



# Pupil Premium Strategy Statement Brookland Junior School



1. Summary information					
School	Brookland Junior School				
Academic Year	2020/2021	Total PP budget	£98, 210 (April 2020 - March 2021)	Date of most recent PP Review	July 2020
Total number of pupils	360	Number of pupils eligible: PP FSM	65 50 (Due to year 3 and 4 all being FSM)	Date for next internal review of this strategy	July 2021
<b><u>End of KS2 data from 2020 reports (Internal data)</u></b>			<i>Pupils eligible for PP ( Brookland)</i>	<i>Pupils not eligible for PP (Brookland)</i>	
% achieving expected standard or above in reading			81%  Projected forecast for the summer term is * Taken from official targets: 91%	88%	
% achieving expected standard or above in writing			68%  Projected forecast for the summer term is * Taken from official targets: 81%	86%	
% achieving expected standard or above in maths			86%	88%	

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Missed learning due to pandemic and lack of individualised support in the home during lockdown.	
<b>B.</b>	The impact of EAL on PPG children	
<b>C.</b>	Language and communication skills are more limited. Exposure to a wider range of vocabulary will support verbal and written communication.	
<b>D.</b>	Growth mindset , academic self- belief and resilience.	
<b>E.</b>	Parental engagement with the school.	
<b>F.</b>	Impact of well-being issues on PPG pupils	
<b>G</b>	Mental well-being during lockdown. (ELSA, well-being)	
<b>H</b>	The impact of SEND on PPG children	
<b>I</b>	Diminishing the difference between PPG and non PPG children in core subjects.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A</b>	Lack of technology for blended online learning to take place.	
<b>B</b>	Wider cultural and social experiences are more limited.	
<b>C</b>	PPG children sometimes receive less support at home and there can be less parental engagement within the school.	
<b>D</b>	Attendance for some families impacts on learning.	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Missed learning due to home life and lack of support during lockdown.	Children will ‘catch-up’ on missed learning through quality first teaching, excellent AFL, an intelligently-designed recovery curriculum and effective interventions.
<b>B.</b>	PPG children with EAL to have improved vocabulary across different contexts.	Improved language acquisition and use of a wider range of vocabulary across the curriculum. Best possible progress for EAL learners Diminish the difference between PPG and non PPG EAL learners.
<b>C.</b>	PPG will be exposed to and use a wider range of vocabulary/ subject-specific vocabulary both orally and written.	Higher levels of vocabulary of PPG pupils seen in classrooms via observations, learning walks and feedback from teachers and pupils. Green pen comments will demonstrate this. Children will have key vocabulary in all books and this will be evident on display. PPG will be able to use subject specific vocabulary confidently and accurately both orally and in writing. Writing attainment will be raised for the vulnerable group.
<b>D.</b>	PPG children will be confident, independent and resilient with a positive growth –mindset.	Where appropriate, PPG pupils will have access to a school mentor. Parents will be encouraged to promote growth mindset at home. PPG will be given opportunities to take on extra responsibilities throughout the school. Children will use the learning skills consistently to enable them to be confident, resilient learners.

<b>E.</b>	Parents of PPG children will be more involved in their children's learning and will work with the school to maximise attendance and progress.	The school will hold workshops (online) for parents to support their children with learning. Attendance will be monitored for PPG children and those with poor attendance will be supported and challenged. PP lead will continue to support and liaise with specific parents of PPG children.
<b>F.</b>	Vulnerable PPG children will be supported to ensure that they are happy and feel safe in school. Their well-being will be of utmost priority.	The well-being and PP lead will liaise regularly with vulnerable , disadvantaged families. Such children will receive internal and external support. Mentors/ counselling will be used and monitored for their effectiveness throughout the year.
<b>G.</b>	PPG children will be supported with their well-being to ensure that they are happy, confident learners as a result of missed school due to lockdown.	The well-being/ PP lead will support disadvantaged children who are showing signs of concern in school. PPG children who are finding it challenging to regulate their behaviour will receive a mentor and regular support from SLT. The school will use ELSA to promote well-being across the school.
<b>H.</b>	PPG children with SEND make very good progress from their starting point.	Best progress for SEND learners Diminish the difference between PPG and non PPG SEND learners through targeted provision and well-designed support plans.
<b>I.</b>	Disadvantaged pupils make expected or better than expected levels of progress in reading, writing and maths.	Outstanding progress for PPG learners from individual starting points Diminish the difference between PPG learners and whole school groups
<b>J.</b>	Disadvantaged pupils identified as potential higher attainers are given opportunities to excel and achieve greater depth across the curriculum.	Stretch more PPG pupils to enable them to be assessed as + on Target Tracker. Greater opportunities for PPG pupils. More PPG children selected for G+T enrichment activities both in and outside the classroom.
<b>K.</b>	Disadvantages pupils will receive consistently high- quality teaching.	Teachers will deliver high-quality lessons thus enabling PPG children to make outstanding progress.  Teachers will be supported and will receive high-quality CPD throughout the year. This will have an impact on PPG children.
<b>L.</b>	PPG children are given more opportunities for curriculum enrichment so that they have a contextual understanding of content taught in classes and can apply knowledge.	Children will have opportunities for visits and trips to contextualise their learning (where it is safe to do so during this pandemic). Online opportunities will be explored for engagement with wider cultural content.

### 3. Planned expenditure

Academic year

2020/2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Disadvantaged pupils make expected or better than expected levels of progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• <b>Quality First Teaching</b> ensures provision for PPG children made explicit in planning and in lessons through high quality CPD and monitoring for teachers and TA's.</li> <li>• Whole School focus on feedback as a strategy for improving pupil progress.</li> <li>• Individual needs of staff identified through appraisals and mentoring of staff.</li> <li>• Target Tracker: teachers use the data to analyse groups of children's attainment and progress</li> <li>• Progress of PPG children discussed in Pupil Progress meetings and actions put in place.</li> </ul>	<p>Class teachers are in the best position to know what the next steps are for each child on a day to day basis.</p> <p><b>Educational Endowment Foundation - Feedback</b> High Impact/Low Cost Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.</p> <p>Regularly analysing pupils' progress and identifying next steps for support ensures an individual approach to meet each child's needs.</p>	<p>Lesson observations Monitoring of teaching and learning Pupil Progress Meetings Teachers will feedback on progress and attainment of identified children Teachers regularly input and analyse data on Target Tracker.</p>	<p>All teaching staff supported by SLT.</p>	<p>July 2021</p>

<p>Disadvantaged pupils identified as potential higher attainers are given opportunities to excel and achieve greater depth across the curriculum.</p>	<p>Provide more opportunities in class for disadvantaged pupils to engage with more challenging activities in order to increase the number of PPG pupils identified as + on Target Tracker (old #2 to #3).</p>	<p>We are a high achieving school and would like our outcomes for PPG children to reflect this in the data and within the school.</p>	<p>Target trackers to track those more able PPG pupils and identify those that have the potential to achieve greater depth.</p>	<p>PP lead G&amp;T Lead</p>	<p>July 2021</p>
<p>Disadvantaged pupils will receive consistently high-quality teaching.</p>	<p>Teachers will receive CPD and will be supported to ensure they deliver high-quality lessons, rigorously assess and intervene when needed for the greatest impact.</p>	<p><b>Educational Endowment Foundation -</b> Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>Teachers will attend courses for CPD.</p> <p>Inset time and coaching will be used to support teachers.</p> <p>Monitoring of teaching and learning will support staff in areas identified.</p>	<p>SLT Subject leader</p>	<p>July 2021</p>
<p>PPG will be exposed to and use a wider range of vocabulary, including subject-specific vocabulary both orally and written.</p>	<p>Quality First Teaching. Raise profile of subject specific vocabulary across the school.</p> <p>Utilise vocabulary books and embed in lessons.</p> <p>Use working walls in class to display subject-specific vocabulary and display new vocabulary around the classroom.</p> <p>P4C in classes.</p>	<p><b>Educational Endowment Foundation -</b> Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.</p> <p>Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p>	<p>Book monitoring to check subject-specific vocabulary in books.</p> <p>Lesson observations.</p> <p>Walk rounds to check displays and the environment,</p> <p>Meetings with PPG children to observe their confidence when using subject specific vocabulary.</p>	<p>PP Lead Subject leaders SLT</p>	<p>July 2021</p>

<p>PPG children with EAL to have improved access to learning</p>	<p><b>Quality First Teaching and oral strategies interventions.</b> ensures provision for PPG children are made to support the development of speaking and listening which is essential for development of reading, writing and maths:</p> <ul style="list-style-type: none"> <li>• P4C in all classes</li> <li>• Vocabulary focus in all classes</li> <li>• Pre-teaching topics.</li> <li>• EAL early phonics interventions led by a phonics expert across lower the school.</li> </ul>	<p><b>Educational Endowment Foundation – Small Groups</b> Moderate impact, high cost, extensive evidence. Potential gain 5 months. Effectiveness of small groups with high quality teaching.</p> <p><b>Educational Endowment Foundation – Phonics</b> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p>	<p>Target tracker assesses progress in Speaking and Listening.</p> <p>Whole School meetings (pupil voice) to have a focus on how subject specific vocabulary has been embedded.</p> <p>Lesson observations will have a focus on speaking and listening/vocabulary for PPG pupils.</p> <p>Effective provision for PPG with EAL with a focus on phonic in the younger years..</p>	<p>SLT EAL Lead</p>	<p>July 2019</p>
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<p>PPG children with EAL to have improved access to learning</p>	<p>To support development of speaking and listening which is essential for development of reading, writing and maths:</p> <ul style="list-style-type: none"> <li>• Interventions with PP lead teacher to have a vocabulary focus.</li> <li>• Pre-teaching sessions to include vocabulary focus.</li> <li>• EAL children to have prepared resources.</li> </ul>	<p><b>Educational Endowment Foundation – Small Groups</b>  Moderate impact, high cost, extensive evidence. Potential gain 5 months. Effectiveness of small groups with high quality teaching.</p>	<p>Each intervention has clear objectives set which are RAG Rated half termly. Regular reviews of interventions determine the impact. Future interventions and focuses are determined during pupil progress meetings</p>	<p>EAL Lead  PP Lead</p>	<p>July 2021</p>
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<p>To enable pupils to be independent and resilient learners by embedding the school Learning Skills and Values across the whole school.</p>	<p>Learning skills and values to become part of day to day teaching practices. This will give children a common frame for evaluating and reflecting on their learning.</p>	<p><b>Educational Endowment Foundation – Meta-Cognition and Self-Regulation.</b>  High Impact/Low Cost Metacognition and self-regulation approaches have consistently high levels of impact. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Feedback from pupils and staff to determine impact</p> <p>Focus group feedback on how the schools' skills and values improve learning.</p> <p>Book monitoring to evaluate children's comments and reflections in books.</p>	<p>SLT</p>	<p>July 2021</p>
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<p>Continue to diminish the difference for progress and attainment across all key areas – especially reading.</p>	<p>Additional CPD with all staff on implementing a whole school approach to reading.</p> <p>To embed a consistent approach to guided reading in classrooms and to develop ways to increase reading for pleasure across the school with a focus on PP pupils.</p> <p>Peer mentors will be used for shared reading and developing positive relationships with classmates.</p>	<p><b>Educational Endowment Foundation – Reading Comprehension Strategies</b>  High Impact/Low Cost  On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><b>Educational Endowment Foundation Collaborative Learning</b>  Moderate Impact/Low Cost  The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains.</p>	<p>Target tracker assesses progress in Reading</p> <p>Lesson observations</p> <p>Reading logs</p> <p>Pupil voice</p> <p>Coaching</p>	<p>SLT  Literacy Lead</p>	<p>July 2021</p>
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<p>PPG children will reflect on their learning journey and know what they need to do to fulfil their potential.</p>	<ul style="list-style-type: none"> <li>• Children will regularly use self/ peer evaluation within lessons.</li> <li>• They will continually evaluate their use the learning skills</li> <li>• Children will continuously assess their learning against well-developed success criteria.</li> <li>• To use AFL to move PPG children's learning forward and consolidate their learning.</li> <li>• PPG will be encouraged to write detailed green pen comments.</li> <li>• Children will be encouraged to write reflective and thoughtful parent's evening letters.</li> </ul>	<p><b>Educational Endowment Foundation – Meta-Cognition and Self-Regulation.</b>  High Impact/Low Cost  Metacognition and self-regulation approaches have consistently high levels of impact. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>.Book monitoring will indicate the quality of children's green pen comment and feedback.</p> <p>Discussions with PPG about the learning skills and effective evaluation.</p>	<p>SLT  Subject leaders</p>	<p>July 2021</p>
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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	When will you review implementation?
PPG children to 'catch up' on missed learning due to Lockdown.	<p>Rapid intervention focusing on key skills.</p> <p>National Tutoring Program (to be determined when rolled out nationally)</p> <p>Recovery Curriculum Blended learning</p> <p>Focused small group interventions.</p>	<p>Children have missed unprecedented amounts of schooling over this pandemic period. It is imperative that gaps in key skills be identified and targeted in order for vulnerable pupils to maintain high standards of learning.</p>	<p>Target specific individuals and specific areas of need.</p> <p>Monitor and review interventions and make changes as needed.</p> <p>Use Target Tracker to analyse progress.</p>	<p>PP Lead SLT All staff</p>	<p>July 2021</p>
All PPG children, especially vulnerable pupils, to be supported with well-being issues as a result of lockdown. (ELSA, well-being)	<p>Targeted strategies include:</p> <ul style="list-style-type: none"> <li>• Access to a learning mentor</li> <li>• Zones of Regulation program</li> <li>• Wellbeing lead to support families</li> <li>• ELSA input.</li> </ul>	<p><b>Educational Endowment Foundation – Meta-Cognition and Self-Regulation.</b> High Impact/Low Cost Metacognition and self-regulation approaches have consistently high levels of impact. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p><b>Educational Endowment Foundation – Social and Emotional Learning</b> Moderate Impact/Moderate Cost 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>Target Tracker system. Feedback from pupils, parents and class teachers. Successful implementation of the Zones of Regulation program.</p>	<p>SENCo SLT Wellbeing Lead</p>	<p>July 2021</p>

<p>PPG children with SEND to have improved access to learning</p>	<p>Interventions in Maths and English led by PPG lead teachers and trained TAs:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class@Number</li> <li>• Y3 Phonics Support</li> <li>• Specialist dyslexia writing and spelling groups</li> <li>• Fluency groups</li> <li>• Autism friendly school</li> </ul>	<p><b>Educational Endowment Foundation – Small Groups</b> Moderate impact, high cost, extensive evidence. Potential gain 5 months. Effectiveness of small groups with high quality teaching.</p> <p><b>Edge Hill University</b> peer reviewed interventions.</p>	<p>Each intervention has clear objectives set which are RAG Rated half termly. Regular reviews of interventions determine the impact. Future interventions and focuses are determined during pupil progress meetings.</p>	<p>SENCo PP Lead</p>	<p>July 2021</p>
<p>Continue to diminish the difference for progress and attainment across all key areas – especially maths</p>	<p>Continue to use mastery approach across the whole school.</p> <p>Coach new members of staff on the most effective elements of the mastery approach.</p> <p>Maths SL to deliver INSETs on effective maths teaching.</p>	<p><b>Educational Endowment Foundation - Mastery</b> The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking.</p>	<p>Target Tracker to track the progress of all pupils in maths (and target pupils for all key skills).</p> <p>Feedback from pupils during our Whole School Meeting (pupil voice).</p>	<p>PP lead Maths SL</p>	<p>July 2021</p>

Continue to diminish the difference for progress and attainment across all key areas – especially maths	Key/vulnerable children at risk of underachieving identified and appropriate in-class interventions and differentiation planned for.	Opportunities for collaborative learning have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. In-Class differentiation including mixed ability work where children have peer role models has a positive effect on learning and outcomes.	Analysis of data and pupil progress discussions will identify children at risk of underachievement. Additional support and guidance is recorded during pupil progress meetings and tracked termly to ensure support is having a positive impact.	HT/DHT/ Maths lead	July 2021
Continue to diminish the difference for progress and attainment across all key areas	Effective communication to take place between parents and school so that: <ul style="list-style-type: none"> <li>• Clear goals are set each term.</li> <li>• Families are supported and informed.</li> </ul>	<b>Educational Endowment Foundation – Parental engagement</b> Moderate Impact/Moderate cost. Increasing parental engagement in primary schools had on average two to three months' positive impact.	Feedback from pupils, parents and teachers. Target Tracker.	SLT	July 2021
Continue to diminish the difference for progress and attainment across all key areas - especially writing	Interventions writing led by teachers. <ul style="list-style-type: none"> <li>• Booster writing intervention in year 6</li> <li>• Pre-teach and writing strategies for year 5 and 6 pupils.</li> <li>• Additional support in English lessons for key target pupils.</li> <li>• 1:1 Tuition where needed.</li> <li>• Vocabulary focus</li> </ul>	Targeted support in small groups has been shown to help raise standards for children who need a little extra to help 'catch up' with peers.  <b>Educational Endowment Foundation – Small Groups</b> Moderate impact, high cost, extensive evidence. Potential gain 5 months. Effectiveness of small groups with high quality teaching.	Each intervention has clear objectives set which are RAG Rated half termly. Regular reviews of interventions determine the impact. Future interventions and focuses are determined during pupil progress meetings.	SLT English lead Members of staff	July 2021

<p>Continue to diminish the difference for progress and attainment across all key areas – especially reading, writing and maths.</p>	<p>Interventions both within and outside of the school day are put in place and led by year 6 teachers. These include:</p> <ul style="list-style-type: none"> <li>• Focused breakfast club</li> <li>• 1:1 and small group after school tutoring</li> <li>• Easter Revision School</li> <li>• Maths and English morning groups.</li> </ul>	<p><b>Educational Endowment Foundation – Small Group Tuition</b></p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>Each intervention has clear objectives set which are RAG Rated half termly.</p> <p>Regular reviews of interventions determine the impact.</p> <p>Feedback from pupils and parents.</p> <p>Future interventions and focuses are determined during pupil progress meetings.</p>	<p>PP Lead</p>	<p>July 2021</p>
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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	When will you review implementation?
To enable all PPG children to have access to technology for online learning	<p>Auditing pupils' access to technology and remote learning.</p> <p>PP lead to liaise with all members of staff to discuss the needs of vulnerable pupils.</p> <p>To provide extra resources where necessary and communicating with parents.</p>	<p><b>EEF Guide to Supporting School Planning:</b> Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. A lack of appropriate technology and home supports may still prove a challenge for many disadvantaged pupils in the year ahead.</p>	<p>Maintain accurate audit records of vulnerable pupils' access to technology.</p> <p>Monitor home learning and/or blended learning activities to ensure vulnerable pupils can access and achieve.</p> <p>Feedback from parents, pupils and staff.</p>	PP lead	July 2021
To involve parents of PPG children in their children's learning and work with the school to maximise attendance and progress.	<p>First day calling to all families to enquire about absence. In the case of persistence absence PPG parents invited into school to meet with SLT to discuss barriers for attendance. Support plans to be put in place for individual children.</p> <p>To provide workshops for parents to support their children with learning online.</p>	<p>Government Research Report 2013/2014 on link between attendance and attainment Published March 2016 Children were 1.3 times more likely to achieve L4 at KS2 with no absence than children who were absent 10-15% of the time.</p> <p>Parental engagement in children's learning is associated with improved academic outcomes at all ages.</p>	<p>HT and PP Lead to review the attendance of PPG children half termly.</p> <p>Children's attitudes towards school through school surveys and focus groups.</p> <p>Attainment and progress data</p> <p>Parents of PPG children will give feedback on the workshops delivered.</p>	HT SLT Welfare Officer	July 2021

<p>Ensure that all children have access to the enrichment opportunities provided in our curriculum.</p>	<p>To subsidise the cost of our Y6 residential journey for PPG children and school trips for all year groups for PPG children.</p> <p>To cover the cost of breakfast club and after school clubs if and when needed for PPG children</p>	<p>Pupils need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economical background.</p>	<p>Monitor attendance data</p> <p>Children's attitudes towards school.</p> <p>Attainment and progress data</p>	<p>PP Lead</p>	<p>July 2021</p>
<p>Ensure that all children have access to the enrichment opportunities provided in our curriculum.</p>	<p>To offer wider curriculum opportunities for targeted pupils such as access to:</p> <ul style="list-style-type: none"> <li>• Music tuition</li> <li>• Sporting activities</li> <li>• Clubs and social events</li> </ul>	<p>Pupils need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economical background.</p>	<p>Children's attitudes towards school (feedback from pupils and parents).</p> <p>Attainment and progress data</p>	<p>PP Lead</p>	<p>July 2021</p>
<p>To support families to access external community services and additional support from the school in order to maintain a positive home environment.</p>	<p>A Wellbeing Lead has been established to be a key contact point for families in need of additional support.</p> <p>A counsellor provides services in the school day to identified pupils.</p>	<p><b>Educational Endowment Foundation – Social and Emotional Learning</b></p> <p>Moderate Impact/Moderate Cost</p> <p>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>Children's attitudes towards school (feedback from pupils and parents).</p> <p>Attainment and progress data</p>	<p>Wellbeing Lead PP Lead</p>	<p>July 2021</p>