to play a range of musical instruments, which otherwise they would not be able to access. Some children further their learning in brass in playing for Farnworth Brass Band | Teacher and child feedback on musical appreciation and enjoyment. An increased number of children continue with music sessions and join community bands. | Mike Clegg | |
| | Wider Opportunitites – Breakfast Club, school trips and residentials | To provide free Breakfast Club for 8 identified children to raise attendance and punctuality. To provide the opportunity for all PPG children in Years 4 and 6 to attend an outdoor activity residential (50% cost). | Improved attendance and punctuality for all identified PPG pupils. No PPG child misses out on any opportunities for residential experiences. | Deb Helme Sheridan Wakes | |
| | Rees Sport & EdStart – out of school hours sports clubs | To ensure equality of access to these after-school sporting opportunities. | Full registers and take up of opportunities from PPG pupils in school. | Amanda Champion | |

| | | | | | |
|---|--|---|---|-----------------|--------------------|
| PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils. | <p>Year 5 NS - TA3 (13 hrs)</p> <p>Year 6 LD -TA2 SEN (5.5 hrs)</p> <p>Year 4 DJ - TA2 SEN (5.5 hrs)</p> <p>Year 3 Academic Mentor</p> <p>Additional T5 teacher in Y6 to lower numbers and supporting significant PPG numbers</p> | PPG pupils in Years 3, 5 and 6, who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points. Impact monitored by Dep Head in role as PPG Lead. | <p>Lesson Observations each term</p> <p>Book scrutinies</p> <p>Half termly discussions with class teacher – PPG Meetings</p> <p>Assessment and target setting evidence</p> <p>PP Meetings</p> | SLT | |
| Support and interventions from external agencies for PPG children – SEND | Contribution towards Education Psychology & Ladywood costs. | 5 PPG children across school receive support from the Educational Psychology service. | Signposting and supporting staff with individual strategies which ensure that these children are making progress. | Vanessa Barrera | |
| Total budgeted cost | | | | | £109,275.13 |

| | | | | | |
|------------------------------|-------------------------------|--|--|-------------------|----------------------|
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Termly Review |
| | | | | | |

| | | | | | |
|---|--|---|--|---|-------------------|
| Attendance and punctuality of PPG pupils increases so that pupils are in school, taking full advantage of the education on offer. | <p>Liaison with parents/carers by PPG Lead and Attendance Officer – informal and formal meetings</p> <p>First Day response provision</p> <p>Attendance Officer employed to monitor pupils and follow-up quickly on absences.</p> <p>Letter sent home when attendance less than 90% and punctuality reaches more than five lates per term.</p> <p>Involvement of Early Intervention team.</p> | School attendance for PPG pupils at present is 94.4% (July 2021), with some individual attendance and punctuality issues. Whilst attendance is improving for this group, it is still below that of non-PP peers (1.4%). | Ensure that all leads work smoothly together to ensure that school processes and procedures are effective and all attendance and punctuality concerns are monitored and addressed. | Sheridan Wakes David Glyn-Jones Deb Helme | |
| Total budgeted cost | | | | | £11,539.79 |

6. Review of expenditure

Previous Academic Year: 2020/21

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
|---|------------------------|---|---|------|
| By the end of KS1 the progress of PPG pupils is in line with non-PPG peers. | New EY Lead appointed. | Complete re-organisation of the approach to reading and phonics in EY – in response to recommendations from our SIP. Children's phonic knowledge and early writing has been positively impacted by these changes – see children's books, FSP observations and SIP report from March 2021. | Continue to examine positive impact in Early Years of the re-organisation for reading and phonics. Will continue to monitor as the children move into Year 1 with support from SIP. | £0 |
| | | | Continue with this approach next year. | £0 |

July 2021

| | | | | |
|--|---|---|---|-----------------------------------|
| | <p>Use outcomes from Baseline in Reception to inform planning.</p> <p>Year 1 and Year 2 will be assessed in reading, phonics, writing and maths by their teachers in September 2020. Identified children will receive additional tuition and working through gaps in their understanding.</p> <p>To use Read, Write, Perform in KS1 to support speaking & listening.</p> <p>Whole school internal RWI refresher training in September 2020.</p> | <p>Implemented by Reception team, with consistent approach to reading, writing and phonics provision.</p> <p>The vast majority of the children were behind in their learning due to not being in school from March 2020. Assessments were used to identify gaps in learning and effective interventions were put in place to address this.</p> <p>All children have made some progress this year, and end of year assessments have identified gaps in learning to focus on next year.</p> <p>Due to teaching of a recovery curriculum this year, KS1 teachers did not use Read, Write, Perform as a teaching aid.</p> <p>Positive impact on the teaching of RWI this year, evidenced through KS1 English lead observations.</p> | <p>Continue with support and interventions based on diagnostics from July 2021. Teaching in September will address the identified gaps in learning.</p> <p>Teacher's have agreed that they will not use this strategy from September – focus will be on development of vocabulary across the curriculum.</p> <p>Whole school RWI refresher training from a RWI professional in September 2021, to ensure consistency of approach from KS1 to KS2 and to ensure new staff are appropriately trained in new techniques.</p> | <p>£0</p> <p>£0</p> <p>£300</p> |
| <p>As a result of high quality teaching and learning and assessment (QFT), PPG eligible pupils in Year 4 and Year 6 make progress above their peers to narrow the gap in attainment.</p> | <p>Identification of individual pupil needs and how these are to be addressed.</p> <p>Regular KS1 & KS2 moderation meetings involving all staff.</p> <p>Termly Pupil Progress meetings to focus on PPG children and implementing appropriate intervention strategies.</p> | <p>PPG Meetings with class teachers each half term have been used to identify success of interventions and plan for the following half-term. All PPG children have made some progress and some have made significant progress.</p> <p>These have not taken place this year due to being unable to meet in person. Individual year groups have moderated across classes. Regular pupil progress discussions have taken place with PPG lead and SENDCO across the year.</p> <p>PPG meetings have taken place but not SLT PP meetings this year.</p> | <p>Use end of year data (class trackers, diagnostics and FLiC) to prioritise support for September.</p> <p>From September these meetings will take place half-termly.</p> <p>PP Meetings to start in October 2021.</p> | <p>£3,690</p> <p>£0</p> <p>£0</p> |

| | | | | |
|---|---|--|---|-------|
| | | | | |
| All Children Looked After have access to additional support in areas of concern from a qualified teacher to ensure they make the required progress. | 1 to 1 support from a qualified teacher after school for LAC and post LAC children in Y2, Y3, Y4 and 5. | Took place in Autumn term, but were halted due to lockdown and covid restrictions. | These interventions will begin again in September 2021. | £1500 |

| ii. Targeted support | | | | |
|----------------------|------------------------|--|--|------|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

| | | | | |
|--|--|--|--|---|
| <p>All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning.</p> | <p>Support and monitoring by SENDCO, PPG lead and Learning Mentor</p> | <p>Attendance of PPG children is in line with non PPG children across school. Attendance of SEN children is also in line. Very few behavioural issues this year. All social, emotional needs addressed very quickly with appropriate follow up.</p> | <p>CPOMS is being used by all teachers and any covering support staff. Excellent system which has revolutionised our practice.</p> | £31,360.80 |
| | <p>PPG lead/Designated Safeguarding Lead to liaise with parents and outside agencies to support children and families with specific identified needs to address PSW of PPG pupils.</p> | <p>Excellent support for pupils and families ensures high attendance and parents feel that school is very supportive.</p> | <p>Continue to use CPOMS in 2021-22, provide support and guidance for staff where appropriate and implement any upgrades to the system.</p> <p>Working with Healthy Minds UK to develop a wellbeing policy.</p> <p>Feedback forms for parents/carers who liaise with DSL on a regular basis.</p> <p>Year group assemblies to cover safeguarding in Autumn term 1 2021.</p> | |
| | <p>Learning Mentor & Aspire Behaviour Support Professional to work with families to signpost to appropriate support and carry out 1-1 support for pupils experiencing emotional or behaviour difficulties.</p> | <p>Learning Mentor - lots of informal discussions with parents and their children – open door policy. This support has a positive impact on the wellbeing of parents by helping to address their issues and signposting to support services.</p> <p>Danny Maher (Aspire) has been working with 11 PPG children and their families since September 2020. Positive impact – families are happy with his work, he has developed excellent relationships with staff and children. Currently working with 2 families and children (3 PPG) – weekly phonecalls, supporting children in school etc.</p> <p>Evidence that Deb/Sheridan's work with families has a positive impact on attendance, wellbeing and learning in school – see attendance registers, CPOMS, EHA, CIN meetings, CAMHS reports and core groups.</p> | <p>Excellent support from DH, SW and DM working with a number of PPG pupils. This continued during spring lockdown through weekly contact with families. DH and SW to continue in their present roles in September.</p> <p>SLA with Aspire to continue in 2021-22, using DM twice a week.</p> | <p>£10,637.46 £8,038.00</p> |
| | <p>Providing pupils with a range of activities in order to address their social, emotional and behavioural well-being.</p> | <p>Fortalice – Healthy Relationships Year 5</p> <p>Real Love Rocks Year 6</p> | <p>Booked for early July 2021 – 2 days of workshops.</p> <p>Completed June 2021</p> | <p>Cancelled in May 2021 but will be re-arranged for Year 6 in Autumn term 2021 and Year 5 in Summer term 2022.</p> <p>£0</p> <p>£0</p> |

July 2021

| | | | | |
|--|---|---|---|-------------------------------------|
| | Crucial Crew Year 6 | Booked for 29 th June 2021, but was cancelled by the provider | Will continue to be part of Year 6 curriculum in 2021-22. | £0 |
| | Once Upon a Smile | Not currently needed by any children in school, but is available if necessary. | Will take place in November 2021, for the present Y5. | £0 |
| | Sunflower Club | | Continue in 2021-22, where necessary. | £0 |
| | Wider Opportunities Music Provision | <p>All Year Groups are benefiting from the teaching of Mr Martin this year – 2 half-terms each year group. Mr Martin has been attending every Monday, including during the latest lockdown. He reports a real love of music and performance from all children he has worked with.</p> <p>Year 4 brass lessons took place during the Autumn term, went online during the Spring Term and are now back in school. Mr Greenland also taught small group lessons to children in Y5 and Y6, with a view to these children attending Farnworth Band. For obvious reasons, the band have not been able to meet so far this year. Guitar provision continues every Friday – 4 PPG children.</p> | Postponed until Autumn term 2021. | £0 |
| | Wider Opportunitites – Breakfast Club, school trips and residential | <p>8 children have been offered free breakfast club – attendance has been consistently good during Autumn term and since 8th March.</p> <p>Winmarleigh Hall – residential cancelled</p> | <p>Mr Martin to be employed for a full day from September 2021, Mr Greenland to continue with wider opps brass in Y4 and guitar tuition to continue.</p> <p>Breakfast Club funding to continue as and when necessary.</p> <p>Re-booked for current Y3 for April 2022.</p> | <p>£3500</p> <p>£2280</p> <p>£0</p> |

| | | | | |
|---|--|--|--|--|
| | <p>Rees Sport and Edstart – out of school hours sports clubs</p> <p>Year 3 Believe & Succeed Project</p> | <p>Cross Lanes – 14 out of 20 PPG children attended 1 day at the end of June.</p> <p>27 out of 62 PPG children attended Rees Sports and Edstart after school clubs in Autumn 2020. This increased to 31 during the Summer Term 2021. Both clubs well received by children and parents.</p> <p>Not taking place this year – Luke Askew not available</p> | <p>Refunds (less £60 for the 1 day course) given to all parents as the residential was cancelled.</p> <p>Continue with same programme in 2021-22.</p> <p>In 2020-21, Luke Askew will carry out an Aspirations Day as part of Year 5 Aspirations Programme in Summer term 2021.</p> | <p>£0</p> <p>£4458</p> <p>£0</p> |
| PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils. | <p>Year 3 TA2 SEN (20.5 hrs)</p> <p>Year 5 TA2 SEN (9 hrs)</p> <p>Year 6 TA2 SEN (20.5hrs)</p> <p>TA3 (6 hrs)</p> <p>Additional T4 teacher in Y6 to lower numbers and supporting significant PPG numbers</p> | <p>DH has met with all staff during the Autumn & Spring terms to discuss support, interventions and progress.</p> <p>Summer term interventions are ongoing and DH is examining progress towards end of year objectives.</p> <p>Splitting the children into 3 classes in Y6 has been very successful, not just in reducing behaviour issues outside, but in the additional support that can be given to children in a smaller class. Focused interventions have supported a number of PPG children in Y6.</p> | <p>The intervention will change for the 2021-22 academic year based on assessed needs (see strategy above).</p> | <p>£9562.72</p> <p>£4681.17</p> <p>£9990.00</p> <p>£10504.00</p> |
| Support and interventions from external agencies for PPG children – SEND | Contribution towards SENDCO, Education Psychology & Ladywood costs. | 10 PPG children have received support from SENCo in small group and 1 to 1 sessions during the Autumn & Spring Terms, 9 PPG children supported during summer term. EP has observed 7 of these PPG children across school and written reports which have been shared with teachers and TA's. Relevant recommendations have been implemented with individual children. | <p>Continue to use independent EP to support, and Ladywood to identify appropriate support for children.</p> <p>SLA agreed with Debbie Shannon, on the proviso that reports are turned around within three weeks.</p> | <p>£2500 for Ladywood</p> <p>£18006.38 for 2 days of SENDCO</p> |

| | | All support is having a positive impact on children's learning in school and support offered for teachers is invaluable. | | |
|--|--|--|--|------------|
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Attendance and punctuality of PP pupils increases so that pupils are in school, taking full advantage of the education on offer. | <p>Liaison with parents/carers by PPG Lead and Attendance Officer – informal and formal meetings</p> <p>First Day response provision</p> <p>Attendance Officer employed to monitor pupils and follow-up quickly on absences.</p> <p>Letter sent home when attendance less than 90% and punctuality reaches more than five lates per term.</p> <p>Involvement of Early Intervention team.</p> | <p>There was a difference between PPG and non PPG attendance for the Autumn Term 2020. Autumn 1 PPG – 25% attendance below 90%. Non PPG – 11% attendance below 90%. Autumn 2 - 19% attendance below 90%. Non PPG – 6% attendance below 90%.</p> <p>No data for Spring as many children remained at home during the second lockdown.</p> <p>Both groups have improved – many issues related to isolating due to COVID (especially, with parents testing positive).</p> <p>DH and SW continue to monitor attendance and punctuality of all pupil groups with a particular focus on PPG. Where necessary a parental discussion will take place, warning letters issued and as a last resort, fines.</p> <p>(Refer to Summer Standards minutes for up to date info about attendance and punctuality of all children and PPG children).</p> | <p>The Attendance Officer will continue the attendance and punctuality of PPG pupils and address any concerns, liaising closely with DSL.</p> <p>Continue in 2021-22.</p> <p>Continue in 2021-22.</p> <p>Continue in 2021-22.</p> <p>Continue in 2021-22. EIT will be accessed where appropriate.</p> | £10,637.46 |

7. Additional detail

Due to covid protocols and a second national lockdown in January-March 2021, some of the above strategies are incomplete and will be addressed from September as guidance permits.