

Pupil premium strategy statement 2019-20

1. Summary information					
School	Sacred Heart Primary School and Nursery				
Academic Year	2019/20	Total PP budget	118,000 + 2100+18,400= £139,300	Date of most recent PP Review	07/19
Total number of pupils	380	Number of pupils eligible for PP	105	Date for next internal review of this strategy	11/19

2. Current attainment		
Key Stage 2 results 2019 (11 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils Overall (national average)</i>
% achieving expected standard or above in reading, writing & maths	73% (18% GD)	65% (11% GD)
% making expected progress in reading (as measured in the school)	73% (36% GD)	73% (27% GD)
% making expected progress in EPAG (as measured in the school)	81% (36% GD)	78% (36% GD)
% making expected progress in writing (as measured in the school)	73% (18% GD)	78% (20% GD)
% making expected progress in mathematics (as measured in the school)	100% (18% GD)	79% (27% GD)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Securing calculation, problem solving and reasoning skills
B.	Enriching language through talk and text
C.	Developing reading skills from acquired phonic knowledge
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Having a broad range of extra-curricular opportunities

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved calculation, problem solving, reasoning in assessments	Termly progress Teacher assessment progress meets
B.	Improved Vocabulary and articulation in writing/reading	Termly progress Teacher assessment progress meets
C.	Improved decoding and comprehension skills	Termly progress Teacher assessment progress meets
D.	Broadening experiences in an enriched curriculum	Topic books, social media.

5. Review of expenditure

Previous Academic Year

£78,767

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																																																																								
Improving outcomes for lower and higher attaining children	Setting and intervention for mathematics in Year 5 and 6	<table border="1" data-bbox="663 549 1240 887"> <thead> <tr> <th colspan="6">Mathematics</th> </tr> <tr> <th colspan="6">No. (% of total pupils)</th> </tr> <tr> <th colspan="2">Year 2 Summer 2</th> <th colspan="4">End of Key Stage 2</th> </tr> <tr> <th>Levels (2ABC)</th> <th>No. Pupils</th> <th><95</th> <th>95-99</th> <th>100-109</th> <th>110+</th> </tr> </thead> <tbody> <tr> <td>No Assessment</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>P-Scales</td> <td>1</td> <td></td> <td></td> <td>1 (9.1%)</td> <td></td> </tr> <tr> <td>Level 1</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2C</td> <td>1</td> <td></td> <td></td> <td>1 (9.1%)</td> <td></td> </tr> <tr> <td>2B</td> <td>2</td> <td></td> <td></td> <td>2 (18.2%)</td> <td></td> </tr> <tr> <td>2A</td> <td>3</td> <td></td> <td></td> <td>3 (27.3%)</td> <td></td> </tr> <tr> <td>Level 3</td> <td>4</td> <td></td> <td></td> <td>2 (18.2%)</td> <td>2 (18.2%)</td> </tr> <tr> <td>Level 4</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>100% of pupils made expected progress or more.</p> <p>18% made more than expected progress (these children achieved low KS1 results and made expected)</p> <p>18% of level 3 children did not reach greater depth.</p> <p>0% made greater depth that were Level 2 in KS1.</p>	Mathematics						No. (% of total pupils)						Year 2 Summer 2		End of Key Stage 2				Levels (2ABC)	No. Pupils	<95	95-99	100-109	110+	No Assessment	0					P-Scales	1			1 (9.1%)		Level 1	0					2C	1			1 (9.1%)		2B	2			2 (18.2%)		2A	3			3 (27.3%)		Level 3	4			2 (18.2%)	2 (18.2%)	Level 4	0					<p>Continue to use boosters to improve maths outcomes for low attaining PP children in Year 6.</p> <p>Continue setting in Year 6 as this supports children in making the expected standard.</p> <p>To develop how we can ensure Level 3 or children at greater depth in KS1 continue to be greater depth in KS2.</p> <p>Focus on higher attaining PP children in maths to ensure progress is continued, through intervention/boosters.</p> <p>FUTURE IDEAS</p> <ul style="list-style-type: none"> Monitor the progress of HA PP children to identify barriers and enable strategically planned intervention. Implement setting for Year 2 to improve outcomes for LA and HA children in maths. 	£46,056
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<p>Quality first teaching takes account of all learners</p>	<p>Regular pupil progress meetings for vulnerable groups</p>	<p>Pupil progress meetings that were held led to more focus on pupil groups including PP children. The meetings led to targets and ideas to put into the classroom.</p>	<p>Meetings needed to be more regular to discuss PP children and evaluate interventions and their impact.</p> <p>There needed to be more sharing of positive impact of interventions with others so that they can talk about what has worked so others try these ideas out in their own classroom.</p> <p>FUTURE IDEAS</p> <ul style="list-style-type: none"> ● Improve the review cycle ● Ensure staff members are driving improvements in progress meetings. ● Use staff effectively for intervention times. ● SENCO and Inclusion lead to develop the use of LSA for interventions and specific use in the classroom. ● Observe interventions in local high PP schools in the area. 	
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ii. Targeted support

Action	Intended outcome	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																							
Pupils narrowing the attainment gap.	Mathematics mastery CPD	<p>Leaders have been involved in 4 TRG meetings to meet and discuss developing mastery. This involved sharing ideas and implementing new ideas.</p> <p>Training at Bishop Stortford to develop understanding of Singapore Maths and what elements can be implemented into the primary curriculum.</p> <p>KIRFS were developed to share with staff to ensure key recall facts are met in each year group.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Expected or more in test</th> </tr> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>53% 0%GD</td> <td>71% 2%GD</td> </tr> <tr> <td>2</td> <td>67% 17%GD</td> <td>81% 20%GD</td> </tr> <tr> <td>3</td> <td>61% 0%GD</td> <td>61% 10%GD</td> </tr> <tr> <td>4</td> <td>70% 40%GD</td> <td>50% 20%GD</td> </tr> <tr> <td>5</td> <td>25% 13%GD</td> <td>55% 9%GD</td> </tr> <tr> <td>6</td> <td>100% 18%GD</td> <td>71% 26%GD</td> </tr> </tbody> </table>	Year	Expected or more in test		PP	Non PP	1	53% 0%GD	71% 2%GD	2	67% 17%GD	81% 20%GD	3	61% 0%GD	61% 10%GD	4	70% 40%GD	50% 20%GD	5	25% 13%GD	55% 9%GD	6	100% 18%GD	71% 26%GD	<p>To continue to develop mastery within KS1. To continue to have a core group to develop these approaches further to impact on pupil progress.</p> <p>To launch the KIRFS and use this to focus each Year on some key facts.</p> <p>To ensure that work in TRG is shared and disseminated effectively to create more impact.</p> <p>FUTURE IDEAS</p> <ul style="list-style-type: none"> Monitor the progress of PP children more effectively within KS2 to identify barriers to success and implement effective intervention. Investigate the lack of progress within Year 5 for reading and maths to enable quality first teaching in KS2. 	£34,522
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Pupils narrowing the attainment gap

Reading Intervention

Reading intervention is provided to pupil in regular sessions with teaching assistants in small groups or individually; effective reading intervention practice is a particular strength in Key Stage 1.

During a learning walk carried out in autumn term 2018, teaching assistants talked with confidence about their role in enabling progress for lower attaining pupils in reading, including PP pupils.

Year	Expected or more in test	
	PP	Non PP
1	NA	NA
2	66% 22%GD	74% 20%
3	50% 6% GD	59% 5% GD
4	70% 20%GD	60% 10%GD
5	38% 13%GD	72% 0%GD
6	73% 36%GD	80% 37%GD

All staff (teachers and teaching assistants) are highly trained, having received accredited training in phonics. Teaching assistants are deployed to provide additional intervention phonics teaching to focus on closing attainment gaps for PP children as well as other vulnerable children requiring support.

FUTURE IDEAS

- Further development is needed in the communication of detail regarding specific teaching strategies that target barriers to learning to read amongst disadvantaged pupils and the regular review and evaluation of the impact of interventions.
- Increased frequency of pupil progress meetings and involvement of teaching assistants in this process requires further development. With an ongoing school expansion, growing numbers of PP pupils and pupils with other needs, professional development of teaching assistants will need to be maintained and mentoring (and opportunities to watch class teachers and other teaching assistants) by experienced LSAs will need to be developed in order to maintain the effectiveness of the LSA role in this respect.

<p>Support for vulnerable pupils</p>	<p>Extending and establishing a safeguarding team supporting learning and families</p>	<p>Safeguarding team successfully established.</p> <p>Caseloads allocated to staff to work with different families.</p> <p>Families have been supported in regards to attendance and using breakfast club provision to help improve this.</p> <p>Use of the National Breakfast Programme to engage children and families to attend school on time.</p> <p>Children involved in Social Care and Early Help have had extra support in terms of counselling, subsidised clubs, and trips.</p>	<p>Continue to have a safeguarding team to support families in getting the support they need to help them and their children progress in life and at school.</p> <p>Continue to use counselling service for children with high level of need including PP children.</p>	
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iii. Other approaches

Action	Intended outcome	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
Broadening experiences through an enriched curriculum	Embedding IPC	IPC has embedded this year. Many classes have been out on trips to improve experiences or have had companies at school to offer exciting experiences including the space dome.	To continue to enrich the curriculum for all and supporting payments for any trips outside the curriculum.	£2000
Enabling access to the curriculum	Funding music, extracurricular clubs and trips	Other experiences have occurred at a whole school level with Music Man and Travelling Tuba. Individual cases for spend such as Year 6 residential trip, breakfast clubs, afterschool clubs have been subsidised on a case by case basis.	Review the charging policy so that children in need receive extra support financially. Record clearly where individual one off costs have been made.	

6. Planned expenditure

Academic year £139,300

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Impact												
<p>Improve outcomes for lower attaining pupils</p>	<p>Improve outcomes for lower attaining Maths in KS2 through booster sessions and setting.</p>	<p>Recent and previous outcomes in Maths have shown that retaining and using maths skills is a weakness. Previous year's booster sessions have made great improvements for lower attaining PP children which should continue.</p>	<p>Use of pupil progress meetings to highlight and challenge where support is needed to improve this outcome. Regular discussions with class teacher to be informed by their formative assessment. Learning walks to observe boosters in action. Maths CPD for staff to deliver effective maths lessons for all. Regular discussions with class teacher to be informed by their formative assessment. Learning walks to observe boosters in action. Regular data checks when assessments arrive.</p>	<p>KS/CE/ LaB</p>	<p>Pupil Progress meetings for Maths were effective in highlighting PP and other groups of children. There were discussions on how teachers can improve their first quality teaching to ensure that children make at least expected progress. <i>Due to COVID-19 and school closure we were unable to reflect on pupil progress as much as we had planned as a review was not possible.</i></p> <p>Booster for Maths was started for KS2 Maths in the morning 3x a week for 40 minutes. <i>Due to COVID-19 booster group was suspended.</i></p> <table border="1"> <thead> <tr> <th>Child</th> <th>Oct Score out of 110</th> <th>March Score out of 110</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>31</td> <td></td> </tr> <tr> <td>2</td> <td>31</td> <td></td> </tr> <tr> <td>3</td> <td>29</td> <td></td> </tr> </tbody> </table>	Child	Oct Score out of 110	March Score out of 110	1	31		2	31		3	29	
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4	26	
5	24	
6	38	

Maths CPD was planned to improve first quality teaching for all. This has been delayed due to COVID-19.

Improve outcomes for lower attaining reading in KS2 through QFT in Reading.

Results indicate the lag in attainment of PP throughout KS1 and KS2 for reading.

Vipers was shown as a way to improve reading skills being taught.

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online.

Take One Book Need to Know:
This research-informed four-step process leads to deeper reading, with purposes for lessons articulated.
Time saving and affordable.
Downloadable resources are included with plans and weblinks to supporting material.
The collection of books is highly curated, by reading

Ensuring regular intervention through daily reading by well-trained support staff.

Use of reading tests to gather data to see improvements made -

Regular CPD to deliver effective strategies for reading using new schemes and ideas of Vipers and Take One Book

JM

The Literacy Coordinator introduced a whole new approach for reading with the introduction of Reading Vipers and Take one Book.

Staff meeting time was given to introducing Reading Vipers.

The Literacy co-ordinator developed the planning to ensure these skills were taught across the week and monitoring and reflection time was given to ensure it was successful.

Staff shared that this approach was successful in highlighting the skills needed to read and answer questions.

Staff had detailed training and support in delivering Take One Book.
Staff trialled one book in the classroom alongside the planning and activities.

Due to COVID we only managed to trial Take One Book for a term. The idea was to look at how successful this was and to take the parts that made reading more enjoyable. The Reading Vipers have continued into the following year as this was seen by teachers as having a positive impact on Children being able to comprehend texts and answer questions.

		expert Nikki Gamble, and includes fiction, non-fiction and poetry. Plus, all materials tested in schools.																																							
	Improve outcomes for lower attaining Maths in KS1 through setting.	Results in Year 1 demonstrate a great need to develop lower attainers in Maths. Research has shown that small group work with a teacher will help make progress with children and their learning.	<p>Planning checks to see the content of lessons taught and through observations.</p> <p>Planned time for additional Maths lessons to support the lower attaining children.</p> <p>Data gathering from teacher assessments and test data to see how children have progressed over time.</p>	CE/La B	<p>Small Group work with a teacher was happening three times a week. <i>This was stopped due to COVID-19 and the impact from this was difficult to measure as retest did not happen.</i></p> <table border="1" data-bbox="1435 459 2107 1241"> <thead> <tr> <th>Child</th> <th>Baseline out of 35</th> <th>March Test</th> </tr> </thead> <tbody> <tr><td>1</td><td>15</td><td></td></tr> <tr><td>2</td><td>17</td><td></td></tr> <tr><td>3</td><td>21</td><td></td></tr> <tr><td>4</td><td>10</td><td></td></tr> <tr><td>5</td><td>19</td><td></td></tr> <tr><td>6</td><td>9</td><td></td></tr> <tr><td>7</td><td>20</td><td></td></tr> <tr><td>8</td><td>7</td><td></td></tr> <tr><td>9</td><td>8</td><td></td></tr> <tr><td>10</td><td>18</td><td></td></tr> <tr><td>11</td><td>19</td><td></td></tr> </tbody> </table> <p><i>Maths CPD was planned to improve first quality teaching for all. This has been delayed due to COVID-19.</i></p>	Child	Baseline out of 35	March Test	1	15		2	17		3	21		4	10		5	19		6	9		7	20		8	7		9	8		10	18		11	19	
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	<p>Improve outcomes for lower attaining phonics in KS1.</p>	<p>Results have continued to be high due to small group phonics. Due to our children and their ability to sustain progress this has been developed into Year 2 also.</p>	<p>Observation of phonics to assess the impact of small groups.</p> <p>Regular RWI assessments.</p> <p>To look carefully at the lower groups to see if RWI is suitable for their needs.</p>	<p>JM/ES</p>	<p>Phonics co-ordinator ensured that staff had clear training and gaps were shared when groups were changed.</p> <p>A Phonics walk was completed and feedback given to staff in regard to phonic delivery and expectations. This enabled staff to improve their phonic teaching.</p> <p>Amendments to phonics teaching was made for the children that found it difficult to retain information.</p> <p>Practise Phonics Screening was completed in January 2020.</p> <table border="1" data-bbox="1435 595 2107 813"> <thead> <tr> <th></th> <th>Passed</th> <th>On Track</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>28%</td> <td>36%</td> </tr> <tr> <td>PP Children</td> <td>8%</td> <td>33%</td> </tr> </tbody> </table> <p>Intervention and phonic booster was to be put into place.</p> <p><i>Due to COVID 19 Year 1 Phonics Test was not administered and assessment data was collected. Phonics boosters happened but impact of this will not be evident until following year.</i></p>		Passed	On Track	Cohort	28%	36%	PP Children	8%	33%
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	<p>Improve language and vocabulary knowledge.</p>	<p>Research and practical experience identifies that socially deprived pupils have poor vocabulary and language knowledge. Many pupils have EAL. Most pupils do not have a literature rich environment. Drama and being immersed in language is also an effective way to improve language.</p>	<p>Talking tots group in Nursery and EYFS. Followed by Language assessments in EYFS.</p> <p>Whole school focus on vocabulary and use learning walks and pupil interviews to gather data.</p> <p>Introduce and trial press play to increase the level of quality talk.</p>	<p>JM/JB</p>	<p>Talking Tots group helped support talking and improving language. <i>Due to COVID this provision has been halted.</i></p> <p>School focus on vocabulary teaching in reading lessons and writing lessons. The introduction of word of the day to develop vocabulary choices. <i>Due to COVID 19 development in this area halted and learning walks did not occur.</i></p> <p>Trial was booked in Year 4. The children enjoyed this experience using the headsets to act out a story and the immersion element of the product. Currently the programme doesn't have enough depth to warrant the use of this throughout the school.</p>
	<p>Improve reading outcomes in KS2</p>	<p>Previous data had shown that reading is still an area that our children find difficult to excel in.</p> <p>Children need to develop their reading speed and their comprehension skills.</p> <p>To find a comprehension scheme to develop these skills across KS2.</p>	<p>To see assessment data over time and talk about specific PP pupils in pupil progress meetings.</p> <p>To observe the teaching of reading in classrooms. To focus on some PP children and what their learning looks like.</p>		<p>Pupil Progress meetings were arranged and reading was the focus. Discussions focussed on children not reaching their potential including PP children. <i>Due to COVID-19 we did not get to see the impact of these discussions as a revisit did not occur. .</i></p> <p>Observations showed that all children including PP children were engaged with reading. Children were reading good texts and focusing on key reading skills. Observations showed that interventions for reading is an area to develop so that children including many PP children can make accelerated progress. <i>Due to COVID-19 these interventions did not take place.</i></p>

Improve outcomes for higher attaining children	Improve outcomes for higher attaining children in Maths through setting.	In previous years this has made an impact for many children. However we need to target and ensure that these children are catered for in smaller groups to ensure that they reach their potential.	Regular assessments to discuss children in Year 6 and their gaps in their learning. Discussions in pupil progress meetings to ensure regular interventions are in place to support previous high attainers.	KS/La B/CE	Pupil Progress meetings were arranged and reading was the focus. Discussions focussed on children not reaching their potential including PP children. <i>Due to COVID-19 we did not get to see the impact of these discussions as a revisit did not occur.</i>
Total budgeted cost					£51,900

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Impact
Narrowing the gap between children	To use intervention TAs to support children in closing the gap.	Last year there was support for children but interventions at the right time were not used effectively to ensure gaps were closed.	Timetable of additional TAs and interventions in place. A list of interventions to use to support gaps. Regular assessing of children to ensure progress is measured and made in groups.	LaB/VM	New TA had a timetable of support and interventions in place. <i>Due to COVID-19 these interventions were disrupted.</i>
Supporting vulnerable families and children	To look after children's wellbeing.	Last year many of the children that had counselling were PP children however with limited counselling time and more children needing this service the demand was not met. Children need a safe space to talk and discuss their concerns and experiences. If	To have regular time to catch up with the counsellor and to plan effective strategies to meet the pupils' needs. To record clearly the sessions children have and for how long.	LaB/VM	Due to a high level of need the counsellor is now in for the whole day with an ever changing list of children having support. Many of these children are PP children. <i>Due to COVID-19 the provision had to stop but will be reintroduced as soon as possible.</i>

		<p>children are happy they are more likely to succeed.</p>	<p>To see improvement in assessments and behaviour in class and school.</p>		<p>This year 231/427 incidents were children on Free School Meals. 54% <i>Due to COVID-19 this was only until March so data may have increased further.</i></p> <p>Last year 62/113 incidents 2018/19 55%</p> <p>The percentage may be the same however the number of concerns has increased dramatically. This may be due to improved reporting by teachers however this is something to develop next year.</p> <p>This Year 64/107 safeguarding concerns came from children on FSM. 60%</p> <p>Last Year 71/115 62%</p> <p>Behaviour in school is an area that needs to be redeveloped again next year especially after a long period away from school.</p>
	<p>To continue to develop the safeguarding team to support families.</p>	<p>As the school grows there is an increase in PP children but also there is a correlation between PP children and safeguarding concerns.</p> <p>Many families will require additional support through early intervention and use of the safeguarding team to support families through meetings and visits.</p>	<p>Regular weekly safeguarding meetings to discuss children and cases and solutions to some problems.</p> <p>Records on file to show support that has been given to children and families.</p> <p>Review impact of new safeguarding lead.</p>	<p>VM/LaB /JM</p>	<p>Regular meetings were sustained and there was time to discuss children and families.</p>

	<p>To ensure attendance at school improves.</p>	<p>Around half of the persistence absence children are PP families. Attendance is vital for improving learning and ensuring they are consistently at school learning and not gaining gaps in their learning.</p> <p>Meetings have produced some improvements in the previous year.</p>	<p>See attendance action plan.</p> <p>Range of incentives to ensure children attend school.</p> <p>To make attendance high profile at school through social media and sponsorship.</p> <p>Evaluate numbers of PP children using breakfast club and invite pupils when needed.</p> <p>Evaluate numbers of children accessing morning clubs.</p> <p>Targeted invites to children.</p> <p>To record attendance data and make record of meetings to discuss with families.</p>	<p>LaB</p>	<p>Attendance incentives were introduced for weekly, half termly and termly attendance. A sponsor was given to the attendance rewards. Groups of children and individual children were rewarded. <i>These were halted due to COVID-19.</i></p> <p>Children enjoyed the variety of rewards and awards that were on offer. They also engaged in improving their own attendance through attendance challenges.</p>  
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Use of social media to promote positive attendance as well as weekly newsletter to raise profile.

Attendance meetings Autumn 2 and Spring 1 have been arranged and for Autumn 2 completed. Positive impact has been shown in attendance report. ***These were halted due to COVID-19.***

	To continue and develop the magic breakfast provision.	<p>We have been successfully having a breakfast bagel bar supported by a DFE funded project.</p> <p>This provision has ensured children are coming to school fed. It has enabled some children to be ready for the day and the morning to learn.</p> <p>Funding may be cut and this provision must continue for many of our families.</p>	<p>To trial some new ideas to revamp bagel breakfast. To develop cheaper alternatives to bagels so that we can continue feeding everyone at school.</p> <p>To develop individual cases to share impact but to also collect data to see if children are accessing and using the bagel breakfast.</p>	LaB	<p>We introduced breakfast monitors that would help at the bagel bar. We introduced new spreads so that the bagels will be more enticing. There was additional cost for the spreads, aprons etc. Additional staff were used to ensure the monitors would be effective. Children were chosen that were FSM or PP children mixed with others.</p> <p>COVID-19 halted this new incentive but it had ensured children were being fed. Next year there will be no funding so there will need to be more money used to ensure that children are fed in the morning.</p>
Total budgeted cost					£73,200

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Impact
Broadening experiences for children.	Support with IPC trip payments	<p>It is vital that PP children get a range of experiences as many will not have these in their everyday lives.</p> <p>Many trips are expensive and families are unable to pay.</p>	Record of children who have been supported as the year develops.	LaB	<p>Many trips and in school activities are subsidised in the year. There were special days including Pirate Day, Victorian Day, Southchurch Hall Museum and Shakespeare performance at the Palace Theatre.</p> <div style="display: flex; justify-content: space-around;">   </div>



We also introduced Tea with the Head to revamp the star of the week. This also gave children other experiences like having a hot chocolate and cake as well as being proud of their achievements. We bought special mugs and promoted this in the newsletter every week.



There was many sporting opportunities for children including cross-country, squash, boccia etc.



The Kurling team managed to achieve the Silver Medal and go to the Essex finals.

Enabling access to the curriculum and extra-curricular activities	Funding clubs for PP children	<p>Many PP children are unable to use after school clubs due to lack of finance.</p> <p>Previously this was decided due to need. Due to a larger number of PP children a fair system needs to be in place.</p>	<p>Arrange letters for pupil premium children to enable them access to one free club per term.</p> <p>Ensure letters go with club letters to share they have the ability to book one club free.</p>	LaB/EB	<p>As an SLT we did not make this system as robust in the end. However children were able to access club provision if they could not access.</p> <p>Moving forward into next year this may well be developed with the idea of a scholarship to a club. Looking for potential in children who can access the club for free. E.g. talented artists attend art clubs for no fee.</p>
	Support with Year 6 Residential	<p>Many PP children cannot afford this trip. Some have not attended in recent years.</p> <p>Ensure that all PP children are catered for so that all can attend.</p>	<p>Arrange a budget to ensure that Year 6 residential is supplemented.</p> <p>Letter to send out with indication of lowering the cost for this opportunity.</p>	LaB	<p>Supported the costings for children on Year 6 residential trip to Bradwell. This trip is always a positive experience for children involved.</p> 
Total budgeted cost					£14,700

1. Additional detail