

## Annex 1a: Pupil premium strategy statement

1. Summary information					
<b>School</b>	Ark Tindal				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£236, 346	<b>Date of most recent PP Review</b>	02/2020
<b>Total number of pupils</b>	381	<b>Number of pupils eligible for PP</b>	164	<b>Date for next internal review of this strategy</b>	Feb 2021

2. Current attainment		
<b>Results from Y6 2018/19</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
<b>% achieving ARE or above in reading, writing and maths</b>	78% (76% nonPP)	65%
<b>Progress in reading</b>	+0.9 (3.1 non PP)	0
<b>Progress in writing</b>	+3.2 (2.6 non-PP)	0
<b>Progress in maths</b>	+1.1 (+2.5 non-PP)	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of progress in reading due to the knowledge and vocabulary deficit, which will be supported through the recovery curriculum
<b>B.</b>	Poor oral language skills due to an extended period at home where English may not be the first language and where rich language has not been in frequent use
<b>C.</b>	Quality of teaching: gaps in knowledge (from time spent out of school) not identified and misconceptions not addressed quickly enough
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Unsupported learning habits at home (including supporting pupils whose parents are away for extended periods)
<b>E.</b>	Vulnerable pupils presenting with social, emotional and mental health numbers has increased during lockdown
<b>F.</b>	Support families to overcome socio-economic disadvantage

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A. a	All pupils reach their chronological reading age	<b>C.</b> Pupils eligible for PP make as much progress as their peers, across all year groups, to reach their chronological reading age. <b>D.</b> Measured through NGRT tests and PM Benchmarks. <b>E.</b> Staff trained in the pillars of reading to forensically identify and support gaps.
B.	Pupils use a range of rich vocabulary in their everyday life and can therefore communicate effectively in the wider world.	<b>F.</b> All pupils meet or exceed the Speaking and listening GLD in EY. <b>G.</b> PP pupils make greater progress than 'other' pupils in reading as their extended vocabulary allows them to make links between different subject matter.

		<p><b>H.</b> In spoken interaction, pupils use a widening range of vocabulary.</p> <p><b>I.</b> Writing reflects the vocabulary introduced to pupils over a lengthening period of time.</p>
C.	All teaching must be effective and disadvantaged pupils will be targeted to ensure they make expected or better progress and levels of combined attainment rise in every year group, despite the gaps in knowledge as a result of lockdown.	<p><b>J.</b> Use the GTR and ECF to continue to provide highly effective coaching and mentoring of all pupil facing adults to address the loss of learning and maintain excellent teaching across the school.</p> <p><b>K.</b> Staff receive training to access and deliver the recovery curriculum to aid the closing of gaps.</p> <p><b>L.</b> Pupils identified through Year Group action plans and interventions informed by this.</p>
D.	Pupils' learning habits are well-supported at home and parents are actively engaged in school life.	<p><b>M.</b> Registers show parents are engaged and support the school by attending INSPIRE workshops, curriculum meetings, parents' evenings, coffee mornings and community events hosted by the school, albeit through online platforms.</p> <p><b>N.</b> With all parental engagement opportunities, attendance is monitored and specific families are targeted.</p> <p><b>O.</b> Pupils complete their homework regularly, online where possible, as detailed in the digital strategy, and pupils who are unable to access this receive additional in-school support. As a result, all pupils complete their homework.</p> <p><b>P.</b> Parents engage in dialogue through reading records and through the digital strategy.</p>
E.	Pupils and their families are well supported to be aware of, and take care of, their mental health needs.	<p><b>Q.</b> Assess all pupils through the three-house model and plan interventions to support the identified needs.</p> <p><b>R.</b> Pupils have strategies to enable them to be responsible for their own mental health and can articulate these and use them effectively.</p> <p><b>S.</b> Train 3 staff as MHFA and use outside agencies to provide formal programmes.</p> <p><b>T.</b> Additional DSLs trained to support families and their well-being.</p>
F.	Families are well supported by the school to overcome the socio-economic disadvantage.	<p><b>U.</b> Courses are run through the school to ensure parents can access English to enable them to support the learning of their child.</p> <p><b>V.</b> Coffee mornings are planned by subject leads to support parents.</p> <p><b>W.</b> The pastoral team provide Early Help and make referrals where necessary.</p> <p><b>X.</b> PE kit/ uniform to be funded by the school as necessary to give all pupils the feeling of belonging and every child has a uniform – all EY pupils are provided with a school jumper.</p> <p><b>Y.</b> All pupils have access to enrichment opportunities.</p>

**5. Planned expenditure**

Academic year: **2020/21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>All pupils reach their chronological reading age</p>	<p>Through the use of NGRT and PM Benchmarking, staff will have a baseline of each individual's reading age and will be able to identify specific gaps and use the Simple View of Reading to analyse and plan to close gaps.</p> <p>Year groups will split into 3/4 groups, depending upon staffing, to enable pupils' needs to be focused upon.</p> <p>Staff will receive training in each of the five pillars to raise subject knowledge and allow them to effectively assess and address gaps</p> <p>The Assistant Headteacher for QoE will continue to work closely with the English Lead to further develop the curriculum and co-plan with teams to develop ways to respond to gaps that arise.</p>	<p>To raise chronological reading age across the school is a long-term goal that will not be reached within a year, however, a baseline of each child's reading age is imperative as a starting point, particularly after the challenges of lockdown where pupils have had vastly different experiences. NGRT is reliable as a source to assess and gather pupils' reading ages and provides feedback on gaps. PM Benchmarking will raise staff subject knowledge and allow pupils to be assessed regularly.</p> <p>Individual reading and class reading are proven to have an impact on reading ages. EEF shows that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. In-school TA was strong with the combined use of NGRT, PM Benchmark and SVoR.</p>	<p>NGRT to provide baseline, PM Benchmarking to provide evidence, reading records, 2<sup>nd</sup> NGRT Pupil Progress Meetings to track pupil progress in PiRA Regular learning walks and book looks to gather data around effective teaching.</p>	<p>RK, EB, HF</p>	<p>Feb 2021</p> <p>PM Benchmarking additional box: £325 Staff training: £250 Class readers: £500 Reading books: £3000 Reading diaries: £500 Beanstalk: £2000 Bookmark:</p> <p>Total Cost: £6575</p> <p>Termly Pupil Progress Meetings Regular review of targeted groups</p>

<p>Pupils use a range of rich vocabulary in their everyday life and can therefore communicate effectively in the wider world.</p>	<p>Prioritise vocabulary for all pupils. Year Group Leads (YGLs) to all have reading groups at least once per day and vocabulary is an explicit part of each lesson. Third teachers to spend time with teams during morning rehearsal, focussing on the delivery of vocabulary in reading lessons. The importance of effective vocabulary in reading lessons to be a focus of planning, lesson rehearsals and coaching to ensure all staff are aware of what vocabulary pupils should be exposed to, as well as how to develop their understanding of words beyond surface level. Teachers who are more familiar with the depth of vocabulary of their children will be better prepared to deliver lessons that are effective in developing children's reading &amp; vocabulary.</p>	<p>There is a well-known 30 million-word gap and research shows that pupils with a wider vocabulary are more likely to achieve well in life. If the word gap is not reduced in primary school, the opportunities to catch up grow ever smaller. Many of our pupils have poor oral language and communication skills alongside limited vocabulary. Our data – based on diagnostic assessment tools to assess pupil's language skills such as the Bell Foundation's language assessment and Welcomm – has consistently illustrated this gap on school entry.</p> <p>A new vocabulary scheme, linked to etymology of words and topics within our curriculum, started mid-year in the academic year 2018-2019 which developed vocabulary and in Y6, SATs data from 2018-2019 showed that word recognition and vocabulary were amongst the strongest areas for our pupils. We must now make this the case for all year groups so that EAL and disadvantage does not become a factor holding the pupils back from achieving more highly.</p> <p>Our main foci will be:</p> <ul style="list-style-type: none"> <li>• Language acquisition</li> <li>• Careful selection of key vocabulary that will be taught, linked to units within the curriculum</li> <li>• Habits of discussion and oracy a focus throughout the school</li> </ul>	<p>The vocabulary will be taught whole class across the curriculum and this will be tracked by the AHT for QoE and English Lead. Monitoring through observation, outcomes and pupil voice on a half termly basis.</p>	<p>LI, RK</p>	<p>Reviewed half termly.</p> <p>Staffing cost included above.</p>
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		<ul style="list-style-type: none"> <li>Specific language teaching focusing on breadth of vocabulary and depth – ability to use that vocabulary in context.</li> </ul> <p>This links to research by NALDIC and EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy)</p>			
<p>All teaching must be effective and disadvantaged pupils will be targeted to ensure they make expected or better progress and levels of combined attainment rise in every year group, despite the gaps in knowledge as a result of lockdown.</p>	<p>The school continues to embed the Great Teacher Rubric which had begun its roll-out in the previous academic year; this includes comprehensive coaching, team-teaching and co-planning for all staff across the curriculum. The school continues to focus on the development of quality first teaching in all year groups for all groups of pupils.</p> <p>The school continues with the three-teacher model and in YR, Y1, Y2 and Y6 the school has built capacity to ensure that pupils' gaps can close.</p> <p>The curriculum has been reconstructed to make sure that pupils do not miss out on the curriculum threads, despite being out of school for six months. The school has joined the Historical Association and has signed up to a variety of webinars to raise staff subject knowledge in the units that will be taught, enabling them to consider the pedagogy behind the unit.</p>	<p>We know that pupils need an effective teacher teaching them. Evidence shows that during one year, with a very effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher (Sutton Trust). EEF research shows that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. With the inverse also being true, therefore developing quality first teaching is a must. The GTR will provide a foundation for this and allow teachers to self-reflect.</p> <p>Ensuring that the curriculum links across subjects and year groups helps children to build schema, thereby committing knowledge to the long-term memory where it can be further built upon. The reworking of our curriculum ensures that pupils are not disadvantaged by the units missed during lockdown.</p>	<p>Monitoring and evaluation cycle, learning walks, planning and book scrutiny, lesson observations, YGL meetings, SLT GTR reviews, data drops, achievement reviews.</p>	<p>LI, HF</p>	<p>Termly PPMs, January &amp; July teacher evaluation against GTR</p> <p>QoE AHT: £26 003 Third teacher model: £95 048 Inclusion AHT: £26 425 History association fees: £200</p> <p>Total Cost: £147 676</p>

		The teaching model adopted by the school ensures that all interventions are delivered by a qualified teacher. Research shows that this has more impact than unqualified staff taking groups of pupils from their lessons.			
<b>Total budgeted cost</b>					£154, 251

<b>ii.</b> Targeted support					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Support pupils and their families to be aware of and take care of their mental health needs</p>	<p>All pupils will be assessed through use of the three houses model enabling the school to put specific intervention in place. Three staff members will be trained as MHFAs, with all pupil facing staff having mental health training to spot early signs and symptoms. Malachai will be employed to work with specific families to bring play therapy into the school. Character will be a focus through the curriculum, enabling all pupils to develop and focus upon the virtues needed to flourish within society.</p> <p>The AHT for Inclusion and DSL/ Family Liaison will work to bring Mental Health awareness to the community and share the message that mental health is as important as physical health. Individual families will be worked with, with the support of the Ed Psych.</p> <p>Commando Joe will be employed to work with Years 4&amp;5 to look at ways to manage their feelings and develop further strategies; this will be linked to the character work being undertaken across the whole school which is linked to the Jubilee Centre. The school will also be working to attain accreditation to truly support the development of character in our pupils.</p>	<p>Pupils' mental health and well-being will impact upon their future and their ability to function within society. By addressing these needs at an early age as they occur, and providing pupils with coping strategies, they will be able to flourish in society. The school will be using the Mental Health Framework to support this work to ensure it is robust and reflective. The school will also be working to attain the Character Kitemark and will have external reviews around this.</p>	<p>Observations, pupil voice, inclusion tracker, following the framework, school peer reviews, Commando Joe reviews, Kitemark moderation.</p>	<p>SB/ AM/ JV</p>	<p>Review will have at PPM</p> <p>MHFA Training: £800 Malachai contribution: £8000 Whole staff MH CPD: £1000 Three houses- time and resources: £4000 Commando Joe contribution: £6000 Character curriculum training contribution: £1000 Staffing: £17 403</p> <p>Total cost: £38 203</p>
<p>All pupils reach their chronological reading age</p>	<p>Pupils will be heard reading weekly as individuals and class readers will be provided for group reading. This will allow pupils to acquire vocabulary knowledge and further develop language and communication skills. The school will invest further in quality reading materials aimed specifically at engaging high/ low readers, particularly those where English is not fluent. The school will also develop a new library which can be accessed by the whole family to create opportunities for Reading for Pleasure. Beanstalk and Bookmark charities will be used to provide additional 1:1 reading time for our most vulnerable pupils.</p>	<p>Individual reading and class reading are proven to have an impact on reading ages. EEF shows that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Evidence from the Beanstalk charity shows that one to one reading tuition is effective at accelerating learning through short and regular sessions. This tuition is in addition to reading lessons and whole class and individual reading with the class teacher.</p>	<p>NGRT to provide baseline, PM Benchmarking to provide evidence, reading records, 2<sup>nd</sup> NGRT Pupil Progress Meetings to track pupil progress in PiRA Regular learning walks and book looks to gather data around effective teaching.</p>	<p>RK, EB, HF</p>	<p>Library/ Books £2500 Beanstalk Bookmark</p> <p>Total cost £2500</p> <p>Termly PPMs • Regular review of targeted groups</p>

<p>All teaching must be effective and disadvantaged pupils will be targeted to ensure they make expected or better progress and levels of combined attainment rise in every year group, despite the gaps in knowledge as a result of lockdown.</p>	<p>Interventions will be used to close gaps and support pupils but will be carefully planned to ensure that pupils do not miss out on in-class activities, thereby inadvertently extending the gap. The newly developed year group gap plans will support this, and in-year data will feed into Pupil Progress discussions. The school will continue to use Action Tutoring for Y6 pupils.</p>	<p>EEF shows that TAs are not always good value for money (for a high cost, the impact of TAs equated to around only one month's worth of progress); qualified teachers are able to deliver more challenging interventions and give direction to the year group, whilst building consistency for pupils across the school. Transitions are co-ordinated and simple, with interventions building on or towards that in whole class lessons, meaning no loss of learning time. Third teachers are experienced staff with responsibility for live coaching, team teaching, co-planning and feedback, which are proven to raise the quality of teaching. This is backed up with evidence from Pakeman Primary's secrets.</p>	<p>Through use of the Year Group Gap Tracker, regular YGL meetings, pupil voice, work and planning scrutiny, observation, data.</p>	<p>SB, YGLs</p>	<p>Tracking of 1:1 tuition, tracking of action tutoring, tracking of Year Group gap planning.</p> <p>Action tutoring: £3080</p> <p>Staff costs included above.</p>
<p>Pupils' learning habits are well-supported at home and parents are actively engaged in school life.</p>	<p>INSPIRE workshops, curriculum meetings, parents' evenings, community days and coffee mornings are planned to support parents to engage with their child's learning at home. These are planned virtually in the current climate and parents will have the opportunity to watch a recording of some meetings if they were unable to attend including having translation into other languages.</p>	<p>We know that parental support is vital to furthering a child's learning and as such we work to engage all parents.</p>	<p>All meetings will be planned to ensure high quality of dissemination to parents, parental attendance will be tracked, and certain families encouraged to attend.</p>	<p>RE, SLT, YGLs</p>	<p>Weekly reviews of attendance at events.</p> <p>Resources: £500</p>
<b>Total budgeted cost</b>					£44 283
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead and review date.</b>	<b>Cost.</b>



Families are well supported by the school to overcome the socio-economic disadvantage: Attendance is 97% or higher (Covid will affect this negatively) and pupils are on time every day.	Offer extended breakfast club to encourage parents to bring their children to school on time, every day.	Starting the day without breakfast is a barrier to learning, we know that some of our families are unable to provide a nutritious start to the day and this will remove that barrier.	Target pupils to attend breakfast club, numbers attending breakfast club.	JH Reviewed half termly	Staffing:£5923 Food provided by Greggs
Increase numbers of pupils in Nursery to raise Reception baselines and give children the best start in life.	Open Nursery full time to all children who will be in Reception the following year.	Pupils who attend the school's Nursery have consistently higher starting points than those who have had other or no provision.	Work with EY Lead to ensure that the curriculum is fit for purpose and pupils are accurately observed. Gaps are closed.	EB	Staffing Cost: £18783 Resources including kitchen: £6020
Develop enrichment opportunities within the curriculum to develop pupils' confidence, resilience and independence. Provide funding for trips / visitors to the Academy to ensure all children have access to a wide range of new and challenging opportunities that stretch and nurture pupils' talents and interests.	In current times when it is not safe to take pupils out of school on trips to enrich their learning, we must revisit our curriculum and find ways to enhance through technology or visitors into school or other methods to ensure that learning is memorable for the right reasons and knowledge is retained.	To broaden the knowledge base of our pupils we must ensure that pupils know a little bit about a lot. To do this we need to broaden their experiences, but know that a proportion of parents cannot afford for their child to join in the experience; this is damaging not only to the immediate knowledge deficit but also to self-confidence and self-esteem.	Enrichment opportunities complement the unit and have real purpose.	HF, Subject Leads	Tracking through pupils who take part.  £5000
All families are supported so that they have food, a safe place to live and a school uniform.	Provide access to local food banks. Through partnerships, create our own foodbank for those in real need. Provide all pupils in EY with a jumper as they start school. Provide uniform for families who need it.	Growing numbers of our pupils are using foodbanks on a regular basis, but parents who struggle with English find it difficult to access them. As a school we can help them to access the foodbank. Research shows that a feeling of not belonging impacts upon a child's learning and so by providing uniform every child will feel they belong at Tindal.	Tracker of families accessing the services we offer. Track the number of Early Help referrals made and referrals to other agencies.	SB, AM	Tracking to be ongoing.  Staffing £18 586 Uniform/ food: £500
<b>Total budgeted cost</b>					£37812
<b>Final Overall Cost:</b>					£236 346

Review of expenditure from previous academic year 2019-2020 £223, 080			
i. Quality of teaching for all			
Intended outcome and action	Impact	Lessons learned and will the approach continue	Cost
Overstaff historically weak Year Groups and those with trainee teachers with additional qualified teachers to raise attainment and progress further and ensure more disadvantaged pupils reach GDS. Ensure all staff have robust induction and training so that all teaching is effective quickly.	We have no statutory assessment information to measure impact of these strategies. Lesson observations before lockdown showed that staff were teaching with confidence and planning with rigour. Pupils were engaged.	This year we have no ATTs and 4 NQTs. The approach to induction and training remains the same. Years R, 1, 2 and 6 have been overstaffed to build capacity.	£62,100
Continue with third teacher model to raise standards for all. Third teachers to develop and augment the way lesser-experienced staff plan, teach and assess through a range of means including co-planning, coaching (including live feedback), team teaching. This model aims to close gaps in subject knowledge whilst developing teachers' initiative and independence through the creation of a structured, reflective and well-led processes for planning & delivering effective lessons.	We have no statutory assessment information to measure impact of these strategies. The third teacher model had worked as we expected it to in terms of the coaching, planning etc. and staff subject knowledge had definitely improved. Staff knew pupils and their families and were able to offer extensive support to whole families during lockdown.	We continue with the model. Years R, 1, 2 and 6 have been overstaffed to build capacity as these are the weakest year groups and so need to catch-up the lost ground.	£119, 134
Appoint AHT with specific responsibility for Quality of Education	All staff had coaching and co-planning to raise standards across the school. NQTs were well supported and all passed NQT year. ATTs were well supported and all passed their training year. Standards in books had improved upon the previous year in all year groups.	AHT for QoE remains in post and will continue to ensure that all staff receive quality CPD and embed the GTR across the school to further raise quality of teaching.	Included in third teacher costs.
ii. Targeted Support			
Intended outcome and action	Impact	Lessons learned	Cost
Prioritise vocabulary and reading for all pupils. Target pupils who are behind in reading to ensure that they catch up; this particularly applies to boys across the school. Third teachers to all have reading groups at least once per day. Third teachers to spend time with teams during morning rehearsal focussing on the delivery of vocabulary in reading lessons. The importance of effective 'vital vocabulary' sections of the reading model to be a focus of planning, lesson rehearsals and coaching to ensure all staff are aware of what vocabulary pupils should	We have no statutory assessment information to measure impact of these strategies. We know that pupils were reading more widely from class records and reading diaries and that pupils were using a wider range of	We continue to prioritise reading and vocabulary as this is even more of a priority following a six-month lockdown.  The reading model continues to be adapted as we analyse data to respond to the needs of the pupils.	£280 books Teaching model costs included above.

<p>be exposed to, as well as how to develop their understanding of words beyond surface level. Teachers who are more familiar with the depth of vocabulary of their children will be better prepared to deliver lessons that are effective in developing children's reading &amp; vocabulary.</p> <p>Buy dual language books so that pupils can access text with their parents at home and extend the reading scheme so that progression is clear, and the books are a wide variety of both fiction and non-fiction to engage the pupils.</p>	<p>vocabulary, both in their speech and in written work.</p> <p>Dual language books were appreciated by parents particularly in KS1 and LKS2 and parents reported longer reading sessions with their children.</p>	<p>Dual language books continue to be available to families and a new library is being created to encourage family reading, although there will be initial restrictions due to Covid.</p>	
<p>HPA to be a target group that will be taught in interventions by the most experienced teacher in the year group for additional sessions. HPA will also start to teach others to develop their own ways of rationalising their thinking and developing depths of explanations.</p>	<p>We have no statutory assessment information to measure impact of these strategies.</p>	<p>As we measure the impact of lockdown, all groups are a focus to close gaps across the curriculum so intervention foci will change throughout the year.</p>	<p>£200 CGP books Teaching costs included above</p>
<p>Additional interventions for Year Six pupils to enable them to achieve the expected standard and to ensure that they are ready for the transition to secondary school.</p>	<p>We have no statutory assessment information to measure impact of these strategies.</p>	<p>We know from past years that this works and so will continue this year. An additional staff member has been appointed in Year Six to support this.</p>	<p>£3080 action tutoring</p>
<p>Disadvantaged pupils in Reception make more progress but attain less highly than their peers. An additional staff member will be added to the team to ensure that there are two teachers for each class. This will grant the team the capacity needed identify and target gaps in pupil attainment more precisely and regularly, to close attainment gaps between disadvantaged pupils and their peers, whilst maintaining high levels of pupil progress throughout the entire cohort.</p>	<p>We have no statutory assessment information to measure the impact of these strategies.</p>	<p>We know that current Y1 pupils are disadvantaged from six months of lockdown and so have adapted the curriculum to enable them to meet GLDs by Christmas before moving on to the full Y1 curriculum. The Reception curriculum has also been adapted to deliver the knowledge that children will need as they move through the school.</p>	<p>Included in above costs</p>
<p>iii. Other approaches</p>			
<p>Intended outcome and action</p>	<p>Impact</p>	<p>Lessons learned</p>	<p>Cost</p>
<p>Provide a minibuss and walking bus so that pupils have high attendance and are punctual. Breakfast club to open from 8am to encourage parents to have their children in school and on time.</p>	<p>Attendance improved and was at national average; unfortunately, many parents took their children from school before lockdown officially began and this skews figures. Breakfast club catered for 120 pupils compared to 80 the previous year.</p>	<p>In current times we cannot run a minibuss or walking bus service without mixing bubbles. We have extended breakfast club hours to begin at 7:30am to try to negate this and so far it is proving popular.</p>	<p>£9000</p>
<p>INSPIRE workshops, curriculum meetings, parents' evenings, community days and coffee mornings are planned to support parents to engage with their child's learning at home.</p>	<p>Parental engagement was high with 98% of parents attending parents evening. Attendance at coffee mornings increased from an average of ten to twenty parents. INSPIRE workshops were well attended particularly lower in the school and for Y6. The Christmas</p>	<p>Parents are keen to engage with the school, but those who don't engage need to be targeted as well as specific families where the school has concerns. Continue through online media.</p>	<p>£300</p>

	community day was successful raising over £700.		
<p>Develop enrichment opportunities within the curriculum to develop pupils' confidence, resilience and independence. Provide funding for trips / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities that stretch and nurture pupils' talents and interests.</p> <p>Buy VR headsets to provide a range of experiences that would be otherwise inaccessible to our pupils.</p>	<p>Enrichment opportunities were closely linked to the curriculum and teachers noted that pupils showed enhanced knowledge following an enrichment opportunity. Unfortunately, many did not happen due to Covid and lockdown. This is where the VR headsets have been invaluable allowing our pupils to have experiences that would otherwise have been unavailable to them.</p>	<p>Staff have analysed the best VR experiences that we can provide pupils with whilst Covid remains at large. No enrichment trips are planned, however we will be able to have visitors into school to meet with the pupils.</p>	<p>VR Headsets: £1940</p>
<p>Use the pastoral team to provide mental health and well-being support through formalised programmes to support them within school and beyond. Monitored through parent classes, coffee morning attendance, after-school clubs that are PP targeted and additional enrichment opportunities.</p>	<p>Formal training did not happen due to lockdown, but the school was able to do mental health activities with all pupils that returned in the summer term and this enabled the school to plan ahead for full reopening and consider how to best support the pupils and their families.</p>	<p>The school has strengthened the pastoral team to enable more help to be offered. Mental health training will take place and there will be three MHFAs in the school. The school will also look to appoint an external agency to support the most vulnerable families.</p>	<p>£27,406</p>
<p>Use the pastoral team to support families to overcome socio-economic factors.</p>	<p>The pastoral team provided Early Help to a number of families. During lockdown, the pastoral team continued to make regular phone calls to our vulnerable families and support them to access local help. The school also provided food to numerous families to ensure that they were fed during this difficult time.</p>	<p>Parents continue to need support and the school will continue to support parents.</p>	<p>Included in above cost</p>
			<p>Total Cost: £220, 360</p>