



3 Year Pupil Premium Strategy Plan

St. Joseph's Catholic Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021

Pupil Premium Lead

Amy Johnstone

Governor Lead

CURRENT PUPIL INFORMATION 2021/22

Total number of pupils:	376	Total pupil premium budget:	£87,425	Date of most recent PP Review:	External Review-2016 Internal Review-September 2020
Number of pupils eligible for pupil premium:	66	Amount of pupil premium received per child:	£1345	Publish Date:	December2021
Proportion of disadvantaged pupils:	23.4%	Date for next internal review of this strategy:	Will be reviewed with a PP reviewer from the Trust team.	Statement authorised by:	

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	24/66	36%
Girls	42/66	64%
SEN support	6/66	9%
EHC plan	2/66	3%
EAL	34/66	52%

Assessment data for previous 3 years *

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	62%	77%	74%	57%	74%	72%
% meeting EXP or exceeded in Reading	62%	79%	74%	62%	79%	77%
% meeting EXP or exceeded in Writing	62%	79%	74%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	70%	84%	81%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	100%	78%	80%	57%	74%	72%

% meeting EXP or exceeded in Reading	100%	83%	85%	62%	79%	77%
% meeting EXP or exceeded in Writing	100%	83%	84%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100%	93%	94%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	71%	70%	70%	56%	73%	71%
% meeting EXP or exceeded in Reading	73%		74%	63%	79%	77%
% meeting EXP or exceeded in Writing	82%		78%	58%	76%	73%
% meeting EXP or exceeded in Number	82%		78%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	89%	93%	93%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	92%	94%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check				68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths				50%	69%	65%

% meeting expected standard or above in reading	92%	81%	84%	62%	78%	75%
% meeting expected standard or above in writing	92%	77%	80%	55%	73%	69%
% meeting expected standard or above in maths	92%	84%	85%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	75%	76%	76%	51%	69%	65%
% meeting expected standard or above in reading	63%	81%	78%	60%	78%	75%
% meeting expected standard or above in writing	88%	79%	81%	53%	73%	70%
% meeting expected standard or above in maths	75%	87%	85%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	30%			50%	68%	64%
% meeting expected standard or above in reading	50%		80%	61%	78%	76%
% meeting expected standard or above in writing	30%		73%	52%	71%	68%
% meeting expected standard or above in maths	20%		73%	60%	78%	75%

KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
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KS2 Data 2018-19						
Ks2 Attainment RWM combined			78%	51%	71%	65%
Progress score in reading	3.48	1.77	2.04	-0.62	0.32	0.03
Progress score in writing	-1.98	-0.22	-0.33	-0.50	0.27	0.03
Progress score in maths	1.85	3.39	3.15	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined				51%	70%	64%
Progress score in reading	0.88	3.97	3.44	-0.60	0.30	0.03
Progress score in writing	2.22	2.69	2.61	-0.40	0.20	0.03
Progress score in maths	-0.77	2.67	2.07	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	50%	72%	67%	48%	67%	61%
Progress score in reading	3.47		3.09	-0.70	0.30	0.00
Progress score in writing	1.9		1.63	-0.40	0.20	0.00
Progress score in maths	5.71		4.97	-0.60	0.30	0.00

ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020 - 21 (Pandemic year)	97.82%	96.86%	na
2019-20 (Pandemic year)	94.6%	95.3%	na
2018-19	96.4%	96.7%	96%
2017-18			95.8%

* No individual school or national attainment data is available for the 2019-20 & 2020-21 academic years, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Poor understanding of language for communication	
B	Reading – ability to decode/ segment words to support understanding	
C	Many of our children who are eligible for pupil premium have additional needs in their emotional, well-being and mental health which impact on their attitudes to learning.	
External Barriers (such as poor attendance)		
D	Current KS1 year groups must improve their overall attendance.	
E	Language challenges for parents who would like to support their children with education	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Improved oral language and articulation.	PP children become confident story tellers. PP children can articulate learning that has taken place.

		<p>Children achieve well in phonics</p> <p>Children access phonically decodable reading material independently</p>
B	Accelerated progress seen by at least 80% who fall into this group.	<p>Measuring of targeted interventions shows achievement in small steps</p> <p>PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2.</p> <p>Evidence from children's books will show developments in children's written work, and an improved level and use of vocab is evident.</p> <p>Lesson observations show engagements and ongoing support mechanisms.</p>
C	Tools created for children to use support their emotional well-being.	<p>ELSA group and individual sessions established</p> <p>Teachers confident to build in ELSA strategies within the classroom</p> <p>Well being support team in place</p> <p>Communication route in place for parents to discuss concerns and next steps</p>
D	Increased attendance for the younger age groups.	<p>Attendance to be increased to 96+ in line with National Average</p> <p>Consideration must be taken for those off due to COVID 19</p>
E	Parents felt supported to engage in the education of their child.	<p>Parents communicate with class teachers around gaps in learning and home support</p> <p>Parents engage with on line sessions to understand class based learning</p> <p>Teachers work with SLT to provide ways to demonstrate learning virtually.</p> <p>Workshops in place for parents to support at home with a range of issues, including behaviour, on-line safety and specific learning areas.</p> <p>Teachers advise parents on quality reading material appropriate for each age group.</p>

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)					
Member of staff responsible:					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1- Children to make good progress in all areas.	A	<ul style="list-style-type: none"> Teacher have a clear understanding of the age related expectations for their year group. CPD supports teachers to identify gaps in prior learning Experienced Teaching Assistants distributed to every year group to support intervention work.	Review termly	£28,500	For all children to make good progress from their starting point.
2 - English skills applied with confidence.	A	<ul style="list-style-type: none"> Timeline of CPD for all new members of staff to ensure a clear understanding of the Talk for Writing process. All staff supported to identify areas of the curriculum that allow English skills to be used. Focus on vocabulary in all lessons. Staff guided to use specific, challenging terminology in all areas of the curriculum.	Review half termly (focus for review will link to the subject area driving the half term).	£12,000	Books in all subject areas demonstrate how English skills have been applied.

3- Rich meaningful curriculum in place.	A	<ul style="list-style-type: none"> • Each subject leader supports staff to understand the progression documents created. • CPD sessions to further understand the principles behind metacognition and learning. • All subjects explore 'Learning Links' to deepen opportunities to retain information in the long term memory. <p>Children can access learning outside of the main curriculum e.g. music lessons.</p>	Review termly	Continual investment on cycle of subject development. (£20,000)	For children to be offered a full, balanced curriculum which is sequenced and builds upon prior knowledge.
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: A. Johnstone/ L. Sheath - Individual class teachers

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1- To build personal confidence levels of target children.	C	<p>Nurture group with specific children – assess the personal interests of the children and use these as a focus to structure each session.</p> <p>CPD increases impact of support work from a TA during the oral rehearsal and performance stage of learning.</p>	<p>Feb 2022</p> <p>Reviews -</p> <p>May 2021</p> <p>October 21</p> <p>December 2021</p>	<p>£8000</p> <p>£1500</p>	Children demonstrate increased oracy skills.

2 - To improve calculations skills	A	CPD through Mastery Maths development programme New staff CPD in White Rose and bar modelling strategies. Clear calculation policy in place for all staff to refer to.	July 21 (this focus will be repeated where new members of staff join the school team)	£4500	Children articulate strategies clearly that are appropriate to their year group. Books show correct application of skills.
3 - To develop fine motor skills.	B/C	CPD for new staff following the ISHA approach to the teaching of handwriting. Staff clear on scheme development and presentation expectations.	Annually	£2500	Books show children of all ages display a high standard of presentation.
4 - To provide accurate interventions based on identified gaps.	A	Teachers confident in the tracking of PP children. PP action plans created to provide a clear overview of the gaps that are being targeted. Data reports filter.	Review each term (target year groups will use this as evidence during Pupil Progress Meetings)	£10,000	Evidence shows correct interventions have had maximum impact.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
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1- To create and embed a long term culture within the school focusing on the mental health and wellbeing of all.	C	Well being / support team developed within school to act as an in-house agency that can provide immediate intervention. Physical Literacy support sessions to be tracked and monitored with external support. CPD for colleagues who provide necessary support.	December 2022	£2500 (ongoing ELSA support for trained colleagues) £500 £220	Children develop clear strategies to support their own well-being.
2-To improve the attendance of younger children.	D	Office admin to respond quickly to all absences. Effective communication links developed with EWO from LA Support provided for parents to understand the importance of early stages of education.	July 2021 (Will be discussed as an ongoing target based on each new cohort)	£1000 £1500 £500	For the attendance of those eligible for Pupil Premium funding to be in line with national average
3- For an increased number of parents to be engaged within the education of their child.	E	Parents actively encouraged to engage with class webpages through the year. Teams workshops available to develop parental confidence in the teaching of phonics at home. All teachers develop clear communication links with parents.	Termly (following each official feedback to parents session)	£6500	For parents to be actively engaged within their children's learning.

PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES

Priority No. from	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this	How will you ensure it is implemented well?	Staff lead	Review Date & who is
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3 Year plan			approach?			evaluating impact?
1	PP groups in all year groups make better than expected progress in Reading and Maths	<p>Quality first teaching for all.</p> <p>Regular PPMs to ensure children are working towards the correct expectations.</p> <p>Drop in sessions for teaching staff to discuss next steps in learning.</p> <p>Children taught to understand what helps them to learn.</p> <p>CPD in Metacognition and Self-regulation approaches for children.</p>	EEF supports this as a high impact, low cost approach that can support children to develop life long skills.	Evidence from classroom observations, books, pupil interviews and pupil progress meetings.	LK/LS	<p>Nov 2021 (review date)</p> <p>May 2022 TC – focus will be on evidence in books at this point in the year.</p> <p>July '22 – focus on pupil interviews</p>
2	KS2 pupils understand how English skills support the rest of the curriculum.	<p>Allocated time for the teaching of reading</p> <p>Reading and comprehension skills used in other curriculum areas.</p> <p>CPD sessions for new staff members to understand the Talk for Writing process.</p> <p>Reading links developed to provide quality materials for all subjects, not just English.</p> <p>Quality knowledge organisers used to embed</p>	Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects. Not being able to read the material in Science, does not mean that the child is not interested in Science as a subject.	<p>Phase leaders work closely with SLT to have a clear understanding of the vision.</p> <p>Documents created that record the reading material used in each year group.</p>	TC/LK	<p>October '21</p> <p>April 2022</p>

		essential knowledge before main teaching block. Lexia programme				
2	Children increase fluency levels in reading.	Herts for learning approach to the teaching of reading in place for all year groups. All KS1 groups focus on the quality of phonics sessions that follow a clear long-term plan. Early phonics Lead put in place to support colleagues to access the best techniques and resources in this area.	EEF materials show extensive research in to the development of reading and the positive impact it has on progress. Fluency rates can increase a child's confidence to tackle the written word.	Correct CPD in place for all staff. Timetables clearly show when the teaching of reading will take place. Regular assessments show the progress that children make.	TC/LK	Dec 2021 April 2022
3	All children have access to a rich, inspirational curriculum	Subject leaders engage in Trust CPD sessions. Staff meeting timeline - opportunity for subject leaders to support colleagues. Cost of private music tuition covered.	Children can often have a strong passion for other areas of the curriculum. By putting time, energy and resources in to all subjects, children understand how core subjects link and how the development of skills can impact on other areas.	CPD in place for all curriculum subjects. Clear progression documents in place for teachers to refer to.	LK/LS	Jan '22 – TC meet with subject leaders. June 2022 – review of assessment material in Insight.

TOTAL estimated budgeted cost?

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
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1	Children develop effective oracy skills.	<p>Target children have oral rehearsal support to analyse and understand the focus text.</p> <p>FS2 children attend regular Nurture sessions, led by TA in which children's interests are followed in a guided way</p>	<p>Communication development is crucial in the early stages of education. Support within whole class sessions develops participation confidence.</p>	<p>Children interviews.</p> <p>Sharing skills developed with SLT.</p>	LK	<p>Jan 2022</p> <p>April '22</p>
2	Children develop a range of calculation strategies.	<p>Support group sessions (during Maths lessons).</p> <p>Pre-teach sessions to improve confidence before main teaching.</p> <p>Practical sessions using pictorial resources to support learning.</p>	<p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.</p>	<p>Maths action plan will build in the CPD to this target.</p> <p>Books will showcase the learning process.</p>	LS	<p>October '21 – TC PPMs with key yr groups</p> <p>Dec '21 – TC PPMs with all yr groups</p> <p>March 2022</p> <p>June '22</p>
3	To form letters correctly, using the handwriting lines correctly.	<p>Whole staff training for consistent approach with all age groups.</p> <p>Letter forming support sessions 2x per week.</p> <p>Adults support during main class sessions.</p> <p>Access to reference material in all written activities.</p> <p>Writing conferences to demonstrate specific writing</p>	<p>Guiding children to accurately control writing tools has a positive impact on their emotional connection to the work that they produce.</p>	<p>Monitoring of books in a range of subjects.</p> <p>Core material provided to support TAs to follow the progression of skills.</p>	LK/TC	<p>TC Nov '22 monitoring of standards</p> <p>Feb 2022</p>

		guidance.				
4	Gaps in learning are reduced between groups of children.	Teachers produce a clear action plan for intervention work that will support PP children. Data reporting will filter out PP children and examine against the whole and non-PP.	Gaps in prior knowledge can create a barrier to children meeting the current age-related expectations.	Monitoring of intervention assessments. PPM records.	AJ/TC	Dec 2021 May '22

TOTAL estimated budgeted cost?

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	To be able to manage emotions successfully. To improve core strength.	ELSA support group. – 1:1 sessions. Scenario work through small group PSHE work. Social stories to be used in the build up to known trigger points. Physical Literacy used as part of a package with targeted year groups	Following the National Lock Down, more young people are finding difficulties with social interaction and the regulation of their emotions.	Timetables show that time is dedicated to this support. SENCO will monitor the impact of support sessions provided. CPD supports staff to integrate the correct strategies.	Amy Johnstone Joseph Devanny	July 2022

2	End of year attendance % of FS2 and Y1 has increased.	Weekly reports of those with low attendance in each class. Timely reporting of reasons behind non-attendance. Clear process produced to be communicated with parents.	In order to have the maximum impact on a child's education, they must attend school regularly.	Regular meetings to discuss target families.	TC/ Attendance officer (Admin)	Feb 2022
3	Parents of PP children feel informed about their child's learning.	Sessions for parents communicate each learning focus to support understanding.	EEF material identifies this area as effective but challenging.	Phase leaders to build discussions/ plans into PPA time. What has worked successfully? How can we build on that?	L.Sheath	June 2022
TOTAL estimated budgeted cost?						

REVIEW OF 3 YEAR STRATEGY September 2021

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Many PP children attended school during the '21 closure. This allowed colleagues to work closely with them on closing gaps by giving targeted support in very small groups. Positive impact in this is seen in KS2 data through the reduced gap in FSM to Non performance.	Continue to build in small group work to close gaps in other year groups.
How do you know disadvantaged pupils' starting points following lockdown across subjects?	Children were assessed using a range of techniques on return. This included a detailed analysis of the end of year expectations.	Review each term based on information outlined in October Venn

		meetings (end of year predictions based on previous outcomes and FFT information). These will take place each half term for target year groups.
What work have you done to establish the impact on pupils and their families?	Communication during lockdown increased to very positive levels. Relationships were strengthened as the frequency of communication/ conversations increased. This has been continued since returning to school. Families know that they can come to us for support in many areas, including sourcing uniform.	Timeline of support sessions for parents in all year groups.
Do families know the impact of the pandemic on themselves and their child/ren?	As the new year has opened, academic expectations are shared with parents along with techniques to support at home. Channels are open for parents to communicate concerns around the further impact of the pandemic as they need to.	Planned support to be advertised/ shared with families of PP children e.g uniform sharing, food bank opportunities.
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	PASS survey carried out in Summer '21 shows that children feel confident to talk to their teachers about where they need support. This has been communicated with their new teachers so that this confidence is not lost.	Share with children when their views have been taken into account. Join forces with the school council to ensure discussions take place regularly at class level.
What learning/experiences positive and negative took place (influences) and what was the impact?	Safeguarding, Social, economic, incorrect teaching, misconceptions embedded. Children gained many new skills through the smaller groups working on site. Relationships strengthened with all adults, leading to a very positive attitude to school. For those working from home, oracy needs to be deepened as this has an impact on writing outcomes if quality examples are not received throughout the day.	Children will continue to be surrounded by quality vocabulary in school.

Impact of your strategies to mitigate/lessen the impact of lockdown?	Emotional support provided through specific interventions e.g. Faith in Families and ELSA have had a very positive impact. Supporting the children and their parents to deal with the complex emotions that the children are experiencing has helped with the return to full time education. It has also helped children to deal with the issues that their families have faced during that time.	Review children receiving support. Review waiting list. Can children access ELSA materials at another time?
What did disadvantaged children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Cultural capital, Knowledge, routines, experiences, discussions Being part of the learning experience e.g. shaping where they want their learning to go. Also, opportunities to bring learning to life, through in school and external experiences.	Planning format reviewed and adapted to include Cultural Capital. Work built in to role of school council to find out what children would like to be included to enhance learning experiences.
Have you identified more vulnerable groups because of this?	Mental health Yes. Supporting the mental health of our young people is going to be a requirement for all age groups. Self-esteem and helping children to recognise the skills that they have needs to be built back into everyday life.	Plan for wellbeing activities to be used during free time for children. Can they be accessed outside?

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1- Children to make good progress in all areas.	<ul style="list-style-type: none"> CPD supports teachers to identify gaps in prior learning Experienced Teaching Assistants distributed to every year group to support intervention work. 	High. Evidence through assessments show where gaps have been identified on return to school and used as important transition information for the next teacher.	This will continue as part of our Quality First Teaching approach in school.
2 - English skills applied with confidence.	<ul style="list-style-type: none"> Timeline of CPD for all new members of staff to ensure a clear understanding of the Talk for Writing process. All staff supported to identify areas 	High Children continue to make progress when staff are using teaching strategies that are research driven and are how the school operates. Children	This will continue. All staff must teach core subjects following the school's agreed pedagogy. £3000 carried forward as part of lost training opportunities.

	of the curriculum that allow English skills to be used. Focus on vocabulary in all lessons. Staff guided to use specific, challenging terminology in all areas of the curriculum.	are not losing learning time by trying to get used to new systems at the beginning of each school year.	
3- Rich meaningful curriculum in place.	<ul style="list-style-type: none"> CPD sessions to further understand the principles behind metacognition and learning. All subjects explore 'Learning Links' to deepen opportunities to retain information in the long term memory. Children can access learning outside of the main curriculum e.g. music lessons.	High Careful design of the curriculum is building knowledge, skills and confidence as learners.	This will continue. Curriculum design will not change, but it will continue to evolve. PP children will be supported to access a range of experiences and resources to deepen their understanding and to make connections to prior learning.

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1- To build personal confidence levels of target children.	<p>Nurture group with specific children – assess the personal interests of the children and use these as a focus to structure each session.</p> <p>CPD increases impact of support work from a TA during the oral rehearsal and performance stage of learning.</p>	High Increase in confidence for children receiving support is evident in class.	This will continue. New children will have the opportunity to be referred by their class teacher even if it is felt that a few sessions would be a benefit to a child.
2 - To improve calculations skills	<p>CPD through Mastery Maths development programme</p> <p>New staff CPD in White Rose and bar modelling strategies.</p> <p>Clear calculation policy in place for all staff to refer to.</p>	Medium Impact is evident through positive outcomes in Maths throughout the school.	This will continue. To maximise the impact of this development, Maths leaders will work alongside colleagues in class to model all techniques from the training and team teach all age groups in school.
3 - To develop fine motor skills.	CPD for new staff following the ISHA approach to the teaching of	Unable to complete	Training is now booked – £2500 to carry over

	handwriting. Staff clear on scheme development and presentation expectations.		
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WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1- To create and embed a long term culture within the school focusing on the mental health and wellbeing of all.	Well being / support team developed within school to act as an in-house agency that can provide immediate intervention. Physical Literacy support sessions to be tracked and monitored with external support. CPD for colleagues who provide necessary support.	Medium Interventions provided had a positive impact on the children supported. Evidence through observations of the children and feedback from parents.	This will continue. As identified above, support for the mental health of our young people must continue. £500 to carry over as the Physical Literacy work could not take place last year.
2-To improve the attendance of younger children.	Office admin to respond quickly to all absences. Effective communication links developed with EWO from LA Support provided for parents to understand the importance of early stages of education.	High 97.82% attendance of PP children for the whole year.	This will continue. Cohorts and circumstances change constantly. This is a system that must continue to ensure children are able to access their education.
3- For an increased number of parents to be engaged within the education of their child.	Parents actively encouraged to engage with class webpages through the year. Teams workshops available to develop parental confidence in the teaching of phonics at home. All teachers develop clear communication links with parents.	High Communication between home and school has been positive throughout the lock down period. School needs to capture this and continue to support parents with children at home.	This will continue. £2500 to carry over to the following year so that some workshops can take place face to face and provide parents with the resources that they need.

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Emailed to staff. School website.
How do you know staff understand the strategy and apply correctly?	All Pupil Progress meetings begin with questions on the provision for our PP children. This is standard for all age groups.