

Pupil Premium Strategy Statement 2020/21

DFE Recommendations

The DfE understands that due to coronavirus and school closures, it won't be possible for schools to evaluate the impact of your pupil premium for all of the 2019/20 academic year. Instead, the DfE recommends schools should monitor and report on the grant's impact at the end of the 2020/21 financial year. The Pupil Premium Strategy should cover the whole period between September 2019 and March 2021, but most detail about the grant's use and impact should be between the period of September 2020 and March 2021.

School Vision

At Hook Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We are committed to ensuring equality of education and opportunity for all pupils, irrespective of race, gender, disability, faith, religion or socio-economic background. We work hard to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The school seeks to raise achievement and remove barriers to learning. We are committed to giving all of our children every opportunity to achieve the highest of standards.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the SLT and Governing Body.

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Barriers are identified so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
 Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
 Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
 Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

SLT and the governors, review the effectiveness of strategies at the end of each assessment phase.
 Self-evaluation is rigorous and honest. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
 Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
 Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Current Profile						
Academic Year	2020 - 2021	Number of Pupils eligible for PP	53	Breakdown of PP Pupils		
NoR	454	Total PP budget	£75,180 (minus £1345)	FSM/Ever 6	Service	Post LAC
Date of Statement	Autumn 2020	Review Date(s)	February 2021 July 2021	43	3	7

Cohort Profile of Disadvantaged Pupils in Key Stage 2 2020 /22 (Does not include Service pupils)					
This section may not be published on website if individual pupils could be identified.					
Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % of disadvantaged pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year 3	88% (14)	12% (2)	3	10	0
Year 4	73% (8)	27% (3)	5	3	3
Year 5	62% (8)	38% (5)	6	6	1
Year 6	69% (9)	31% (4)	3	7	3

Summary allocation of funding	
Teaching and Learning	
<ul style="list-style-type: none"> To close / narrow the gap in reading, writing and maths between Pupil Premium and non- Pupil Premium children in school and with their peers nationally. To continue to provide early targeted intervention for underperforming individuals / groups as identified through the school's data. To ensure that individual Pupil Premium children meet their own yearly learning target in reading, writing and maths. To enable Pupil Premium children to access a wide range of curriculum opportunities and resources. To ensure teaching is at least consistently good throughout the school including for those children in receipt of Pupil Premium <p><u>How the funding will be used to address these areas:</u></p> <p>Employment of additional learning support staff (Level 2) across the school to work under the direction of teaching staff in order to support the delivery of high quality first teaching, pre-teaching opportunities, targeted interventions and sessions to rapidly close any identified gaps in learning for PP pupils.</p> <p>Aim for all classes to have at least one Learning Support Assistant to support the teaching and learning of PP pupils within the classroom.</p>	<p>Expenditure</p> <p>£72,200 Towards Employment of additional LSAs</p> <p>3 X 25 hours @ £16,700 = £50,100 1 X 32.5 hours @ £22,100 = £22,100</p>

Examples of strategies used, that do not require the use of funding, but focus on the teaching and learning of PP pupils:

- Aspirational targets for individual PP pupils
- Use of models and images to enhance learning
- Application of literacy and Maths skills across the curriculum
- Target and Intervention groups to address gaps / pre-teach skills
- Tilt marking and AFL used to plan sessions that are of appropriate pitch and challenge for the needs of PP pupils
- Taught spelling and times tables sessions
- Catch up curriculum to focus on the fundamentals of core learning in reading, writing and maths
- CPD of teachers and learning support staff with a particular focus on addressing the learning needs of PP pupils. Emphasis on assessment of learning and high quality intervention and feedback at the point of learning.
- Robust monitoring and analysis of data with particular focus on PP pupils
- Performance Management targets for teachers and LSAs linked to progress and attainment of PP children

Termly Review

Employment of additional LSA Level 2s. In the first half of the autumn term, we carried out the recruitment process and employed three LSA Level 2s. After the relevant employment checks, the staff all started in their roles in the second half of the Autumn Term.

The result of this additional staffing, meant that each year group had an allocated member of staff who, amongst other things, could support with closing the gap sessions and pre-teaching opportunities. Individuals, groups and classes were also identified in terms of those who needed the additional support of an extra adult or focused intervention/support. The model of working for these LSAs was to support a particular identified class in the morning during the core lessons and then in the afternoon run focused interventions and closing the gap / pre-teach groups. Teachers allocated the support and intervention required for the disadvantaged children on a bespoke basis to address individual needs and gaps.

Aspirational Targets – All Disadvantaged Pupils have been set aspirational end of year targets and during the autumn term started their learning journey towards achieving these goals. Running throughout the year, teaching and support staff had their own Performance Management targets linked to the progress of the disadvantaged children in their care. In the summer, Reading 59% of disadvantaged children had reached their aspirational end of year target, 38% in Writing and 51% in Maths.

Support provided for disadvantaged pupils

- Appointed LSAs covered sessions e.g., class assembly or story, in order to allow the class teacher to work with the disadvantaged children to pick up misconceptions or pre-teach opportunities.
 Case Study Impact – Two Year 6 boys at the start of the year operating below age related expectations. By end of year, both achieving Mastery across the board. Pupil conferencing, book monitoring and lesson observations showed that the additional focused learning time spent with the teacher allowed for increased positive relationships, interaction and understanding of concepts / over-learning of key skills.
- Appointed LSAs taught pre-teach sessions in the afternoon to disadvantaged groups. Pupil conferencing highlighted that these children benefited from these sessions with pre-teaching being identified by the children as a particularly useful intervention in terms of developing confidence and gaining additional understanding of concepts which they later met in the class curriculum. The children particularly expressed how they enjoyed having a ‘sneaky peek’ at the work before their peers. Book monitoring and observations additionally highlighted evidence of these sessions being transferred to the classroom and the meeting of the lesson’s objectives.
- Specific Interventions – Teachers also used the appointed LSAs in terms of running specified short-term interventions. This could be to address a particular need that had been noticed as a barrier to a child’s learning.
 Case Study Impact – 6 disadvantaged children in Year 4 had a particular focus on their times tables. At the start of the intervention, they were struggling by only knowing their basic X 2, X 5 and X10 tables but after the interventions the children were fluent in a further 4 different times tables and had achieved the relevant reward certificates.

Targeted Academic Support (Emotional, social and behavioural support)

TO IMPROVE BEHAVIOUR, SOCIAL SKILLS AND MENTAL HEALTH AND WELLBEING IN ORDER TO IMPACT ON ACADEMIC ACHIEVEMENT

- Attendance / punctuality of children in receipt of Pupil Premium is monitored and is in-line with other children in school and nationally.
- To improve social skills and behaviour (at a bespoke, individual level) in order to impact on academic achievement

Expenditure

--

- Strategies and support provided in order to promote and improve positive mental health and wellbeing
- All PP groups to have an attendance figure of at least 97% + (non-Covid related absences)
- PP persistently absent children from last year to raise their attendance from below 90% to above 95%

Examples of strategies used, that do not require the use of funding, but focus on the attendance, behaviour and personal development of PP pupils:

- * CPD training of all teaching and learning support staff by the Primary Behavioural Service to recap on strategies to manage and promote positive behaviour
- * Use of the 6 strands PBS document to allow staff to identify social and emotional ‘behaviours’ that maybe providing a barrier to learning and personal development – strategies and actions provided for staff to use.
- * Inclusion leader to support implementation and monitor implementation and impact of 6 Strands on patterns and improvement with behaviour
- * Learning Support staff deployed at lunchtime to support individual PP children during lunchtime play
- * Analysis of behaviour in terms of different PP groups and actions put in place to address areas of concern
- * Inclusion Leader to mentor PP children with particular behavioural needs
- * ELSA and Pastoral provision in place to address social, emotional and behavioural needs.
- * ‘Happy Minds’ weekly session taught in class to promote mental health and wellbeing (programme purchased last year) -
- * Daily monitoring of attendance and punctuality - particular focus on PP pupils and those who are persistently absent or late.
- * Parental engagement and use of external agencies e.g., family support used to address poor attendance and /or punctuality.
- * Monitoring of behaviour and attendance weekly with SLT and shared at least once a term with governors, particular emphasis on PP children.

Termly Review

Attendance – FSM attendance for the PP children at the end of the Autumn Term was generally in line with their peers (96.05 compared to 96.98). This has continued into the Summer Term 2021, where the whole school attendance is 96.6% and the PP 96.4%.

In the Summer Term 2021, 14 children were on the Persistently Absence list. Three of these children are PP, their absence being for various reasons. It is hard to compare attendance figures with previous years due to the various periods of lockdown. There have though been individual successes in terms of attendance which are a direct result from strategies put in place for these previously persistently absent PP children, a sample of these are:

Child A and B (siblings) – 2019 – 2020 = 84% now 2020 - 2021 = 98% (result of building/developing parental relationship)

Child C - 2019 – 2020 = 86% now 2020 - 2021 = 95% (Increased engagement with school and her learning)

Child D - 2019 – 2020 = 82% now 2020 - 2021 = 97% (Increased engagement with school due to relationships with key staff)

Behaviour Policy – From the Autumn Term 2020, this has been introduced and fully implemented across the school. Fifty-one children have received a detention this school year, eleven of whom were PP. In the policy there is a now explicit reference to children who require additional support with their behaviour needs. Three PP individual children fell into this category and received bespoke individual behavioural plans following over three detentions each in the first half of the term. Following the implementation of their plans, all three of these children’s behaviour has significantly improved and their engagement with their learning improved resulting in a drop in the number of detentions.

Mental Health and Wellbeing – During the school year, each class continues to receive a weekly ‘Happy Minds’ session which promotes positive mental health and gives children strategies to use. Pupil conferencing continues to tell us that the children particularly benefit from the strategies given and are increasingly aware about when to use them in their lives. 41 children have received ELSA session programmes this year which due to COVID bubbles have all needed to increasingly be on an individual basis. All these children are highlighted as vulnerable children by the nature of being on the ELSA support list but 12 of these children are also specifically PP children. 10 of these children have successfully completed their ELSA targets and programmes whereas the other 2 children are requiring longer term support programmes.

Wider support strategies (Enrichment)

TO IMPROVE PUPIL PREMIUM ACCESS TO ENRICHMENT ACTIVITIES AND THUS IMPROVE ENGAGEMENT WITH SCHOOL AND ATTENDANCE

- To improve Pupil Premium children’s access to extra-curricular clubs so that their participation is increased
- To remove all barriers so that all Pupil Premium pupils have opportunities to attend residential and curriculum visits.

How the funding will be used to address these areas:

Expenditure

Extra-Curricular – PP children will be invited to attend a ‘school run’ club in the Spring and Summer (depending on Covid restrictions).

£5,580 –

<p><u>Extra- Curricular Activities</u></p> <p>Autumn 2020 – Due to COVID restrictions we are unable to provide after school clubs for any of our children in the Autumn Term. We hope as the year progresses clubs will be able to start back up again. When this is again the case, the aim is that each term, every PP child will be offered a ‘free’ place in a club of their choice.</p> <p><u>Year 6 Residential</u></p> <p>Due to COVID, the Year 6 residential trip has been rearranged from October 2020 to July 2021. PP money will be used to provide financial support for individuals who otherwise could not attend and participate in this experience.</p>	<p>This money has been mainly allocated to go towards helping the families of the 13 Y6 PP children to finance the residential trip.</p> <p>Any money left over from this will be used to pay for as many PP children as possible to attend external clubs e.g., ceramics, Rock Steady.</p> <p>A more detailed breakdown of the use of this money will be provided once we are fully aware of when / if the clubs and residential will run this school year.</p>
Review	
<p>Unfortunately, due to COVID restrictions we have been unable to run any clubs in the Autumn and Spring terms, a reduced number of external clubs have been offered for the Summer Term. PP children who expressed an interest in a club and require financial assistance are having their places paid for them.</p> <p>The October planned residential trip went ahead in July 2021 and resulted in a cost of £3,600 to the school. Removing financial barriers, allowed for 100% of the Year 6 disadvantaged children to attend the residential if they wished.</p> <p>£2600 was used to contribute towards external clubs for those wanting to be involved in the summer term. Additionally, we financially supported more bespoke external activities (e.g., equine therapy), for a small number of particularly vulnerable children during their authorised absences from school due to Covid or other unavoidable circumstances.</p>	
Total Expenditure	£75,180

COVID-19 lockdown phase	
Attendance in school - Key Worker children and Vulnerable children	

Home Learning – Daily lessons online or work packs provided. Personalised learning for children not able to access work alongside peers.
 Safeguarding - vulnerable returns to LA; external agencies continued to work with identified families, regular contact with families, monitoring of access to home learning / attendance at school, CPOMs used to record and update key staff of concerns and/or incidences.
 Communication – Guidance shared from NHS and government, weekly newsletters
 Support to vulnerable families - free school meals (food packs, vouchers and food bank), resourcing of technology, keep in touch e mails and phone calls

Reintegration June/July 2020

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year 6: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics.
- July; transition information: summative assessments, learning behaviours and background information

Recovery curriculum planning – September 2020

- Catch up planning for pupils: align the catch up coverage with the new year’s curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21
- Recovery planning; revisit key learning from previous year’s curriculum, rapidly close the most vital ‘gaps’ in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions and closing the gap sessions put in place as and when necessary.

Key barriers and rationale for Pupil Premium priorities

Without seeking to generalise, Pupil Premium pupils may encounter greater barriers than other pupils. The Pupil Premium funding is spent on 'resources', which help identify and remove barriers to learning limiting students' progress. The key barriers of low attendance, limited aspiration and opportunity for enrichment are all focus areas to enhance pupil engagement and end a situation where disadvantaged pupils do not achieve in line with their peers. The barriers faced by Pupil Premium pupils are outlined below within six categories:

1. Readiness for Learning & Engagement 2. Safeguarding 3. Behaviour 4. Low Aspirations 5. Attendance 6. Academic

School Improvement Plan 2020/21 main priorities for disadvantaged pupils (Extracts from SIP that directly impact on PP outcomes – use school headings; leadership / quality of education / outcomes)

Objectives	Success criteria	Actions / professional development	Monitoring
For all disadvantaged children to meet or exceed their EOY scaled score target.	<u>Year 3 – 5</u> Developing (PP children with SEN)– 90+ Mastering – 100 + Exceeding – 110 + <u>Year 6</u> Individual End of Key Stage Scaled Score	<ul style="list-style-type: none"> - CPD focused on Quality First Teaching , especially in the core subjects - Tilt Marking - Feedback of and for learning driven by assessment for learning - Closing the Gap interventions - Catch up curriculum - Adapted planning - Engagement with parents - Targeted home learning - Specific learning interventions for individual children to address need - Tutoring Sessions for Year 6 	Lesson Observations every half term Book Monitoring every x2 weeks Data analysis half termly Pupil Conferencing every week, x number of pupils per week Monitoring of planning
To Improve attendance and punctuality for key pupil groups and individuals, especially those who receive Free School Meals.	PP groups to have at least 97% attendance (non-covid related) and to be in line with the attendance of their peers.	<ul style="list-style-type: none"> - Daily monitoring of attendance and punctuality by admin staff and Inclusion Leader - Weekly monitoring shared with teachers to identify attendance concerns - Attendance promoted and shared in newsletters - Parental Engagement with families causing concern - Use of external agencies to support school as necessary 	Daily monitoring of registers / absences Weekly sharing of attendance figures and target children with teachers Termly reported to governors

Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

KS2 to KS3 transition information:

Likely to exceed / likely to meet / potential meet / unlikely to meet / SEND for reading or mathematics.

An indication of curriculum areas to secure Curriculum behaviours

Interventions

Percentage reaching expected standard March 2020 – Teacher Assessment Only	PP Outcomes	Non-PP Outcomes	Gap	National Average	National Non-PP Outcomes
Reading	46% (6 / 13)	84 % (65 / 77)	- 38%		
Writing	38% (5 / 13)	74 % (57 / 77)	-36%		
Mathematics	38 % (5/13)	80 % (62/77)	-42%		

Attainment KS1 (2020) Disadvantaged Pupils

Percentage reaching expected standard Teacher Assessment from KS 1 Staff	PP Outcomes	Non-PP Outcomes	Gap	National Average	National Non-PP Outcomes
Reading	61% (11/18)	76% (70/92)	-15%		
Writing	61% (11/18)	65% (60/92)	-4%		
Mathematics	55% (10/18)	77% (71/92)	-22%		

The impact of last year's 2019-2020 pupil premium priorities and outcomes

Teaching and learning

Due to the COVID national lockdown, the last formalised assessment by teaching staff took place in February 2020 and thus, this is the only data available.

- After the 1 ½ terms of learning in school, 37% of PP children were in line to meet their end of year target in reading, 33% in writing and 37% in maths.
- All PP children had access to remote learning during lockdown either online or through provided packs.
- Eight PP children received personalised planning during lockdown in order to address their specific needs.
- Guided Reading – new strategy implemented for 30 minutes a day. This new structure was particularly designed to suit the needs of PP pupils e.g., opportunities for pre-reading, focus on new vocabulary and sharing of a high quality text.
- Teachers used tilt marking to ensure that 'next step' planning was devised with PP needs as a focus.
- Closing the gap / catch up sessions were part of the daily timetable of each class and many used pre-teach in order to support the learning of their PP pupils.
- CPD training that took place, especially in the Core, referenced PP pupils and barriers to learning.
- Read, Write, Inc. programme was brought in for Year 3 children and for key PP pupils across the school in order to develop phonic skills and knowledge. The reading age of the sample group of children tested prior to Lockdown showed an average increase in reading age of 11 months.
- Monitoring showed that PP children were more frequently heard read aloud by an adult compared to the previous year. This resulted in PP children being heard at least 3 times a week which supported their progress through the staged scheme, helped to increase fluency and gave vital opportunities to discuss the meaning of new vocabulary.
- Increased screening of individuals to identify barriers to learning took place e.g., dyslexia, language, etc. LSA were trained up to use the tools and the number of children screened increased thanks to the purchase of these licenses. Areas identified as barriers were shared with teachers and built into learning plans. All PP children identified as showing concern in their learning have now been screened and actions are in place to support their learning.

Emotional, social and behavioural support

Lunch club ran successfully each lunch time, using the additional LSA hours. Further resources were purchased in order to encourage play. Attendance at the lunch club varied daily but the vast majority of children attending the club were disadvantaged in one way either through PP, VC or SEN. Lego groups continued to run in the Spring Term with an increase to 94% of children meeting individual social skills targets. Groups were reviewed to enable more SEN / disadvantaged children to be able to participate in the sessions.

The **Behaviour Policy** was rewritten. Observations and pupil conferencing showed PP children asked understood the behavioural management rewards and sanctions process. Consistency of use of the behavioural system was noted across the school. Training of LSAs and Lunch Supervisors was

undertaken at the start of the Spring Term and focused on behavioural management of children. At the start of the Spring Term, there was a starting trend in decrease in behavioural incidences

The **Happy Minds** programme was consistently delivered on a Wednesday assembly time across the school. At the end of the Autumn Term, pupil conferencing took place and on the whole there was a positive response (7 out of the 10 pupils asked). The pupils particularly enjoyed learning the science behind concepts and also said they benefitted from the breathing / relaxation exercises.

The **Mental health strategy** was in place and training of staff undertook a workshop around areas of stress and coping with change. Signposting of mental health support provided regularly to parents through newsletters and specific mail. Inclusion Leader attended CAMHs forums and feedback information through workshops.

Daily monitoring of attendance took place between the office and Inclusion Leader. Teachers and inclusion leader were in communication with identified PP parents as necessary. External agency support was put in place for families with continuing attendance concerns. Attendance for vulnerable groups in Spring prior to lockdown was:

SEN support 94%, FSM 94%, GRT 68% compared to all other pupils which was 95.3%. This gives a difference of -1.3% for FSM pupils.

Early intervention - Class teachers were given the percentages each week with an expectation to contact those causing concern.

Engagement

Throughout Autumn 2019 and Spring 2020, the school continued to look into how to engage PP children in enrichment activities.

It was agreed the school was going to start paying for PP children to learn a musical instrument and/or pay for one after school club. Music Leader devised a plan to invite all PP children to participate in some form of musical club / session in the summer term which unfortunately did not take place due to lockdown.

All children continue to have access to visits and visitors regardless of finance.

All Year 6 PP who wanted to attend went on the residential trip to PGL in October. The school paid out just over £5,000 in order to support the disadvantaged families in the year group.

Lockdown – Of the 41 most vulnerable / disadvantaged pupils, 18 of these asked to have printed work packs which were provided by the school. The rest of the children accessed the school's remote learning platform. The Inclusion leader kept in regular contact with 68 pupils in the school and this included all the PP children. Teachers also monitored the daily engagement of these pupils on the learning platform and made regular phone calls home. We have so far provided a laptop for 4 families but are looking to source laptops for other disadvantaged families in the coming weeks.

References and Guidance for PP funding:

Education Endowment Foundation https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

DFE : Effective use and accountability <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>