



Christ Church C of E Primary School

PUPIL PREMIUM STRATEGY 2020 -21

| 1. Summary information | | | |
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| Academic Year | 2020/21 | Total Pupil Premium Grant | £97,840 |
| Total number of pupils | 190 | Number of pupils eligible for Pupil Premium Grant | 83 |
| Review date | Autumn 2021 | | |

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- A) Persistent absence
- B) Low attendance of some PP pupils impacting on their progress through loss of first high quality teaching in school.
- C) Lack of play and social skills
- D) Lack of engagement in lessons impacting on their progress in achieving at least the expected standard by the end of Years 5 and 6.
- E) Behaviour

In addition to the above based on Analysing School Performance we need to address the following in regard to pupils in receipt of Pupil Premium:

- F) Support Year 6, Year 5 and Year 2 PP pupils to achieve the expected standard in line or above national and RBG
- G) Narrow the gap between the attainment of PP pupils and non PP pupils, especially PP pupils that are underachieving in Years 5 and 6
- H) Developing parental engagement in supporting PP pupils whose attendance is below 97% to attend school every day.
- I) Improve the quality of writing across the school
- J) Develop children's mathematical skills – Pupils to become confident at reasoning and explaining in mathematics
- K) Develop children's reading comprehension skills through the Beanstalk Reading Support Programme

| Barrier (2019-2020) | % of all school pupils | % of Pupil Premium pupils |
|--|------------------------|---------------------------|
| Annual Absence (2019 – 2020) | 94% | 91% |
| Autumn 2020 Absence | 96% | 93% |
| Parental Engagement – (eg: parent consultation) | 80% | 62% |
| Lunchtime Detentions given | 7% | 20% |
| Year 5 and 6 pupils on track to achieve expected standard in reading | 85% | 66% |
| Year 5 and 6 pupils on track to achieve expected standard in maths | 76% | 61% |

There is no official 'end of year data' due to the Covid Lockdown during the end of Spring Term 2020 and Summer Term 2020.

Below is Teacher Assessment Data for Autumn 2020

Table showing percentage of PP and Non PP Pupils currently at least at Expected and Percentage of PP and Non PP Pupils projected to be at least at Expected at end of this academic year (2020-2021)

| Attainment | Reading | Reading | Reading | Reading | Reading | Reading | Reading | Reading |
|------------|---------|---------|-----------------|---------|---------|------------------|------------------|-------------------|
| Exp | PP | NPP | % Class | % PP | % NPP | % PP projected | % NPP projected | % Class projected |
| Y1 | 2 | 2 | 15% (4 pupils) | 28% | 10% | 42% (3 pupils) | 70% (14 pupils) | 63% (17 pupils) |
| Y2 | 1 | 4 | 19% (5 pupils) | 8% | 29% | 62% (8 pupils) | 86% (12 pupils) | 74% (20 pupils) |
| Y3 | 8 | 6 | 48% (14 pupils) | 47% | 50% | 94% (16 pupils) | 92% (11 pupils) | 93% (27 pupils) |
| Y4 | 5 | 10 | 54% (15 pupils) | 50% | 56% | 100% (10 pupils) | 100% (18 pupils) | 100% (28 pupils) |
| Y5 | 0 | 5 | 19% (5 pupils) | 0% | 36% | 69% (9 pupils) | 78% (11 pupils) | 74% (20 pupils) |
| Y6 | 0 | 4 | 16% (4 pupils) | 0% | 33% | 69% (9 pupils) | 67% (8 pupils) | 68% (17 pupils) |
| Attainment | Writing | Writing | Writing | Writing | Writing | Writing | Writing | Writing |
| Exp | PP | NPP | School | % PP | % NPP | % PP projected | % NPP projected | % Class projected |
| Y1 | 0 | 0 | 0% (0 pupils) | 0% | 0% | 11% (3 pupils) | 33% (9 pupils) | 44% (12 pupils) |
| Y2 | 2 | 4 | 22% (6 pupils) | 15% | 29% | 34% (9 pupils) | 44% (12 pupils) | 78% (21 pupils) |
| Y3 | 9 | 8 | 60% (17 pupils) | 53% | 67% | 94% (16 pupils) | 92% (11 pupils) | 93% (27 pupils) |
| Y4 | 5 | 10 | 54% (15 pupils) | 50% | 56% | 100% (10 pupils) | 100% (18 pupils) | 100% (28 pupils) |
| Y5 | 6 | 9 | 56% (15 pupils) | 46% | 64% | 77% (10 pupils) | 86% (12 pupils) | 81% (22 pupils) |
| Y6 | 0 | 4 | 16% (4 pupils) | 0% | 33% | 69% (9 pupils) | 67% (8 pupils) | 68% (17 pupils) |
| Attainment | Maths | Maths | Maths | Maths | Maths | Maths | Maths | Maths |
| Exp | PP | NPP | School | % PP | % NPP | % PP projected | % NPP projected | % Class projected |
| Y1 | 2 | 4 | 22% (6 pupils) | 28% | 20% | 11% (3 pupils) | 52% (14 pupils) | 63% (17 pupils) |
| Y2 | 3 | 4 | 26% (7 pupils) | 23% | 29% | 33% (9 pupils) | 48% (13 pupils) | 81% (22 pupils) |
| Y3 | 6 | 7 | 45% (13 pupils) | 35% | 58% | 94% (16 pupils) | 92% (11 pupils) | 93% (27 pupils) |
| Y4 | 6 | 11 | 61% (17 pupils) | 60% | 61% | 100% (10 pupils) | 100% (18 pupils) | 100% (28 pupils) |
| Y5 | 1 | 4 | 19% (5 pupils) | 8% | 29% | 77% (10 pupils) | 79% (11 pupils) | 77% (21 pupils) |
| Y6 | 0 | 4 | 16% (4 pupils) | 0% | 16% | 62% (8 pupils) | 67% (8 pupils) | 64% (16 pupils) |

| Academic Year | Number of PP Pupils | Total Number of Pupils | PP Pupils % of Cohorts |
|---------------|---------------------|------------------------|------------------------|
| 2017-2018 | 90 | 186 | 48% |
| 2018-2019 | 89 | 186 | 48% |
| 2019-2020 | 82 | 189 | 43% |
| 2020-2021 | 73 | 190 | 38% |

| End of Key Stage for July 2019 data (there was no data for July 2020) | | | | | |
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| | <i>All pupils</i> | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>Progress PP</i> | <i>Non-PP</i> |
| % achieving expected standard in reading (KS2) | 75% | 73% | 78% | -0.1 | -0.3 |
| % achieving expected standard in writing (KS2) | 90% | 82% | 100% | 0.6 | 3.1 |
| % achieving expected standard in maths (KS2) | 85% | 73% | 100% | 2.1 | 1.3 |
| % achieving expected standard in GPS (KS2) | 95% | 91% | 100% | | |
| Average test scaled score in reading (KS2) | 105 | 103 | 108 | | |
| Average test scaled score in maths (KS2) | 108 | 111 | 106 | | |
| Average test scaled score in GPS (KS2) | 111 | 108 | 114 | | |
| % achieving expected standard in reading (KS1) | 84% | 70% | 93% | | |
| % achieving expected standard in writing (KS1) | 80% | 70% | 87% | | |
| % achieving expected standard in maths (KS1) | 76% | 70% | 100% | | |
| % achieving GLD (EYFS) | 82% | 81% | 80% | | |

| Barriers | Desired Outcome | Actions and how will we ensure it is implemented well | Staff lead | | Evaluation of impact |
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| C, D, E | <p>To enable pupils to develop positive break times and lunch break times by giving PP pupils the opportunity to lead structured active play sessions.</p> <p>To continue lowering the number of detentions from 52 per year to less than 25 per year</p> | <p>Extend fun play activities provision at lunchtime, both through purchasing playtime resources for structured play and training for lunch time supervisors and sports leaders to support PP children that show challenging behaviours in the playground spaces for the duration of lunch time and those with social communication needs and emotional/behaviour management needs by training them to lead play activities. Continue lowering the number of detentions by a more than 50%</p> <p>From 52 detention per year in 2019 to less than 25 detentions in 2020-21.</p> <ul style="list-style-type: none"> • Success will be measured by the continued drop-in number of incidences of poor or aggressive behaviour during break time and lunch times. Pupils demonstrate increased confidence, self-esteem and resilience to lead playtime activities and help to avoid unacceptable or aggressive behaviour. • Lunchtimes will be a success for these pupils as they will be learning new skills and developing their leadership, communication and cooperative playing and working skills. • By ensuring that the incidence of both low level and serious inappropriate behaviour is much lower, a greater percentage of pupils will return to class ready to engage in their learning. This should also have an affect on the amount of time lost by both the pupil and member of SLT/support staff or teaching staff in having to deal with issues arising from pupils who have suffered an incidence at lunchtime, impacting on their learning time at the beginning of the afternoon lessons. <p>Mealttime staff will be trained and supported to take on new strategies to support PP pupils with behavioural needs or find playtime activities challenging.</p> <ul style="list-style-type: none"> • supporting Pupils to both run lunchtime activities as play leaders and participate in organised play activities or sports activities. • Target number of detentions to be less than 25 per year • Pupils will enjoy a more positive lunchtime provision with fun activities leading to a continued drop in incidences of poor behaviour. • detentions to drop from 136 in 2018 to 52 in 2019 to a target number of less than 25 in 2020-21. • Mealttime supervisors to meet every third week with SLT and/or lunchtime supervisor to review and develop the lunchtime provision • Develop PP pupils ability to communicate their ideas and instructions with growing confidence and clarity • Coach to work with PP pupils to train Year 4 and Year 3 pupils to be play leaders and run games activities during lunchtime break. • Train lunchtime supervisors to help run games and lunchtime activities • Continue and develop the nurture club sessions during lunch time to focus on pupils becoming more resilient <p>Chaplain to offer a range of pastoral and nurturing support for pupils as well as offering advice to SLT, MMS and teachers.</p> | <p>S Reid A Ermellino B Lamont P Southcott M Graham Rev Dominic</p> | <p>£19,848</p> | <p>Lunchtimes are far more positive, with a drop in detentions due to unacceptable behaviour of 43%</p> <p>Pupils are engaged in a wide range of activities, including a wider range of sporting activities run by a qualified coach. The activities are structured and the playground has been zoned with active play activities, a quiet area, sporting activities area and two Key Stage 1 zones. All pupils in Key stage 2 take part in Play leader activities and this has helped pupils to in devedloping their skills in working as a team, communicating with their peers, especially with the pupils in eception and key Stage 1. The playleader sessions has also had an impact ensuring that pupils are far more settled once they return to class after lunchtimes and, through pupil voice, teac her and Mealttime supervisor voice teachers feel that the children are far more This will now be extended to playtime, using the Year 6/Year 5 pupils as playleaders on a rota basis.</p> <p>The HSLW (BL) has been working with pupils that have assigned to her either through CPOMs, safe guarding concerns or have had aprticular issues at breaktime or lunchtime. The number of pupils that</p> |
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| | | Counsellor and HSLW to continue working 1:1 with some pupils to support them in forming strategies to cope with emotional anxiety and anger management to help them cope with challenging situations during break times and lunchtimes | | | have been assigned to the HSLW has been very low this year due to the success of the playleader/lunchtime programme |
| D, F, G, I, J | To ensure that the majority of PP children in all year groups make accelerated progress in order to achieve at least 'expected' level with a higher percentage 'exceeding' in reading, writing and maths, focussing on pupils in Years 2, 5 and 6 | <p>To plan, deliver and monitor daily English and Maths lessons by</p> <ul style="list-style-type: none"> Support both the 'catch up' curriculum and accelerate progress for Pupil Premium children that have fallen behind during the Covid Lockdown period due in part to low engagement of the online learning provision; 60% of PP pupils in Year 5 and 77% of PP pupils in Year 6. Support greater engagement in the use of online resources including Epic Reading, Education City, Purple Mash and Satchel Support out of school learning and extend the range of resources to support learning in school. Ensure 80% of PP pupils engage in the use of online resources offered by the school in line with 79% of all school pupils that are presently engaging in the online learning provision. To use a wider range of resources, including the White Rose concrete and maths modelling resources to improve PP pupils ability to solve reasoning problems. Attending training, observations, staff meetings and pupil outcomes will demonstrate the impact of <p>The use of the same teacher to cover all 5 classes of a year group to ensure consistency in the quality of teaching, planning, resourcing and formative assessment in all lessons.</p> <ul style="list-style-type: none"> The gap PP between and non-PP pupils for progress and attainment will decrease by at least 20% in year 2,3 and 4 and at least 60% in Years 5 and 6 in reading and Maths – pupil progress meetings will demonstrate this improvement in the percentage of PP pupils on track to achieve the expected standard in Reading, Writing and Maths. Use of a focussed assessment programme to ensure that we can measure the impact Beanstalk readers have on their focus readers. Continue and put in place provisions to support both PP and PP+ pupils to ensure they make at least good progress or accelerated progress. <p>Along side the catch up plan</p> <ul style="list-style-type: none"> Use of Satchel, Education City and Purple Mash to ensure that pupils are receiving high quality off site online teaching when required | Co-Exec HTs S Reid A Ermellino L McCullough L Gibbs B Lamont | £27,942 | Booster sessions have been run 3 times per week, as discrete sessions and there has been extra booster sessions run within maths and English sessions, either through supporting small groups in class or supporting groups for the activity sessions but all the children remaining in class for the main teaching. We have also had booster sessions run by the Senior Assistant head/Federation Teaching and Learning lead and the Federation Deputy Headteacher have run discrete sessions. The gap between the PP and on PP pupils has narrowed to less than 10% in all class between years 3 and 5. In Year 5 the gap has reversed between PP and on PP in the percentage of pupils achieving the expected standard and greater depth were 100% of Pp pupils are now achieving and projected to achieve either expected or greater depth for their end |

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| | | <p>As no PP pupils are working at the expected level in reading in only 1 PP pupils is working at the expected level in maths In Year 5 there will be a reading and maths booster group 2x per week in starting Summer 1. In Year 6 there will be Reading, Writing and Maths booster support groups starting Autumn 2 to accelerate PP pupil progress as at present no PP pupils are working at the expected standard compared to 4 Non-PP pupils achieving the expected or above standard.</p> <ul style="list-style-type: none"> • Booster groups for greater depth maths year 2 starting spring 1. • Maths resources to support teaching for greater depth. Revision booklets for pupils to take home • Booster groups for Year 2 to start in Spring Term for reading as only 20% of PP pupils are working at the expected level and Maths booster group • Maths resources to support teaching for greater depth. • Revision booklets for pupils to take home. • Continue the focus on Reading skills. • Purchase of more reading materials and factual activities. • Take part in the Federation focus on Marking to ensure that Pupil Premium pupils are supported in making progress through consistent feedback and a clear marking strategy. <p>Continue participating in the Magic Breakfast Programme ensure PP pupils do not start the school day hungry, impacting on their levels of concentration and readiness to learn.</p> <ul style="list-style-type: none"> • Ensure PP pupils do not start the school day hungry, impacting on their levels of concentration and readiness to learn. | | | <p>of KS 2 assessments by the end of this academic year.</p> <p>Overall 42% of our PP pupils have been able to access our online provision, Satchel, Education City and Purple Mash to continue with their online learning during the second lockdown of the pandemic during the Spring Term of 2021. This is in comparison to 54% of PP pupils. In Years 1, 4 and 6 there was a much smaller difference of less than 5%. This has had the impact evidenced by the end of year assessments, of PP pupils making good progress throughout the year. A larger percentage of PP pupils also attended school during the lockdown as school remained open for pupils of key workers and vulnerable disadvantaged pupils, therefore continuing to have high quality first teaching.</p> |
| F,G | Support Year 6 PP pupils to ensure | To ensure that current gaps in progress between PP and Non-PP disappear. | S Reid L Gibbs L McCullough | £11350 | In Year 6 Gap between PP and non PP has narrowed to 5% between PP at 75% |

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| | that they make good or better progress from KS1 to end of KS2 in the core subjects. Continue working on closing the gap between PP and pupils in Year 6 | <p>Interventions – SLT taking Reading, writing and Maths booster groups 60 minutes before school 1x weekly,</p> <ul style="list-style-type: none"> • SLT running booster maths group 2x a week to • SLT to run morning booster maths group for LA group starter Autumn term 2020 • Focus on PP progress at pupil progress meetings and this will also be improved by practitioners reviewing and reflecting on T&L strategies on a termly basis. • Monitor using tracking sheets and gap analysis of assessments whether any gaps between attainment of PP pupils is closing in comparison of attainment of Non PP pupils. <p>Brilliant Club – Enable 4 Year 6 pupils who do not have first-hand experience of university life within their families to visit a University campus and work alongside a PHD student on a virtual project. PP Pupils chosen who demonstrate that they have the potential and desire to apply to university at the end of their time in main stream education.</p> <ul style="list-style-type: none"> • PP pupils to have virtual lessons from a tutor and a virtual graduation (due to Covid regulations) • Pupils will attend the virtual Brilliant Club each week using resources sent by the Scholar's Programme. • They will be supported with their Brilliant Club tasks and final project. A member of leadership will support pupils during the virtual sessions • Additional PP booster groups to start in Spring 1 2020 • Provision for revision guides for all year 6 to support with maths reading and SPAG <p>Extend Enrichment Time in the Community Garden enabling all pupils to benefit from using it for learning and enrichment within Covid guidelines.</p> <p>To train one member of support staff and one teacher to be forest school trained</p> <ul style="list-style-type: none"> • 1 teachers and a member of the support staff trained and FS happening on a regularly basis. The impact will be seen in the EYFS GLD scores. • During FS sessions pupils in KS1 and KS2 will have developed their self-confidence, mental well-being and developed their STEM learning skills. | A Ermellino | | <p>and non PP at 80% in Maths and Reading and 12% between PP at 58% and non PP at 70% for Writing. There was very little difference in the uptake of the online provision between both PP and non PP during the second lockdown.</p> <p>Very successful Brilliant Club sessions this year all be it with interruptions due to the pandemic. Of the 4 participants, 3 were PP and 1 was non PP. All passed the final assessment and had achieved very well, one PP pupil making massive progress. This has also impacted their final results in their end of KS2 TA assessments.</p> <p>Training achieved and we have a trained teacher, CK and trained TA, AR who run Forest school sessions, which have now re-started following the return of all pupils from the Sprint Term lockdown of 2021. Overall there has been initial evidence that Forest school has impacted the GLD scores</p> |
| C,D | Extend the use of community garden and the garden area beside the Reception classroom for pupils to include | <p>Class teachers using the outdoor space to enhance learning which will have a positive impact on progress and attainment shown in pupil progress meetings</p> <ul style="list-style-type: none"> • Pupils to continue attending outdoor lessons when possible, either with their class teacher and class support staff or a specialist teacher. | S Reid A Ermellino F Harrison | £3800 | On going – due to the pandemic lockdown and phased return this target has not had time to be fully embedded and therefore will be ongoing this academic year 2021-2022. |

| | Enrichment Time sessions | | | | |
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| C,D | To continue widening pupils cultural capital through extending their experiences through trips and school journeys in Year 6 and 4 | <p>Look at possible School Journey Provision within the confines of Covid regulations – Spring or Summer 2021 Investigate the possibility of 1 day trips to an outdoor centre such as Tump 53 Nature Centre.</p> <p>Art and dance Therapy provision to support PP pupils that need to develop their confidence, self esteem, and emotional communication needs.</p> <p>CHICKS- (when Covid regulations allow) continue to provide mini outdoor learning breaks for students to experience the great outdoors in areas of natural beauty.</p> <ul style="list-style-type: none"> Some Yr 5 pupils will be able to attend an outdoor farm experience. <p>To develop children's enjoyment of science, technology, engineering and mathematics. Clubs run by staff and external providers</p> <p>To offer a wider range of trips, including virtual trips and virtual sports activities whilst the school is under Covid restrictions enabling PP pupils to participate in class trips or Virtual trips at least each half term to enhance their learning experiences.</p> <ul style="list-style-type: none"> All PP pupils will be able to attend either a virtual concert or theatre trip in the Summer term or when Covid restrictions allow a physical trip to a concert hall or major theatre. <p>Gain the Arts Mark award, extending PP pupils cultural capital through a wide range of cultural and art based experiences.</p> <ul style="list-style-type: none"> Opportunities for creative learning experiences regarding the Arts will take place at least once a half term. The school to develop a Creative Hub on the school site which will enable classes to extend their music and arts provision through the development of the Arts Mark Strategy. To introduce a new music scheme of work during the Summer Term 2021. To extend the Art curriculum through teacher development in the teaching of various arts skills and effective use of a wide range of arts resources being purchased and made available for all classes. | <p>L Gibbs and Year 6 team S Reid B Lamont</p> <p>S Reid A Ermellino</p> <p>S Reid A Ermellino</p> | £5410 | <p>As above target - On going – due to the pandemic lockdown and phased return there were no school journeys undertaken last academic year 2020-2021 therefore this target has not had time to be undertaken and therefore will be ongoing this academic year 2021-2022.</p> <p>Art and dance therapies continue to support our PP pupils with their social and emotional development.</p> <p>Lots of different clubs were run in the summer term after school which widen pupils experiences and enriched the curriculum..</p> <p>On going – due to the pandemic lockdown and phased return this target has not had time to be embedded and therefore will be ongoing this academic year 2021-2022.</p> <p>Kick London was run during the last academic year, 2020-2021. With the added support/mentoring sessions, Kick London Sports sessions has had an</p> |

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| | | <p>Use of outside agencies to help develop exciting and motivational teaching and learning for pupils, including extra sports coaching through Kick London as well as Cricket coaching</p> <p>Provide a wider choice of after school clubs which cover the Arts and STEM subjects. Range of Arts and cultural events in school provided for all to experience and enjoy. Use a wider range of virtual trips to extend PP pupils experiences of various galleries, museums and cultural centres. In 2019 to 2020 the after school provision was mainly made up of sports clubs; football and multi-sports which 28 pupils participated in. This year the target is 50+ pupils to attend a great variety of clubs during or after school.</p> | | | <p>impact in supporting PP pupils, as well as non PP that were reluctant to participate in sports to take part in a wider range of sports, including after school multi sports sessions for pupils in KS1. The mentoring sessions supported a particular group of Year 6 PP pupils that were involved in unacceptable playtime/lunchtime behaviour and lowering the incidences of this behaviour by 50%.</p> |
| K | To Develop the effectiveness of the Beanstalk Reading Support Programme | <p>Beanstalk readers to support 12 PP pupils in Year 2 who need to accelerate their progress in their reading and comprehension skills enabling 5 of the pupils, whose comprehension skills are well below the expected standard to be working at just below expected standard in reading by the end of the year and 7 pupils, whose reading skills are just below the expected standard, to be working at the expected level by the end of the year.</p> <ul style="list-style-type: none"> • Support the beanstalk readers in developing how they support all PP pupils so that they develop their comprehension skills as well as their decoding skills through using various resources and games. • Beanstalk readers to support pupils who do not have adult support at home for reading. • To develop a record/assessment programme to measure the effectiveness and impact of the Beanstalk reading programme on PP pupils reading progress each term. • Ensure all PP pupils receive equal access to beanstalk readers and high quality reading resources each week. • Ensure each PP pupils in the Beanstalk Reading Support Programme is being given challenging reading texts and resources to ensure progress. • Use the recording/assessment programme to ensure the programme is working effectively to enable PP pupils in the Beanstalk Reading Support Programme to make at least good progress in their comprehension of reading texts. • To ensure the gap between PP and Non PP pupils progress in reading is being closing and aim for it to be eliminated by the end of Year 6. | A Ermellino Beanstalk Readers | £1900 | <p>We have had 4 beanstalk readers during the last academic year, 2020 to 2021. Unfortunately due to the lockdown there were no beanstalk reading sessions during the Spring and first half of the Summer term of 2021. Of the 12 pupils that participated in the Beanstalk reading sessions, 2 out of the 3 in Year 2 made good progress in their reading skills evidenced by TA assessments at the end of the year, both making accelerated progress from well below expected to working towards expected standard, where as 1 PP pupil remained the same, but made good progress overall preventing the pupil from dipping in progress. The PP pupils in Years 3 and 5 that participated in the reading sessions all made progress in their reading, 4</p> |

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| | | | | | achieving the expected standard for Year 3 and 5 and 2 pupils on the cusp of working towards and expected standard in the and of year assessments. |
| A. B, H | <p>Engage parents to support initiatives to improve attendance amongst PP pupils from 91% to 97%.</p> <p>Parents will feel supported by school in times of hardship and stress by a range of adults</p> <p>Parental Engagement Initiatives</p> | <p>Deliver a wide range of attendance strategies to encourage maximum participation in school life and learning inc. Individual and whole school attendance prize</p> <ul style="list-style-type: none"> Parents and children will recognise and understand the importance of maintaining a good attendance record, supported by our Home School Link Worker. They will be motivated to come to school because of the range of activities that take place during and after the school day. Subsidise breakfast club places for Pupil Premium children who are regularly late to school. HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track. Close the gap between the percentage of attendance of PP pupils at 93% and the all school pupils at 96% so that both percentages are over 97%. <p>HSLW to support our families when a need arises either through safeguarding concerns, attendance concerns or general concerns.</p> <ul style="list-style-type: none"> A food bank will be set up and used in the school to extend Magic Breakfast, plus additional support from Greenwich Council will supply extra Breakfast boxes for our FSM pupils. HSLW will report to Campus Leader each half term regarding parent support that has been given and how it can be increased HSLW to sign post parents to appropriate places for support Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school applications; understanding school life and curriculum <p>Counselling sessions run by Grenville for vulnerable pupils and parents – identify and plan counselling support for pupils and parents.</p> <p>When Covid regulations allow Parents invited to Celebration Collective Worship, CC's Got Talent Shows and Class Collective Worship during each term.</p> <ul style="list-style-type: none"> Planning Parent workshops to be run by teaching staff via ZOOM to support online learning. Leaflets and texts to be sent to encourage more parents to participate in Zoom Workshops. HSLW (TT) to run parent workshops on E-Safety and a termly parent support meeting. | B Lamont D Hubbuck Counsellor | £27590 | <p>During the academic year 2020-2021 PP pupils averaged 95% attendance which is line with the percentage of attendance of non PP pupils.. To close the gap Attendance for PP this year was 94% and for non PP pupils it was 96%, therefore the gap is closing but we still need to continue this target to close the gap completely in order that both attendance percentages for PP and non PP pupils are over 96%. 26 PP pupils (who were either children of key workers or vulnerable children) out of a total of 55 children were given a place to attend school during the lockdown period of which all of the PP pupils either attended for either part of the week or the whole week. The HSLW makes daily calls to families of children who are absent and has continued to closely monitor the attendance of both PP and non PP pupils and has worked very closely with the LA Attendance team, holding meetings with families whose attendance is of concern, support families in lowering the number of unauthorised absences. The school also rewards pupils whose</p> |

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| | | <ul style="list-style-type: none"> • Provide more opportunities for parents to be involved in the school day via school blogs, telephone calls from teachers to ensure regular communication with parents. • Parent consultations via Zoom. <p>Virtual Workshops will be run by staff and after each one, the number of attendees will be analysed and then marketing strategies put in place to encourage more parents to engage with Virtual workshops.</p> | | | <p>attendance is 100% each term.</p> <p>Our HSLW has worked with our targetted disadvantaged families throughout the academic year and particularly during the pandemic to ensure that these families were able to access help from the LA food voucher schemes, the Magic Breakfast food support schemes and support from food banks. This has been very benficial to our targeted families who all expressed gratitude for how much these schemes supported them through the lockdown. Our HSLW also supported our targeted families in ensuring the pupils were able to access the online learning and if they were not able to access the online learning provision she was able to help deliver learning packs and ensure that the work was returned to be marked and assessed by the teachers. This has helped to ensure that PP pupils were able to continue making progress during the year and close the gap between the percentage of non PP and PP pupils making good progress by the end of the Summer term 2021.</p> |
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