



Ladygrove Primary School
Pupil Premium Strategy
Academic Year 2020-2021

Pupil premium strategy statement (primary)

1. Summary information					
School	Ladygrove Primary School				
Academic Year	2020/21	Total PP budget	£86,670	Date of most recent PP Review	July 2020
Total number of pupils	106	Number of pupils eligible for PP	95	Date for next internal review of this strategy	July 2021
		Number of pupils entitled to EYPP	6		
		Number of Children in care	5		
		Number of Children removed from care	3		
		Number of service children	9		

2. Current attainment – based on school data July 2019 due to COVID 19 pandemic			
	<i>In school pupils eligible for PP 2019 data (our school)</i>	<i>Pupils not eligible for PP 2019 data (national average)</i>	<i>All Pupils nationally 2019 data</i>
% achieving ARE or above in reading, writing & maths (Y6 2017 SATS)	50%	71%	51%
% achieving ARE in reading (Y6 2019 SATS)	75%	75%	62%
% achieving ARE in writing (Y6 2019 SATS)	75%	69%	55%
% achieving ARE in mathematics (Y6 2019 SATS)	50%	76%	62%

% achieving ARE in SPAG (Y6 2019 SATS)	75%	78%	78%
% Key stage 1 -2 progress in reading (Y6 2019 SATS)	Not yet available	-0.6	0.3
% Key Stage 1-2 progress in writing (Y6 2019 SATS)	Not yet available	-0.5	0.3
% Key Stage 1-2 progress in maths (Y6 2019 SATS)	Not yet available	-0.7	0.4
% achieving ARE in Reading (Y2 2019 SATS)	57%	78%	73%
% achieving ARE in Writing (Y2 2019 SATS)	29%	73%	78%
% achieving ARE in Maths (Y2 2019 SATS)	29%	76%	79%
% achieving ARE in Phonics (Y1 2019 Phonic screen)	57%	71%	84%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Early Language skills are not as developed as all of their peer group.		
B.	Some children exhibit poor self-confidence and self-esteem.		
C.	Attitude to learning can hinder academic progress.		
D.	Significant number of children have coupled SEND vulnerabilities.		
E.	Some children have poor self-regulation strategies.		
F.	Less phonological awareness in EYFS and KS1 and independent spelling strategies.		
G.	Less fluent in maths.		
H.	Number of children exhibit symptoms of attachment		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
I.	Lower attendance rates/ more frequent lateness than non PPG peer group.		
J.	Higher rates of persistent absence when compared to non-PPG children.		
K.	Higher percentages of children requiring intervention from other services (e.g. Family Intervention, CAMHS, Social Services) compared to non-PPG		

L.	Some children come from backgrounds with parental mental health difficulties	
M	Some children do not complete homework or read at home.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	To improved children's vocabulary.	Increase in percentages of children achieving GLD in Speaking, Listening and Understanding at the end of EYFS. Increase in percentages of children who achieving ARE in reading, writing and Maths in KS1 and KS2.
B	To increase key children's ability to self-regulate emotions.	Reduction in incidents for targeted PPG children.
C	To improve phonics knowledge and spelling outcomes.	Increase in PPG children passing phonic screen and attaining in line with national levels GPS at the end of Y6.
D	To improve the progress of children who are SEND/ PPG.	Children who have the coupled vulnerabilities of SEND and PPG to make increased progress.
E	To improve PPG children's fluency in maths.	Higher percentages of PPG achieving ARE in maths. Higher percentages of PPG children achieving Greater Depth in Maths.
F	To improve the reading standards of PPG children.	Increase in the percentages of children achieving ARE in Reading at the end of KS1 and KS2.
G	To improve combined attainment of PPG children by the end of KS2.	Increase in the percentages of children achieving ARE in Reading, Writing and Maths.
H	To increase the number of PPG children who attain Greater Depth in reading, and/ or Writing and/ or Maths in KS1 and KS2.	Higher percentages of children attaining Greater Depth in KS1 and KS2.

I	To improve attendance of PPG children.	PPG attendance to be in line with non-PPG attendance.
J	To reduce the number of PPG children who are classed as persistently absent.	Reduction in percentage of PPG children who are classed as persistently absent.
K	To improve parental engagement with PPG families.	Higher number of PPG children's parents attending sessions within school (e.g. reading information sessions) and Family Learning activities.
L	To increase participation in enrichment activities.	Increase the percentages of PPG children who attend clubs and take music lessons.

i. Quality of teaching for all pupils:					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the vocabulary skills of children in school.	Intervention for Speech and Language in EYFS. Additional TAs in Reception trained in Listen with Lucy. Vocabulary focus at the start of topics in Science and Foundation subjects. Clear vocabulary focus in maths which is written into the calculation policy. Training for teaching staff in developing language for reasoning and problem solving.	Previous EYFS Speech and Language interventions in Nursery and Reception has been successful in ensuring that children's language is school ready. This has meant that key children understand far more what is going on within the classroom and are better able to interact with their peers. PPG research shows that PPG children generally are exposed to less language prior top starting school. Having a vocabulary focus ensures	Monitoring by the Senior Leadership in relation to non-negotiable practise in relation to vocabulary development. SENDCO to monitor the quality of Speech and Language interventions.	Emily Guess.	Termly review of data for EYFS. Progress for children involved in intervention to be tracked termly by the SENDCO. Speech and Language interventions.
					Cost: part of additional HLTA hours in Reception and additional TA in other Reception class costed below.

		that children are exposed to rich language. Education Endowment Foundation. Communication and Language approaches in EYFS + 6 months.			
To improve Y1 Phonics outcomes for PPG children.	Review of the school Systematic teaching of phonics has resulted in a change of approach. September 2020 whole school staff to be trained in the delivery of Read Write Inc Phonics. This was because the approach using Letters and Sounds was still not ensuring PPG children were making rapid and sustained progress from lower starting points. Senior Leadership Day booked in October 2020. PD day October 2020 to look at the delivery of Read Write Inc reading sessions. Read Write Inc resources purchased for all classes – increased costs due to the inability to share resources in the same way due to COVID 19. Phonics appraisal target for TAS and EYFS/ KS1 staff.	Visit to local school with high levels of PPG and above national phonics scores was the main reason behind the change in approach as it has a proven track record of success in other settings. Clear focus on raising early reading attainment impacts on children in later life and academic success.	Support from Read Write Inc consultant for the Reading Leader in the assessment and monitoring of phonics.	Cara Thomas/ Charlotte Evans	Monthly/ Half-termly assessment of the children's phonics knowledge. In line with this assess the percentages of children who are making expected/ accelerated progress.
				Cost	£3,450 Phonic Training £6,691. Phonic resources £425 Phonics tracker costings for programme. TOTAL : £10,566.
To improve children's fluency in maths.	TTS Rock Stars purchased. Lunchtime club targeted at PPG children to ensure that homework set is completed and that children get the opportunity to develop fluency. Dyscalculia training for staff.	Computer based programmes have had a significant impact on homework uptake for PPG children over the last two years. TTRS made significant improvements to children's table recall for PPG children through focussed intervention.	Maths coordinator to ensure that attendance at TTRS club is monitored and produce monitoring reports of usage by PPG children. SENDCO to monitor quality of Maths intervention alongside Maths coordinator.	Emily Guess	Termly data analysis and half-termly pupil progress meetings.

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?
To ensure that CiC children make good progress both academically and socially.	All CiC children to be allocated a named TA in classroom and support from pastoral TA/ named TA working on individual barriers to learning. Termly attendance at PEPs/ CiC reviews and other meetings by named teacher responsible for CiC and TA/ pastoral worker. Additional release to allow for necessary paperwork to be completed. Named CiC teacher to attend termly network meetings to share best practise.	CiC children and children removed from CiC generally making good progress across school. Where good progress cannot be evidenced, swift intervention is put into place.	Named Ci/c teacher (Jo Weichlbauer) to ensure attendance at meetings by key school personnel.	Jo Weichlbauer	Termly at PEP meetings and Cic reviews.
				Cost	£5,660
To improve children's Communication and Language in EYFS.	Listen with Lucy Intervention groups in place to support children with poor language development. Additional TAS targeting Speech of key children through intervention and focus play sessions. 1:1 SALT sessions for PPG children with an identified Speech and Language need.	Proven record of in school success. Education Endowment Foundation. Communication and Language approaches in EYFS + 6 months.	Led by EYFS leader and lead teacher – Emma Barrow. Monitoring of intervention groups by the SENDCO.	Emma Barrow	Termly analysis of data.
				Cost	Cost: £3,500 re TG

<p>To increase the reading attainment outcomes for PPG children.</p>	<p>Additional reading sessions with a TA weekly for those PPG children who do not get the opportunity to read at home. Precision intervention - Speed reading for those PPG children whose reading vocabulary is limited. Booster provision in Y6 for those PPG children who are below ARE.</p>	<p>Educational Endowment Foundation states that oral language interventions can add 6 months to a child's ability. The research demonstrates that most effective practise happens when younger children have the opportunity to read books aloud and discuss them. This provides an opportunity to extend pupils spoken language. TAs have been trained in the use of structured questioning to develop reading comprehension which is also key to this approach.</p> <p>Education Endowment Foundation cites that small group tuition add 4 months to a child's ability.</p> <p>This approach to booster provision in Year 6 last year meant that 75% of PPG children left Ladygrove at Age related expectations.</p>	<p>Training by Literacy coordinator for the member of staff running the group. Literacy coordinator to observe reading interventions/ additional reading session to ensure high quality intervention.</p>	<p>Emily Guess Charlotte Evans</p>	<p>Staff meetings used to plan provision for our PPG children and then pupil outcome meetings used to track progress.</p>
				<p>Cost</p>	<p>£8,000 1:1 reading with TAs £5,000 EG x 2 part mornings – salary costs</p> <p>Total Cost: £13,000</p>
<p>To increase the maths attainment outcomes for PPG children.</p>	<p>Intervention in place for key PPG children to ensure that they reach ARE by the end of Year 6 and Year 2. Deputy headteacher to work in Year 6 part sessions per week. Y2 class teachers to use additional HLTA for intervention 3 mornings per week. Provision to be bespoke to children's needs and respond to them.</p>	<p>Education Endowment Foundation cites that small group tuition add 4 months to a child's ability. Deputy headteacher who is a MAST teacher and an Outstanding practitioner with a proven track-record of raising standards to lead the intervention. Significant impact on Maths standards in Y6 last three academic year.</p>	<p>Deputy Headteacher to oversee Y6 booster provision and observe and 2 provision. PPG children's progress to be tracked through Pupil Progress Meetings and data analysis by SLT.</p>	<p>Emily Guess Allison Skelton</p>	<p>Termly data analysis and half-termly pupil progress meetings.</p>
				<p>Cost</p>	<p>£5,000 EG x 2 mornings – salary costs</p>

To increase self-regulation strategies for identified PPG children.	Inclusion and Wellbeing Manager to work with groups of children/ individuals to target individual areas for development. Continued use of nurture room for children with identified need in a morning. 1:1 counselling for specific children as and when required. Educational Psychologist support for identified children.	Self-regulation in the Sutton Trust findings improves academic attainment by 8 months. Significant impact of this approach with identified children last year have led to a reduction in incidents and increased academic progress.	Ongoing training/ induction of the Inclusion and Wellbeing Manager. Support matched to individual children's needs. SENDCO and Headteacher to observe sessions within the nurture room and emotional support intervention. Regular supervision by the headteacher of the Inclusion and Wellbeing Manager.	Inclusion Manager.	Termly reviews for individual PPG children working with Inclusion Manager.
				Cost	£600 Counselling £300 Future in mind Total: £900
Total budgeted cost					£28, 060
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?
Increase in attendance of PPG children by 1.5%. Lowering in percentage of PPG children who are classed as persistently absent.	1 st day calls in place. EWO to be asked to visit identified PPG children in line with absence policy. Funding attendance at breakfast club for those PP families who are not achieving acceptable levels of attendance.	School interventions successfully increased PPG attendance in 18/19 by 1.82% and also decreased the number of PPG children who were classed as PA.	Regular monitoring with EWO, focussing on those children who are classed as persistently absent and those who have attendance at less than 95%.	Joanne Weichlbauer.	Half-termly review with EWO.
				Cost	£1,500 EWO cost £1,000 Breakfast club/OOSC places Cost: £2,5000 in total
To improve mental health and wellbeing of children.	Support from Inclusion and Well-being Manger. Termly attendance at Severn Teaching Alliance Future in Mind Program.	Previous Future in Mind CPD has brought resources and high quality CPD in school. This has been on a wide variety of subjects including self-harm, RSE and online dangers. These are then used as training to upskill	Termly updates for all staff – discussion with DSL team prior to this.	Inclusion and wellbeing manger.	Termly updates for all staff – discussion with DSL team prior to this.
				Cost:	NA – Already met through Inclusion and Wellbeing Manager's

To ensure that PPG children and their families receive the support from external services they require.	School to coordinate and lead Family Intervention Assessments and TACs for children and their families. Attendance at meeting with parents e.g. CAHMS, TAF, Core group, CP Conference.	Early intervention by practitioners helps to reduce high level referrals to services. EHA process is the only way we can access some support services needed by children and their families. Attendance at meetings with parents for services such as CAMHS ensures that parents feel supported and a well-rounded view is given.	Trained members of staff to lead Family Assessments. Supervision of Trained member of staff.	Joanne Weichlbauer	Six weekly EHA meeting to review if the support is still needed for families.
				Cost	Met through Inclusion manager's salary which has already been budgeted.
To ensure that all children have the opportunity to take part in a range of activities, inclusion educational visits and residential experiences.	Part funded visits/ experiences for children who are currently in receipt of FSM. / PPG. This may include residential based on individual circumstances. 1 x club for PPG children internal clubs every half term.	Ensuring that all children have the opportunity to a range of experiences and activities that extend their vocabulary and understanding of the world. Ensuring that all children are treated equally and that children are not made to feel different because their parents cannot afford to fund trips or after-school clubs. To allow trips to go ahead even where there is not an acceptable level of parental contributions.	Selina Mahy (SBM) to oversee the allocation of funds as necessary.	Selina Mahy	Annually in budget setting.
				Cost	£6,000 to cover the cost of educational visits. £4,000 for PG children's attendance at after-school clubs. £10,000 Cost in total.
To provide PPG/ current FSM children with high quality music lessons.	Funded small group/ 1:1 music lesson for those children who are in receipt of FSM with qualified music teachers. Funding of the Music to the Four Provision for children in Years 3 and 4.	Sutton Trust funding add arts participation to adding 2 months to children's ability. Music is at the heart of the ethos at Ladygrove and funding music lessons ensures that this opportunity is open to all.	PPG/ FSM children accessing music tuition. PPG children sitting exams.	Selina Mahy .	Annual monitoring of pupils accessing music lessons and its impacts (look at grading of the children)
				Cost	£3,500 Cost
Total budgeted cost					£16,000
Aggregated costings of all 3 areas					£96,455

5. Review of expenditure

Previous Academic Year: 2018-2019 – Total income for financial year 19-20 = £64,579

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve the vocabulary skills of children in school.</p>	<p>Intervention for Speech and Language in EYFS. Vocabulary focus at the start of topics in Science and Foundation subjects. Clear vocabulary focus in maths which is written into the calculation policy. Training for TAS in developing Maths and Science vocabulary.</p>	<p>In EYFS children made accelerated progress in Speech, Language and Communication. 40% of disadvantaged children made accelerated progress of 4 or more steps progress in Listening and Attention, Speaking and 30% of disadvantaged children made accelerated progress in Understanding. This was 10% above non disadvantaged children in Speaking and Listening and Attention.</p> <p>Children are clear about the vocabulary for the topic and are using it far more confidently in their written science work and oral conversations. Staff, particularly TAs are more confident in identifying the vocabulary needed for all units of work. This has impacted on their ability to explain it to children and on the children to use it.</p>	<p>Due to the significant amount of time children missed Nursery education in the Summer term 202, each EYFS classroom has been given additional TA hours to deliver Speech and Language interventions. This is due to the low starting points of the Reception cohort this academic year.</p> <p>We are extending this for other areas of the curriculum so that children are familiar with the language for each topic they are being taught.</p> <p>We are extending this to a reasoning and problem-solving document to support staff in their delivery of it and therefore impact on the children's ability to use the associated vocabulary.</p>	<p>£2000</p>

<p>To improve Y1 Phonics outcomes for PPG children.</p>	<p>Systematic teaching of phonics using Letters and Sounds approach. Clear links made blending for reading and segmenting for spelling. Daily written focus to make links with spelling. Additional training for TAS new to teaching phonics/ refresher for all staff teaching phonics. Phonics audit by external consultant. Purchase of the phonics tracker assessment programme to support with bespoke interventions for children.</p> <p>Phonics audit by external consultant. Online subscription to phonics website. .</p>	<p>PPG children prior to lockdown were still behind their peers in phonics attainment. They were struggling with blending skills which significantly help them up as they were progressing through the Letters and Sounds scheme.</p>	<p>As a school we felt that we needed a more structured approach to support those children who were not making accelerated progress. This was further exacerbated due to lockdown in the Summer Term as when children returning to school in June, some children had significantly regressed with their phonic knowledge. We therefore decided a new approach was needed and brought in support from Read, Write Inc phonics and have decided to use this approach from this academic year.</p>	<p>£3000</p>
<p>To improve children's fluency in maths.</p>	<p>TTS Rock Stars purchased. Lunchtime club targeted at PPG children to ensure that homework set is completed and that children get the opportunity to develop fluency. Dyscalculia training for staff.</p>	<p>TTRS increased children's Maths fluency. Maths club was well attended by PPG children prior to lockdown. It was also well used by children and the school during Lockdown. Children like it and it was used well by teachers to identify those children who needed to make accelerated progress to pass the Year 4 Times tables screen. Dyscalculia training was put back for staff due to COVID shutdown.</p>	<p>As a school we feel that TTRS is invaluable to developing children's fluency in Maths. Due to keeping Bubbles consistent during the COVID pandemic, we have decided that we will not be operating a TTRS club, but will allocating time in class for all children in Year 4 to develop their Times Tables fluency.</p> <p>We have re-arranged the dyscalculia training for staff for this academic year.</p>	<p>£1350</p>
<p>To increase parental participation in children's learning.</p>	<p>School to facilitate programmes ran by the Family Learning Programme and Telford and Wrekin Council: Developing Early Language and supporting children's behaviour for the Autumn Term, spring and Summer Term TBC. SLT to meet with the facilitators to ensure that it is aligned to school calculation policy, teaching methods etc and current policies. Attendance at the Family Learning Sessions by the Inclusion and Wellbeing Manager. Termly assemblies for all classes in school to which parents are invited. Coffee/ drop in sessions with Inclusion and wellbeing manager.</p>	<p>We ran 4 parental learning classes during the Autumn and Spring Terms. Parents really enjoyed these, and they positively impacted on their ability to support their children. Over the lockdown period in the Summer term, we obviously did not carry out any parent learning classes. Information sessions held for parents were well attended during the Autumn and Spring Terms and were positively welcomed by parents.</p>	<p>As soon as we are able to whilst adhering to government recommendations, we will continue this approach for parents. In the meantime, we are using the school website to advertise strategies to help support children at home. Examples of this is information that the Inclusion and Wellbeing Manager out together over lockdown to support with establishing good learning routines at home and the importance of developing a regular sleeping routine.</p>	<p>£700</p>

ii Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To develop the working memory of targeted PPG children.	My Cognition Learning targeted at Year 3 and Year 4.	This strategy had little impact on the children. On reflection it was not effectively implementing by the teaching team, due to changes in staffing during the school year and the time-consuming nature of the programme.	We have decided not to use this approach again.	£2,900
To ensure that CiC children make good progress both academically and socially.	All CiC children to be allocated a named TA in classroom and support from pastoral TA/ named TA working on individual barriers to learning. Termly attendance at PEPs/ CiC reviews and other meetings by named teacher responsible for CiC and TA/ pastoral worker. Additional release to allow for necessary paperwork to be completed. Named CiC teacher to attend termly network meetings to share best practise.	CiC children are well supported emotionally, as has been documented in CiC reviews and PEP meetings, both via named classroom support, Inclusion and Wellbeing Manager and the SLT. The majority of CiC children are making at least expected progress from their starting points, unless there has been a significant upheaval to their placement. Class teachers are aware from clear PEP targets and outlined interventions what is needed to ensure children make good progress. CiC children and careers across schools well supported.	We will continue this approach. We are getting increasing numbers of CiC children into school so additional members of staff may need to be trained to support this approach.	£4,000

<p>To improve children's Communication and Language in EYFS.</p>	<p>Listen with Lucy Intervention groups in place to support children with poor language development. Additional TAS targeting Speech of key children through intervention and focus play sessions. 1:1 SALT sessions for PPG children with an identified Speech and Language need.</p>	<p>In EYFS children made accelerated progress in Speech, Language and Communication. 40% of disadvantaged children made accelerated progress of 4 or more steps progress in Listening and Attention, Speaking and 30% of disadvantaged children made accelerated progress in Understanding. This was 10% above non disadvantaged children in Speaking and Listening and Attention.</p>	<p>We will be continuing this approach because of the positive impact that it has had on children.</p>	<p>Cost: £2,000</p>
<p>To increase the reading attainment outcomes for PPG children.</p>	<p>Individual reading with adults and peer mentors. PPG children to be invited to reading club which is ran weekly by the Deputy headteacher at a lunchtime. Children to read with fluent older mentors to develop their reading stamina and love of reading. Reading diet to be recorded by the reading mentor in reading diaries. Additional reading sessions with a TA weekly for those PPG children who do not get the opportunity to read at home. Precision intervention - Speed reading for those PPG children whose reading vocabulary is limited. Booster provision in Y6 and Year 2 by class teachers to raise attainment of PPG children. Booster provision in place for Easter holiday for Year 6 and Year 2.</p>	<p>PPG children up until lockdown were making at least expected progress in reading, if they had no SEND. Booster club provision in the Spring and Summer Term was affected by lockdown.</p>	<p>We will continue this approach as we know that it has a positive impact on outcomes for our PPG children. We will however not be able to operate reading mentors and buddies in the same way due to COVID restrictions and the school risk assessment.</p>	<p>£9960</p>
<p>To increase the maths attainment outcomes for PPG children.</p>	<p>Intervention in place for key PPG children to ensure that they reach ARE. Focus on Year 6, 5 and 4 by Deputy head teacher. Year 1 and Year 2 to be focussed upon by class teacher and release by other staff members. Provision to be bespoke to children's needs and respond to them. Booster provision in place for Easter holiday for Year 6 and Year 2.</p>	<p>PPG children up until lockdown were making at least expected progress in maths, if they had no SEND. Booster club provision in the Spring and Summer Term was affected by lockdown.</p>	<p>We will continue this approach as we know that it has a positive impact on outcomes for our PPG children.</p>	<p>£5,000</p>

To increase self-regulation strategies for identified PPG children.	Recruitment and Staffing of an Inclusion and Wellbeing Manager. IWM to work with groups of children/ individuals to target individual areas for development. Setting up of a nurture room for children with resources etc. 1:1 counselling for specific children. Educational Psychologist support for identified children.	The Inclusion and Wellbeing manager has been a significant asset to the school team. Her intervention has significantly reduced the risk of exclusion to 2 PPG children. Nurture provision has impacted on behavioural incidents and has allowed triggers for behaviours to be unpicked.	We will continue with this approach as we can see what appositve impact it has had on individual children.	£600 Mentor link counselling £10,000 Staffing costs £1,600 Educational Psychologist £600 Counselling £2,000 for Specialist Learning Mentor trainer to induct the Inclusion and Wellbeing Manager.
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lii Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase in attendance of PPG children by 1.5%. Lowering in percentage of PPG children who are classed as persistently absent.	Prizes for the most improved attendance/ 100% attendance over a term (e.g. cinema tickets/ ice-skating tickets etc) 1 st day calls in place. EWO to be asked to visit identified PPG children on third day of called in absence or first day of no-explained absence. Funding attendance at breakfast club for those PP families who are not achieving acceptable levels of attendance.	Prior to lockdown school was maintaining PPG attendance at the levels for the previous academic year but had not closed the gap with non-PPG attendance. Fears around virus transmission had affected attendance at school. Rates of PA in PPG children are still higher than non-PPG children.	We need to continue to target PPG attendance as there is a significant gap between the attendance of PPG children and non-PPG children. The Inclusion and Wellbeing Manager will begin to attend attendance review meetings with the school EWO and start earlier intervention with families.	£2000
To improve mental health and wellbeing of children.	Support from Inclusion and Well-being Manger. Termly attendance at Severn Teaching Alliance Future in Mind Program.	Emotional support for children is better meeting their needs. The Inclusion and wellbeing manager used lots of resources from the Future in Mind project to support children and their families over the period prior to lockdown and lockdown itself.	We feel that the minimal cost for this CPD is well worth it and will continue to use it to develop our approach too mental health.	£300

<p>To ensure that PPG children and their families receive the support from external services they require.</p>	<p>Recruitment of an Inclusion and Wellbeing Manager to support PPG children and their families. School to coordinate and lead Family Intervention Assessments and TACs for children and their families. Attendance at meeting with parents e.g. Early Help, CAHMS, TAF, Core group, CP Conference.</p>	<p>Over the last year we have supported 12 families through school led EHAs. These have resulted in families getting the support they require from external services.</p>	<p>We will continue this approach as it is invaluable in supporting families accessing a range of services including housing support, benefits support and intervention workers.</p>	<p>Already met through Inclusion Manager's salary.</p>
<p>To ensure that all children have the opportunity to take part in a range of activities, inclusion educational visits and residential experiences.</p>	<p>Part funded visits/ experiences for children who are currently in receipt of FSM. / PPG. This may include residential based on individual circumstances. 1 x club for PPG children internal clubs every term.</p>	<p>WE had increasing numbers of PPG children booked to attend residential visits than previously due to the way which we funded them for PPG children. The uptake of PPG children at clubs had also increased.</p>	<p>We will continue this approach as it means that PPG children are able to experience the same things as their non-PPG peers.</p>	<p>£10,000</p>
<p>To provide PPG/ current FSM children with high quality music lessons.</p>	<p>Funded small group/ 1:1 music lesson for those children who are in receipt of FSM with qualified music teachers. Funding of the Music to the Four Provision for children in Years 3 and 4.</p>	<p>Providing free music lessons has meant that we have supported approximately a 1/3 of our PPG students to play a musical instrument. The remaining students have had experience of playing musical instruments through our 'Music to the four' work.</p>	<p>We will continue this approach as it means that PPG children are able to experience the same things as their non-PPG peers</p>	<p>£6,600</p>

