



1. Summary information					
School	Oak Hill Academy West London				
Academic Year	2020 - 2021	Total PP budget	£177,540	Date of most recent PP Review	June 2021
Total number of pupils	472	Number of pupils eligible for PP	112	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP at OHA Academy</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting the expected standard in reading, writing and maths combined	57%	71%
% meeting the higher standard in reading, writing and maths combined	6%	13%
% meeting the expected standard in reading	63%	78%
% meeting above the expected standard in reading	8%	31%
% meeting the expected standard in writing	65%	83%
% meeting above the expected standard in writing	12%	24%
% meeting the expected standard in maths	53%	84%
% meeting above the expected standard in maths	14%	31%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

<b>A.</b>	Pupils have missed a significant period of schooling due to the impact of the Covid-19 Pandemic, there have been disparities in engagement, as a consequence a number of pupils have fallen behind during lockdown	
<b>B.</b>	Pupils who are entitled to Pupil Premium funding face challenges such as poorer speech and language skills	
<b>C.</b>	Fewer PP children achieve greater depth at end of KS2 (Progress data issue)	
<b>D.</b>	Special Educational Needs and Disabilities (SEND) Pupil Premium Children – clear differentiation for all pupils to reach their full potential	
<b>C.</b>	Reading & Reading comprehension skills are often lower from start points	
<b>Additional barriers (including issues to be addressed outside of school, such as low attendance rates)</b>		
<b>D.</b>	Attendance issues – pupils do not attend or are late for school	
<b>E.</b>	Lower self-esteem and self-confidence affecting learning behaviour	
<b>F.</b>	Low parental aspirations/engagement/involvement in learning and school life	
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>		
	<i>Measure</i>	<i>Success criteria</i>
<b>A.</b>	A recovery education curriculum has been designed to re-engage pupils, support their emotional health and wellbeing and transition back to school after each lockdown.	Pupils receive a focused Recovering Education Curriculum and intervention programmes personalised to their needs Children rebuild their resilience and mental health, so that their aspirations for the future can be a reality once more The skills for learning are made explicit to pupils who reskill and rebuild their confidence as learners
<b>B.</b>	Attainment and progress in reading, writing and maths combined for pupil premium children to be in line with their peers due to acceleration in progress. To increase percentage of PP children working at greater depth	In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English. Increasing whole staff awareness and responsibility for the attainment and progress of Pupil Premium children. There is a less than 9% gap between disadvantaged and other learners combined R/W/M
<b>C.</b>	Promote pedagogical approaches that support the learning needs for Pupil Premium pupils (who are also SEND) so that teachers and TAs feel confident in supporting the learning across the curriculum	A higher proportion of Pupil Premium pupils who are also SEND will make expected progress. Evidence of success will be seen in academic attainment and progress. Improvements in classroom pedagogy will be seen in learning walks, book scrutinies, and learning walks. Further assessment and identification of needs to be supported by outside agencies – target setting and training of staff to develop practice.
<b>D.</b>	PP children's reading improves in line with non-PP children in school	PP children make better progress in reading so that their writing is influenced by this PP children achieve in line with non-PP children. Children enjoy reading and can talk enthusiastically about a book they are enjoying

<b>E.</b>	Children's emotional well-being, resilience and regulation techniques are supported to ensure a positive and confident attitude to learning	In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers
<b>F.</b>	Attendance to be in line with non PP peers in school and National PP attendance expectations	Attendance of PP children to be at least 96+% Overall attendance among pupils eligible for Pupil Premium improves in line with whole school target figures and non-Pupil Premium pupils
<b>G.</b>	Children to be completing homework and reading at home or in school homework club	Homework and reading are completed to at least the same percentage as their peers. More PP children attend homework club. Parental workshops support parents with homework

5. Planned expenditure					
Academic year	2020-2021				
i. Quality of Education 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?
A Recovery Education Curriculum is effectively delivered across the school. As a consequence, pupils are re-engaged with school and learning, they are happy, emotionally secure, feel safe and enjoy being back at school	<p>A Recovery Curriculum is designed to support pupils and their parents' experiences during the pandemic</p> <p>Children receive a personalised response to the lived experience of the child and their needs</p> <p>All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn</p> <p>Webinars/open mornings/workshops are held with parents to engage in information and to fully understand the impact of the last few months</p> <p>All staff receive CPD training that includes delivery of the</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>According to the schools, students and teachers' network (SSAT), each school must fill it with the content they believe is best for the children of their school community, informed by its inherent understanding of the children within</p> <p>The loss the children experienced during this pandemic will have caused different degrees of emotional trauma or anxiety</p>	<p>The Principal and SLT ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>SLT and the Principal work closely with teachers to identify the emotional needs of the school and its community</p> <p>The Principal, SLT, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff</p> <p>The Principal, SLT and Year Team Leaders monitor pupil progress in lessons to identify key areas and gaps in pupils' understanding to improve pupil outcomes</p> <p>The Mental Health and Safeguarding Policy reflects and helps to establish rules and procedures to meet the personal and learning needs of pupils following the Covid-19 Pandemic</p> <p>All children needing targeted individualised support will have an Individual plan drawn up setting out</p> <ul style="list-style-type: none"> <li>• The needs of the children</li> </ul>	Principal SLT All Staff	End of each term by SLT and YTLs will input.

	<p>Recovery Curriculum/trauma informed training and where appropriate Mental Health 1<sup>st</sup> Aid training. As a consequence, staff know how to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), they are able to recognise and identify risk factors and know the appropriate measures to follow in relation to reporting to concerns.</p> <p>Personalised support is privately sourced from a Behaviour Specialist and Educational Psychologist to support teachers understanding of individual needs</p> <p>The PHSCE Lead leads on mental health topics delivered within the PSHCE curriculum</p> <p>Pupils are taught through the PHSCE Curriculum and in class activities how to understand trauma, self-regulation and resilience to support their emotional health and wellbeing</p>		<ul style="list-style-type: none"> <li>● How the pupil will be supported</li> <li>● Actions to provide that support</li> <li>● Any special requirement</li> <li>● Children and parents/carers will be involved in the plan.</li> </ul> <p>The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided</p>		
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<p><b>Quality of Education</b></p> <p>To ensure that all pupils receive challenging and engaging lessons through quality first teaching that is good or above</p>	<p><b>Curriculum design</b> Curriculum Leads work through curriculum coverage and progression documents to identify curriculum coverage not formally taught due to the pandemic and create an abridged curriculum to address this</p> <p>Teachers/Curriculum Leads identifying topics and concepts that pupils typically find more challenging, these become the foundations of a new 'blended learning' curriculum</p> <p>The implementation of the No Limits Curriculum across the whole school is monitored and outcomes addressed</p> <p>The Maths Mastery programme will be rolled out in Year 6. The Mastery Lead will work closely with the Yr6 team and SLT on its effective implementation</p> <p><b>CPD</b> Inset evenings/days Pupil progress meetings Learning walks reinforce this message CPD for all staff to ensure high quality teaching and provision for all with a focus on PP pupils ITT and NQT programmes Whole school priorities led CPD Audit of skills to inform personalised individual CPD</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>Offering high quality teaching to all pupils as part of a whole-school commitment enables each pupil to reach their full potential, regardless of their background.</p> <p>Continuing professional development (CPD) has a significant role to play in improving the quality of teaching and raising academic standards for all pupils.</p> <p>EEF identify coaching as a high impact activity. Staff who are new to teaching or the school, and those who are struggling to teach consistently good lessons should be developed through effective coaching programmes.</p> <p>These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Curriculum leads and SLT monitor the design and implementation of the abridged curricula and its impact on learning (autumn &amp; summer terms as spring term was Covid lockdown)</p> <p>SLT will draw evidence about the design and implementation of the No Limits Curriculum from discussions with curriculum and subject leaders and teachers, observations of teaching and learning, interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.</p> <p>The Maths Mastery Lead and SLT will monitor the impact of the programme in year 6</p> <p>An ongoing cycle of learning walks/triangulation visits (with a focus on NQTs and new teachers to OHA), data analysis by staff, SLMT and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings &amp; subsequent progress discussions).</p> <p>This will highlight gaps in performance between pupils who are eligible for Pupil Premium funding and those who are not across the year groups</p> <p>Where data analysis reveals a pattern of low achievement in particular cohorts and classes, these will be closely monitored, and appropriate support put in place to ensure progress is made in line with peers</p> <p>For senior leaders to deliver clear and robust performance management systems for all staff, that includes a focus on training, discussions surrounding Pupil Premium pupils, their progress and systems in place to support</p>	<p>SLT VP Teaching and Learning Lead Curriculum Teaching and Learning team YTLs All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle.</p> <p>End of each term by SLT and YTLs will input.</p>
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	<p>Staff (teachers and TAs) will be trained in using Formal and informal assessments are rigorous to identify the individual needs of the pupils</p> <p>DCPRO &amp; PIXL is used to assess, monitor and track pupils' achievement of each objective in RWM and foundations subjects to ensure that prior knowledge is built on, next steps are identified, progress is made, and accurate judgements are formed</p> <p>Targeted pre and post teaching of children highlighted at risk</p> <p>Performance management meetings</p> <p>Extended programme of coaching for all teachers, including new teachers, NQTs and support staff</p>		<p>Release time for YTLs and curriculum leaders to evaluate provision for pupils eligible for the PPG within their year group and subject</p> <p>Teachers to lead on interventions and support for pupils eligible for the PPG.</p>		
<p>To ensure all work is suitably differentiated and challenging to meet the needs of all learners</p>	<p>Clear differentiated lessons across the school</p> <p>Information shared with class teachers at the beginning of the year (including Infant school transitioning) so that barriers to learning are addressed in school</p> <p>In class support from highly trained Teachers and effective deployment of TAs delivering targeted interventions</p> <p>Use of PiXL Primary to identify gaps in pupils learning and putting therapies into place to ensure the gap is closing</p> <p>SENCO support</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”</p>	<p>SLT will draw evidence about curriculum design, provision and implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.</p> <p>An ongoing cycle of lesson observations, learning walks/triangulation visits, data analysis by staff, SLMT and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings &amp; subsequent progress discussions).</p>	<p>AP Teaching and Learning Lead practitioners</p> <p>AP for Inclusion/SE</p> <p>NCO</p> <p>Teaching and Learning team</p> <p>CTL's</p> <p>All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle.</p> <p>End of each term by SLT and YTLs will input.</p>

	<p>Additional resourcing to support pupil understanding and progress in lessons</p> <p>Effective deployment of staff during lessons</p> <p>Whole school CPD training e.g. SEND 4 categories of need, challenging and engagement, questioning (Blooms), higher ability</p> <p>Trained teaching assistant provision extended to enable specific interventions within an extended school day for identified pupils with a focus on disadvantaged pupils.</p>	<p>(Paragraph 6.37 SEND Code of Practice)</p> <p>Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.</p> <p>Teachers should use appropriate assessment to set targets which are deliberately ambitious</p>			
<p>To accelerate disadvantaged pupil's progress in RWM combined</p>	<p>Small group intervention for years 3 to 6 before school (providing breakfast club) and during school day.</p> <p>Year leaders &amp; TAs will continue interventions with key identified pupils in their year groups</p> <p>To reduce size of teaching groups/ classes in Year 6 for English and Year 5 and 6 Maths by having a third experienced teacher</p> <p>Accelerated Reader programme being used to support pupils progress in reading</p>	<p>The strategy of smaller group's intervention had a positive outcome for 2019.</p> <p>The current Year 6 children's attainment requires additional support to ensure the children achieve Greater Depth at least in line with their peers and that interventions focus on closing the gaps from the covid lockdowns in the last 12 months.</p>	<p>SLT will draw evidence about the No Limits Curriculum design, provision and implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.</p> <p>An ongoing cycle of lesson observations, learning walks/triangulation visits, data analysis by staff, SLMT and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings &amp; subsequent progress discussions)</p> <p>Senior Leaders communicate successes and concerns in teaching practice as soon as observed so that appropriate support can be put into place</p>	<p>SLT</p> <p>VP Teaching and Learning</p> <p>Lead Curriculum Teaching and Learning team</p> <p>YTL's</p> <p>All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle.</p> <p>End of each term by SLT and YTLs will input.</p>



			<p>Timetables are organised to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Teachers and/or the SENCO will engage with parents and pupils before an intervention begins to address any concerns or questions about the additional sessions.</p> <p>Pupil Voice questionnaires children can articulate their learning and next steps</p>		
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<p>To improve PP children's reading outcomes in line with Non-PP children</p>	<p>Inset evenings/days focusing on tracking and teaching reading  Reading workshops will be run for parents with explicit advice on reading with pupils &amp; how to ask appropriate questions relating to txts.  Pupil progress meetings learning walks to reinforce this message  CPD for all staff to ensure high quality teaching and reading provision with a focus on PP pupils  Children will receive extra daily reading with an LSA.  Phonics knowledge will be assessed, and pupils receive focused interventions who are not meeting the expected standards  Pupils will be addressed in pupil progress meetings if it is a barrier to progress in reading  Speech and language SALT assessments will be carried out to assess, support and offer advice on language ability etc.  Books will be celebrated and enjoyed in school.</p> <p>Book week is celebrated (08/03/21) with visiting virtual authors.  An author will be celebrated, and children will be encouraged to read  Accelerated reading programme will be used to</p>	<p>When children read daily their reading improves and this is tracked through reading ages. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed.  Phonics will be encouraged as a strategy to reading in the classroom when necessary.  Studies highlight the benefits of reading to children before they are able to read themselves, and—when they do begin to read—the value of parents reading with them.  (EEF Guidance shared reading tips)</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy.  Pupil voice children will be able to talk confidently about reading and the authors they know.  Data will be closely monitored and tracked  PIXL assessments and therapies will delivered and monitored for impact</p>	<p>SLT  VP Teaching and Learning  Lead  English Lead  YTL's  All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle.  End of each term by SLT and YTLs will input.</p>
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	<p>monitor and manage independent reading practice Bespoke Phonic sessions will be delivered to appropriate pupils following initial assessments Nessy Reading and Spelling Programme to develop phonic knowledge, reading and spelling</p>				
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<p><b>Inclusion</b> To target pupils who have speech and language issues and accelerate their progress.</p>	<p>A privately sourced speech and language therapist will assess, create targets, deliver interventions and train staff to deliver interventions to pupils with specific speech, language and communication problems to enable them to communicate to the best of their ability Specific training delivered to teachers and TAs by the SALT to support the delivery of target-based support following assessments Parents will receive support from teachers to enable them to best support their child at home</p>	<p>There are an increased number of pupils who come into Year 3 with additional needs linked to speech and language. The allocation of support we get from the NHS Is not adequate for the needs of our pupils.</p>	<p>Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment) Tracking of interventions delivered following targets outlined by the SALT Speech and language assessment outcomes against targets</p>	<p>SLT AP Inclusion/SE NCO SALT YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle.  End of each term by SLT and YTLs will input.</p>
<p>To accelerate academic progress by giving all pupils the opportunity to complete their homework/revision in an appropriately, supportive environment.</p>	<p>Homework club ran by teaching staff</p>	<p>PP fund allocation enabled universal homework club for all pupils across Years 3 – 6. Participation rates were high during 2019/2020. Pupil and parent voice shared that they felt more confident completing homework at school to access support when needed. Class teachers shared that the pupils who attended handed in their homework on time. This and Easter school provision led to good progress during 2018 -19 (planned Easter provision 2020 was expected to be equally as high) and supported achievement for the children that attend</p>	<p>Attendance registers Homework book checks Pupil, staff and parent surveys Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy)</p>	<p>SLT YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>

<p>To remove barriers to learning for all pupils with a particular focus on mental health and well-being, building resilience and self-regulation</p>	<p>A whole school focus on delivering the Recovery Curriculum to all pupils To offer additional focused training to all staff in the light of COVID-19 – to become a Trauma and mental health informed school</p> <p>Co-construction of experiences – children receive a Recovery curriculum that supports their experiences during the pandemic</p> <p>All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn</p> <p>Webinars/open mornings/workshops are held with parents to engage in information and to fully understand the impact of the last few months</p> <p>To provide therapeutic support to individuals children (mentoring, sensory room, lego/art therapy, nurture and social skills groups) Advice and provision provided by privately sourced Behaviour Therapist, SALT, EP and Play Therapist</p>	<p>The loss the children experienced during this pandemic will have caused different degrees of emotional trauma or anxiety</p> <p>The ACE study found that adverse childhood experiences are a leading determinant of most common forms of physical illness, mental illness and early death. The impact of the pandemic has meant that children have experienced higher levels of vulnerability, anxiety and uncertainty, therefore need support to enable them to access school and learning once again.</p> <p>Support provided by the AP for Inclusion and Welfare Officer has been a success over the past year when supporting our most vulnerable children and their families.</p>	<p>The Principal and SLT ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>SLT and the Principal work closely with teachers to identify the emotional needs of the school and its community</p> <p>The Principal, SLT, teachers and Curriculum Leads monitor the progress of pupils’ personal needs and share outcomes regularly with school staff</p> <p>The Principal, SLT and Year Team Leaders monitor pupil progress in lessons to identify key areas and gaps in pupils’ understanding to improve pupil outcomes</p> <p>The Mental Health and Safeguarding Policy reflects and helps to establish rules and procedures to meet the personal and learning needs of pupils following the Covid-19 Pandemic Behaviour log data Termly report from therapists Internal data Nurture group attendance Boxhill profiles Pupil, parent and teacher voice</p>	<p>SLT AP Inclusion/SE NCO Welfare Officer Specialist Providers YTL’s All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>
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## i) IMPACT

## Autumn 2020 &amp; Spring 2021

<b>Pupil premium chn Year 6</b>	<b>KS1 Exp %</b>	<b>KS1 GD%</b>	<b>Sept TA B%</b>	<b>Sept TA Exp%</b>	<b>Sept TA GD%</b>	<b>AP1 2020 Below%</b>	<b>AP1 2020 Expected %</b>	<b>AP1 2020 GD%</b>	<b>AP2 2021 W</b>	<b>AP2 2021 N</b>	<b>AP2 2021 A</b>
Reading PP	44	20	32	56	12	42.3	46.2	11.5	40.7	48.1	11.1
<b>Reading Non PP</b>			<b>26.7</b>	<b>44.2</b>	<b>29.1</b>	<b>14</b>	<b>53.5</b>	<b>32.6</b>	<b>14</b>	<b>53.5</b>	<b>32.6</b>
Writing PP	64	20	48	48	4	38.5	50	11.5	37	51.9	11.1
<b>Writing Non PP</b>			<b>23.3</b>	<b>55.8</b>	<b>20.9</b>	<b>15.1</b>	<b>60.5</b>	<b>24.4</b>	<b>15.1</b>	<b>58.1</b>	<b>26.7</b>
GPS PP			40	52	8	15.4	65.4	19.2	14.8	66.7	18.5
<b>GPS Non PP</b>			<b>15.1</b>	<b>66.3</b>	<b>18.6</b>	<b>10.5</b>	<b>47.7</b>	<b>41.9</b>	<b>7</b>	<b>50</b>	<b>43</b>
Maths PP	56	28	44	48	8	38.5	50	11.5	37	51.9	11.1
<b>Maths Non PP</b>			<b>22.1</b>	<b>59.3</b>	<b>18.6</b>	<b>12.8</b>	<b>59.3</b>	<b>27.9</b>	<b>12.8</b>	<b>57</b>	<b>30.2</b>
Combined PP			52	44	4	50	46.2	3.8	48.1	48.1	3.7
<b>Combined Non PP</b>			<b>33.7</b>	<b>52.3</b>	<b>14</b>	<b>16.3</b>	<b>66.3</b>	<b>17.4</b>	<b>16.3</b>	<b>64</b>	<b>19.8</b>

Remote Education was successful for all year groups with 98% of all pupils engaged remotely.

All identified PP children attended school each day throughout lockdown, a small minority of PP chn remained at home with access to government funded laptop and school support through weekly / daily phone calls and online live learning.

8/3/21 School Improvement Plan clearly identifies PP as priority "Recovery Curriculum" (Catch Up) through weekly and daily intervention and additional Booster classes in reading, writing and maths.

## Summer 2021

School Improvement Plan clearly identifies PP as priority "Recovery Curriculum" (Catch Up) through weekly and daily intervention and additional Booster classes in reading, writing and maths.

Reading as a priority focus area for this term for all PP chn.

100% of all children are accessing bespoke and differentiated homework either through Google Classroom or on paper.

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?
Reduction in disadvantaged children behaviour Incidents	<p>Children receive a personalised response to the lived experience of the child and their needs</p> <p>All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn</p> <p>Mentors allocated to students who require support/guidance for their behaviour or academic achievement.</p> <p>Selected students receive alternative provision by outside providers to support</p> <p>SIMS behaviour report logged and shared with Principal, Welfare Officer &amp; AP inclusion</p> <p>Highlighted pupils to be monitored</p> <p>Targeted Nurture/friendship groups to be delivered</p> <p>Lunchtime sports club ran by staff for more vulnerable pupils to provide focus during free time</p>	<p>Children who experience trauma can present in different ways and can act out as part of a defence mechanism due to their exposure to adverse experiences (ACES, COVID-19)</p> <p>All students to achieve and develop their learning and life skills. To develop a positive attitude and growth mind-set. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>The Principal and VPS ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>VPS and the Principal work closely with teachers to identify the emotional needs of the school and its community</p> <p>The Principal, VPS, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff</p> <p>Staff ensure identification of pupils is fair, transparent and properly recorded. Use pastoral support to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement points to be a focus through teachers, leading to raised achievement points.</p>	<p>SLT AP Inclusion/SE NCO Welfare Officer Attendance Officer EWO</p>	<p>On-going, as part of the Academy monitoring cycle</p>

<p>To provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning</p>	<p>The school office, SENCO and Home School Link Worker take responsibility for ensuring that all parents of Pupil Premium pupils remain well informed about their entitlement to financial &amp; other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after school clubs and trips. Parents utilise the skills of the Welfare Officer (Jane Cooper) when support vulnerable families. This goes some way towards masking some of the inequalities that exist and can enhance self-esteem. This has a direct positive impact on the individual's capacity to access learning and to achieve.</p>	<p>The school office, SENCO and Welfare Officer take responsibility for ensuring that all parents of Pupil Premium pupils remain well informed about their entitlement to financial &amp; other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after school clubs and trips. Parents utilise the skills of the Welfare Officer (Jane Cooper) when support vulnerable families.</p>	<p>SLT to review use of Pupil Premium funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at key points during the school year. Office staff to monitor breakfast club /extra-curricular / enrichment participation for Pupil Premium pupils Tracking of Pupil Premium pupils applying for financial support Weekly briefing meetings ensure Pupil Premium children are a priority and all staff know who they are Tracking of breakfast club, after school clubs and wrap around care participation level</p>	<p>SLT AP Inclusion/SE NCO Welfare Officer Attendance Officer</p>	<p>On-going, as part of the Academy monitoring cycle</p>
<b>Total budgeted cost</b>					£30,656.49

**ii) IMPACT:**

**Autumn: Analysis of half termly SIMS Reports on Behaviour during break and lunchtime shows a much improved (including far less PP chn being involved) due to the fact that children are in their bubbles.**

**Spring:**

During lockdown, behaviour was identified as a strength for PP children attending school during the partial closure. Pupil premium and vulnerable children benefited from smaller classes and more targeted support from their teacher. Activities during break and lunchtimes meant that behaviour incidences were kept to a minimum as there was structure and also high expectations.

Behaviour was also commented as a strength when school reopened more widely in March as staff worked tirelessly to ensure a smooth transition back to more formal face to face learning after a long period of either smaller groups (in school) or remote learning on the Google Classroom (at home). On the whole, children seamlessly transitioned back to school.



**Summer: Analysis of half termly SIMS Reports on Behaviour during break and lunchtime shows a much improved (including far less PP chn being involved) due to the fact that children are in their bubbles.**

**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?
<p>High levels of support and engagement is delivered to children and families facing the most challenging circumstances e.g. financial and health implications of COVID-19 pandemic, abuse, poverty, domestic violence and to ensure vulnerable pupils' personal development and welfare needs are met.</p>	<p>Parental welfare support Learning Mentors Nurture groups to provide continuous provision for children and their families Termly coffee mornings designed to reach out to vulnerable families that includes talks from outside agencies Play, Lego, Nurture and Art Therapy groups available for pupils as a mode of expression and communication Strong links with local police Assemblies to raise awareness Strong partnerships built with children, families and outside agencies Change for Life – promoting healthy eating and life choices programme delivered to identified pupils Work with your child mornings Learning awareness programmes delivered to parents to build parents' and pupils' learning capacities</p>	<p>The impact of COVID-19 has seen a higher number of families experiencing financial difficulties, severe illness (including bereavement) and recorded higher levels of domestic violence</p> <p>OAC believes that children cannot learn unless they feel safe and valued and the nurture provision is butyl with this end in mind</p> <p>Children growing up in poorer families tend to leave school with lower levels of educational attainment. This can have a significant impact on social mobility and poverty.</p> <p>The school have a high number of families who face challenging circumstances</p> <p>Delivering high level of support to vulnerable pupils and families has led to good outcomes in previous years</p> <p>More families have received referrals to the local foodbank in the past</p>	<p>The Principal and SLT ensures that the importance of family and pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>Pupil, staff and parent surveys Monitoring impact of teaching on learning attitudes Data logs Triangulation &amp; Aspiration reviews Foodbank referrals CIN/CP meetings CIN referrals Workshops for parents – CAMHs sessions, maths across the school, teaching of early reading etc) Home School Link Worker will work holistically and preventatively with families and pupils to improve children's well-being and attainment, providing support for families and pupils at times of change and stress</p> <p>Pastoral support for pupils and families will have a significant impact on engaging the family and the child with school life</p>	<p>SLT AP Inclusion/SEN CO Welfare Officer Outside Agencies Curriculum Leads</p>	<p>On-going, as part of the Academy monitoring cycle</p>

		<p>Activities and events that allow parents to see their children in the school setting can help parents better understand their children's education</p> <p>Poor literacy is an intergenerational phenomenon (Swain et al 2009), and children of parents who have the poorest grasp of literacy and numeracy are at substantial disadvantage in relation to their own reading and maths development compared to children who have parents with good literacy and numeracy</p>			
To increase the attendance rates of PP pupils	<p>Tracking of attendance Inclusion AP &amp; Welfare Officer to target identified re-offenders on their first day of absence Parents will be taught to understand the difference between minor ailments and the kind of illnesses that warrant a day off school Regular reporting to parents during Parent Consultations, mid-year and end-of-year reports and termly letters for poor attendance. This will keep parents fully informed about their child's attendance in order to rectify issues or celebrate achievements. Individuals will be offered free of charge or with financial support, using the Pupil</p>	<p>Evidence shows a strong relationship between social exclusion and truancy, and between truancy and low academic attainment, so SUPPORTING VULNERABLE FAMILIES supporting low-income families at critical transition points in their schooling can be a powerful intervention</p>	<p>Attendance lead, Inclusion AP and student welfare to meet Principal weekly to discuss attendance issues and ensure school systems run smoothly. Same day visits/calls to ensure that attendance is addressed immediately. Transition event are also provided throughout the year to ensure a smooth transition between primary and secondary</p>	<p>SLT AP Inclusion/SE NCO Welfare Officer Attendance Officer EWO</p>	<p>On-going, as part of the Academy monitoring cycle</p>

	<p>Premium, to those who find it difficult to get to school on time or attend school. Breakfast will be available to these children, taking one pressure away from the morning routine.</p> <p>After school provision will be offered to children free-of-charge or with support, if paying for childcare means that the family are in financial difficulty or if paying for childcare has a financial implication on other aspects of their childhood development (e.g. housing issues, food etc.).</p> <p>Extra-curricular clubs will be offered, free of charge using the Pupil Premium, so that all children have the opportunity to experience these activities and develop related skills and so that parents have another option for childcare.</p> <p>Children will enjoy these clubs and attend school to take part</p> <p>Interventions will take place for those children who often miss out first thing in the morning due to being late for school</p> <p>Teachers will ensure that work can be, where possible, caught up (by those who have missed it) without requiring additional adult support if this was not planned to be used for the original task. This may involve creating additional resources to enable the child to catch up independently</p>				
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<b>Total budgeted cost</b>					£20,743.65

**iii) IMPACT:**

**Autumn:**

School offer: Identified PP children invited to attend Breakfast club and after school club for free, in order to be learning ready/ or to engage in sports clubs after school with their peers. 10 PP children attend breakfast club each morning.

**Spring:**

During the partial closure of the school, identified 10% PP PA and vulnerable children were invited into school to attend every day. This ensured engagement with the learning that was being set by staff. Those at home were contacted frequently by their class teacher to ensure lessons were completed on time and to a high standard. All year groups ensured that children were regularly interacting with the teacher and engaging with the learning set.

	Attendance	Unauthorised	Authorised	Persistent
Feb:				
<b>Overall</b>	<b>96.68%</b>	<b>1.24%</b>	<b>2.08%</b>	<b>8.53%</b>
Year 3	96.52%	1.53%	1.95%	7.08%
Year 4	96.95%	0.93%	2.11%	8.7%
Year 5	96.66%	1.35%	1.99%	8.62%
Year 6	96.6%	1.15%	2.26%	9.73%

Target is 96%

**Summer:**

School offer: Identified PP Year 5 & 6 PP 10% PA children invited to attend Breakfast club and after school club for free, in order to be learning ready/ or to engage in sports clubs after school with their peers. 6 PP children attend breakfast club each morning. 4 PP children attend after school curricular clubs and eat dinner at Acorns to Oaks at 5pm then go home - all for free.

June: Target is 96%

<b>Overall</b>	<b>96.47%</b>	<b>1.67%</b>	<b>1.85%</b>	<b>8.33%</b>
Year 3	96.24%	1.87%	1.89%	6.25%
Year 4	96.85%	1.32%	1.83%	8.55%
Year 5	96.45%	1.91%	1.64%	8.62%
Year 6	96.34%	1.6%	2.05%	9.91%

6. Review of expenditure and Impact in July 2020				
Previous Academic Year		2019 - 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>To ensure that all pupils receive challenging and engaging lessons through quality first teaching that is good or above</p> <p>To ensure all work is suitably differentiated and challenging to meet the needs of all learners</p> <p>To accelerate disadvantaged pupil's progress in RWM combined</p> <p>To improve PP children's reading outcomes inline with Non-PP children</p>	<p>Clear differentiated lessons across the school</p> <p>SENCO support</p> <p>Additional resourcing to support pupil understanding and progress in lessons</p> <p>Effective deployment of staff during lessons</p> <p>CPD training e.g. SEND 4 categories of need, challenging and engagement, questioning (Blooms)</p> <p>Trained teaching assistant provision extended to enable specific interventions</p> <p>Inside/outside of the school day for identified disadvantaged pupils.</p>	<p>The No Limits Curriculum has been successfully delivered throughout year 4 and elements included in the other year groups were working well until school closures in March. The children have started to develop key threads of knowledge that spiral through our curriculum.</p> <p>Teachers take ownership of pupil progress; this is facilitated by the ongoing analysis of pupil progress (including minority groups) using a variety of assessment methods including PIXL, Accelerated Reader. This analysis has supported discussions during Pupil Progress Meetings, as well as the design of support or interventions.</p> <p>Coaching sessions have helped to support teachers and subject specific CPD has improved quality of pedagogical knowledge.</p> <p>Due to the Covid-19 Pandemic and school closures in March. The most up to date teacher assessments were taken from the March AP2 data not end of year data.</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school. SLT, Curriculum Leads and Staff will need to carefully evaluate the curriculum content missed with careful consideration made to the key areas that need revisiting and consolidating.</p> <p>Teachers have actively used assessment data to support decision making. This needs to be further embedded to ensure that trends are quickly identified, and additional targeted support planned for and successfully delivered, particularly following the absence from school.</p> <p>Coaching sessions have helped to support teachers and subject specific CPD has improved quality of pedagogical knowledge. The drive for coaching sessions between staff will be overseen by the AP for Teaching and Learning and a key focus in the Autumn term</p> <p>The NO Limits Curriculum will continue to be delivered across the whole school. Curriculum leads and SLT will continue to monitor planning, teaching and learning to ensure curriculum coverage, acquisition of skills and progress.</p> <p>Marking and feedback is evident across the school and needs to be a continual focus of teaching, learning and development</p> <p>Ensuring all staff know which pupils are eligible for the Pupil Premium enables responsibility for accelerating their progress. Teaching staff will receive additional support and to ensure that the needs of all pupils are met and the gaps in their learning identified, particularly following school closures.</p> <p>A new approach to delivering reading sessions was introduced by the English Lead, good practice needs to be further embedded to</p>	

		<table border="1"> <tr> <td>Total pupils</td> <td>118</td> <td></td> <td></td> </tr> <tr> <td>Pupils with KS1</td> <td>107</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td><b>School Attainment</b></td> <td><b>FFT 'National Attainment'</b></td> </tr> <tr> <td>% Expected standard+ (Re, Wr, Ma)</td> <td>74%</td> <td></td> <td>70%</td> </tr> <tr> <td>% Higher standard (Re, Wr, Ma)</td> <td>28%</td> <td></td> <td>15%</td> </tr> <tr> <td>Average Scaled Score (Re, GPS, Ma)</td> <td>107.5</td> <td></td> <td>106</td> </tr> <tr> <td>Average Scaled Score (Re, Ma)</td> <td>106.8</td> <td></td> <td>105</td> </tr> <tr> <td>% Expected standard+ Reading</td> <td>81%</td> <td></td> <td>79%</td> </tr> <tr> <td>% Higher standard Reading</td> <td>44%</td> <td></td> <td>32%</td> </tr> <tr> <td>Scaled Score Reading</td> <td>106.7</td> <td></td> <td>105</td> </tr> <tr> <td>% Expected standard+ Writing</td> <td>81%</td> <td></td> <td>76%</td> </tr> <tr> <td>% Higher standard Writing</td> 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high quality teaching of reading skills. Reading will continue to be a whole school CPD focus.</p> <p>Next academic year, children who, on entry are working below age related expectations in reading or communication, language and literacy will be screened by the speech and language therapist where necessary.</p> <p>Teaching strategies need to be more explicit to support the movement of pupils who are below ARE to enable them to move to ARE or above.</p> <p>Whilst teaching across the school is at least good, this needs to be continually monitored and good quality CPD planned for to support improved outcomes for learners</p>	
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
To target pupils who have speech and language issues and accelerate their progress.	A privately sourced speech and language therapist will assess, create targets, deliver interventions and train staff to deliver interventions to pupils with specific speech, language and communication problems to enable them to communicate to the best of their ability	The private speech and language therapist successfully supported the school in highlighting the needs of the pupils most in need of support. Children's needs have been identified and as a consequence received targeted support. The SALT delivered training to teaching staff based on sound principles of vocabulary acquisition (followed up by the English Lead) and individual support that was bespoke to the needs of the child. Delivering quality CPD from professionals enables the school to develop a whole school approach.	<p>Employing a privately sourced SALT has enabled the school to reach more children than the local NHS sector were able to. It has provided a consistency of approach between the school and therapist.</p> <p>Language acquisition was a key drive this year and will continue again next year with explicit strategies being taught across the school. Embedding this whole school strategy will have the potential to impact positively on all pupils</p> <p>Next academic year, children who, on entry are working below age related expectations in reading or communication, language and literacy will be screened by the speech and language therapist where necessary.</p>	

**iii. Other approaches**

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost

<p>To accelerate academic progress by giving all pupils the opportunity to complete their homework/revision in an appropriately, supportive environment.</p>	<p>Homework club ran by teaching staff Easter school for year 6 pupils</p>	<p>Pupils who were persistently not completing their homework were enabled to complete it with support from an adult where needed. As a consequence, children were engaging in overlearning of key concepts</p> <p>Teachers who supported pupils through the homework club were able to identify areas of strength and those that needed additional support. They offered immediate support and share outcomes with individual class teachers.</p> <p>Parents expressed that the pressures around encouraging their child to engage with homework had become stressful at home. Having the opportunity for parents to reach out to school and engage with the homework club supported a positive homelife experience</p> <p>Due to the pandemic Easter school was not offered to children this year. Year 6, vulnerable children and care worker children were offered the opportunity to attend school</p>	<p>Offering the opportunity for children to access homework club encourage children to actively engage in learning.</p> <p>Children are able to access support from staff and therefore make progress.</p> <p>Parents require further support when supporting home learning at home. This needs to be developed further in school, particularly when pupils are accessing learning remotely. Home learning will be delivered remotely next academic year following the working at home model adapted during school closures. Staff will be expected to scrutinise children accessing the platform and those not. These children will be followed up and appropriate support given to individual children and families where appropriate.</p> <p>Additional catch-up intervention groups will be designed and delivered across the school to identify gaps in learning and support pupil progress following the pandemic and school closures</p>	
<p>To remove barriers to learning for identified disadvantaged pupils – emotional/ or behaviour issues</p>	<p>To provide therapeutic support to individuals children (mentoring, sensory room, Lego/art therapy, nurture and social skills groups) Advice and provision provided by privately sourced Behaviour Therapist, SALT and Play Therapist</p>	<p>Children respond well to strategies implemented by staff, behaviour and engagement in lessons improved for most pupils and impacted positively on learning</p> <p>Many individual children benefitted from the specialist support on offer. Parents were appropriately signposted to additional professional services where appropriate.</p> <p>Children have received emotional support</p>	<p>Privately sourcing outside professional has proved positive in identifying the needs of pupils, these services will continue to be sourced to enable pupils to access the support they need.</p> <p>Staff have received support to implement suggestions and strategies - this need embedding further. Staff have improved their knowledge of particular barriers and their understanding of how to support pupils has developed.</p> <p>Following the pandemic, children will require additional emotional support to re-engage them with school following the school closures. As a consequence, a Recovery Curriculum will be created, staff will receive training (including trauma-based training) and sessions delivered to children in order to support their return to school. These sessions will identify children who require additional support to address their individual needs, including referrals to professionals e.g. CAMHS, Mental Health Team, Behaviour Specialist etc</p>	<p><b>Cost</b></p> <p><b>£147,151.11</b></p>

<p>Reduction in disadvantaged children behaviour incidents</p>	<p>Mentors allocated to students who require support/guidance for their behaviour or academic achievement. Selected students receive alternative provision by outside providers to support SIMS behaviour report logged and shared with Principal, Welfare Officer &amp; AP inclusion Highlighted pupils to be monitored Targeted Nurture/friendship groups to be delivered Lunchtime sports club ran by staff for more vulnerable pupils to provide focus during free time</p>	<p>Pupils working with adults were provided support and guidance to children to help them overcome social, emotional and behavioural problems which act as barriers to learning.</p> <p>Working with pupils supported the adults to identify the barriers and complex issues some children had at school and at home. This enabled staff to work with the children and families to provide the support needed or referrals to professionals based on needs</p> <p>OHA are aware that working directly to motivate and incentivise the children works particularly well. This year we had far fewer children on behaviour plans, reflecting that these cases are really the 'hardest to reach' and in many cases the families are working with the school and/or other agencies.</p>	<p>We will continue this individualised approach, as it dovetails well with our additional pastoral work supporting these children and families.</p> <p>Free Breakfast Club provision has allowed the identification of vulnerable pupils much earlier in their school life. It has ensured that children are appropriately fed and are prepared to learn. It has also had a positive impact on attendance and punctuality</p> <p>The impact of this support is evident through the social interactions of individuals (adults and peers)</p> <p>Premier Staff are key to supporting vulnerable children and provide role models for many of our children. Their services will be used again next year to support pupils return to school</p> <p>Mentors liaised closely with teachers and other professionals and have proved to be an invaluable link between the family and school. These links will be valuable when inviting children back to school and establishing links with hard to reach parents</p>	
<p>To increase the attendance rates of PP pupils</p>	<p>Tracking of attendance Inclusion AP &amp; Welfare Officer to target identified re-offenders on their first day of absence Close links with families of regular non attenders Breakfast club allocation Clubs allocation Mentoring to increase mind-set and reignite their enthusiasm for school</p>	<p>Coffee mornings raised the profile of the Welfare Officer and the support on offer to support families. Sharing information on behaviour, strategies, special educational needs and supporting children with anxiety (supported by the CAMHs team/school nurse) have proved a success with individual families and has</p> <p>Referrals to the local foodbank have been higher this year due to the pandemic. These referrals have offered valuable support to our families and built links with more vulnerable families.</p> <p>Pupils offered breakfast club allocation have benefitted from the relationships they have built with the team (particularly the Premier Sports Team) Supported</p> <p>Parents who struggle emotionally or have struggled to deal with their child's reluctance to attend school have reported that the support received by the school has helped to ease the transition between home and school attendance.</p>	<p>This support needs to be widely advertised to the local community to ensure attendance continues to rise.</p> <p>Home visits have been successful and offer continual support for families</p> <p>Building strong links with parents within the school community has proven to be successful. These links are fundamental to the engagement of pupils in school and on progress. This will continue next year.</p> <p>Pupil Premium children will continue to be a focus during all weekly attendance meetings and appropriate measures put in place to support them and their families</p>	<p><b>Cost</b></p> <p><b>£48,208.89</b></p>



**7. Additional detail**