

## Pupil premium strategy document 2020 - 2021 Dolton C of E V.A. School

1. Summary information					
<b>School</b>	Dolton C of E V.A. Primary School				
<b>Academic Year</b>	202020	<b>Pupil Premium allocation</b>	£14,480	<b>Date of most recent External PP Review</b>	July 2017
<b>Total number of pupils</b>	45 (including preschool)	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	N/A

2 Current attainment (based on end of 2018/19 data due to no data in 2019/ 2020 as a result of lock down and COVID 19)			
	Achievement of PP pupils *2 or less pupils N/A - no pupils were eligible for PP grant	Comparison to other pupils in the cohort (not eligible for PP)	Comparison with all other pupils nationally
Early Years Foundation Stage achieved Good Level of Development	N/A	50% (2 pupils, 1 child with SEND)	
Year 1 Phonic Screening	100%	N/A	
<b>Year 2 – End of KS1</b>			
Reading attainment of expected standard or above	100%	100%	75%
Writing attainment of expected standard or above	100%	100%	75%
Maths attainment of expected standard or above	100%	100%	76%
<b>Year 6 – End of KS2</b>			
% Achieving expected standard or above in Reading / writing/ maths	75%	66%	64%
% Achieving expected standard reading or above	100%	100%	75%
% Achieving expected standard writing or above	75%	77%	78%

% Achieving expected standard maths or above	75%	66%	75%
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	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/2019) based on end of 2018/2019 data</i>					
	Year 1 (1 pupil)	Year 2 (1 pupil)	Year 3 (2 pupils)	Year 4 (2 pupils)	Year 5 (2 pupils)	Year 6 (4 pupils)
<b>% achieving in reading, writing and maths</b>	-	100%	100%	0%	0%	75%
<b>% reaching the expected standard in reading</b>	100%	100%	100%	50%	0%	100%
<b>% reaching the expected standard in writing</b>	100%	100%	100%	0%	0%	75%
<b>% reaching the expected standard in maths</b>	100%	100%	100%	50%	50%	75%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	A majority of the pupils were previous Low prior attainers - 55% of the pupils did not achieve ARE in previous years.
<b>B.</b>	Limited mathematical vocabulary and inability to reason within maths because of this.
<b>C.</b>	Pupils with PP have limited experiences to support development of learning through all subjects.
<b>D.</b>	Some PP children have poor attitudes to learning, they have limited aspirations and have limited courage to take risks.
<b>E.</b>	3/9 children have ongoing poor attendance which then impacts on learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	100% of the PP children did not engage in home learning during lock down which in turn has had an impact on their stamina for learning as well as their knowledge and understanding of key curriculum objectives.
<b>G.</b>	66% of PP pupils come from families hard to reach. Parental engagement is required to develop appropriate support for the PP pupils at home and to develop knowledge and understanding of expectations of pupils at each group.

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	PP children will have made accelerated progress to ensure they are inline or better than their peers within all core subjects. PP children without SEND will achieve ARE expectations in RWM by the end of the academic year. PP children with SEND will have achieved 100% of their small step targets for the year to ensure the gap is diminished between their peers.
<b>B.</b>	Improve maths vocabulary and use of stem sentences to support reasoning.	PP will be able to use sentence starters (STEM sentences) to support them in reasoning verbally with peers and then in sentences within books. Maths vocabulary will be focussed upon in teaching, on maths working walls and within bespoke math books to support children within the development of reasoning in maths.
<b>C.</b>	Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers.	A new Cornerstones/ Curriculum Maestro online platform will enable staff to monitor the coverage of all subjects for PP children, the progression through areas of learning and evidence of children's attainment against all subject areas. Bespoke books will support the language of learning enabling children to talk through why they are learning what they are learning and how it is supporting their progress.
<b>D</b>	Significantly raise self - esteem and self-motivating of PP pupils.	PP pupils consistently: <ul style="list-style-type: none"> <li>● attempt challenging tasks readily</li> <li>● have a desire to learn</li> <li>● believe they can improve and are determined to do so</li> <li>● work well independently and as part of a group</li> <li>● have high aspirations for themselves and their futures.</li> </ul> <p>Character -</p> <p>As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires</p>
<b>E</b>	Improve attendance of PP children across the school.	All pupils will have 95% attendance or above unless exceptional circumstances or a SEND need does not allow it. Attendance trophies will be in place at each celebration worship. Head will monitor attendance of PP pupils every 2 weeks. Half termly reports will be drawn off for the head to interpret. Letters will be sent home and meetings held to support families. Outside agencies will be involved and a team around the family begins as and when needed.
<b>F</b>	Improve parental engagement to develop appropriate support for the PP pupils at home.	All PP parents / carers communicate with school regularly, hear children read at home and encourage homework.

	School to host open afternoons to promote the types of learning that happens in school. School to organise spelling, English and maths open afternoons to equip parents with the knowledge of expectations for each year group.
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**4. Planned expenditure £14, 450**

<b>Academic year</b>	<b>2020/2021</b>
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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>	<b>Expenditure</b>
<p><b>A</b> to raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>Daily targeted teaching of basic literacy and numeracy skills.</p>	<p>End of year data (July 2019) shows that PP pupils are not achieving their potential, or ARE in reading, writing and maths</p> <p>Teacher observations and pupils' books show that poor literacy skills are hindering progress in writing and reading comprehension.</p> <p>Poor numeracy skills are hindering progress in other areas of Maths as well as developing reasoning skills.</p> <p>Quick recall of number facts within maths is limited which is having an</p>	<ul style="list-style-type: none"> <li>Teachers continue to embed spelling programme to a high standard and receive constant support from spelling champion to ensure best possible outcomes for children.</li> <li>Teachers plan opportunities within literacy lessons to practise spelling patterns and grammar expectations for their year groups.</li> <li>Development of Oracy and how this supports learning to be led by English lead this year (learning walls, vocab walls, bespoke books, workshops for parents, training for staff)</li> <li>All teachers will participate in MAT wide comparative judgement of writing to support pedagogy and raising writing expectations.</li> <li>Planned time-line of lesson observations learning walks and pupil conferencing</li> </ul>	<p>Head PP LSC lead</p>	<p>EP has been supporting this process by observing and planning lessons with staff every week.</p> <p>EP is leading on this - door words have supported development of oracy and language -pupils are beginning to use these in their writing.</p> <p>Year 1 writing moderation happened in the summer term to support teacher judgements. Book looks in staff meetings have supported teacher assessments also. Recent pupil conferencing shows secure understanding of learning and progress being made.</p>	<p>£304 £51 £319</p>

		impact on simple arithmetic based work.	<ul style="list-style-type: none"> <li>• Close monitoring of pupils exercise books, formative and summative assessments.</li> <li>• Teachers attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations.</li> <li>• Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning.</li> <li>• Key stage 2 teacher to attend the Jurassic hub mastery maths research group this year to develop understanding of mastery maths and use of power maths books within this teaching.</li> <li>• Teacher rubric and incremental coaching to support ongoing progression of teacher practices across the school.</li> </ul>		<p>Bespoke work books are supporting independent learning skills.</p> <p>Phase hubs have not happened this year but the maths, oracy and EYFS teams have enabled significant development of areas of need.</p> <p>Maths practise makes permanent has been implemented to support arithmetic and procedural skills.</p> <p>Jurassic maths hub has continued again in summer1. Maths lead has worked on a rolling programme and had release time to support implementation of this.</p> <p>QA incremental coaching is supporting ongoing development of pedagogy and outstanding teaching</p>	
<b>B. Improve vocabulary in maths and ability to reason.</b>	<p>Teachers to use a wide vocabulary when speaking</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a maths vocab rich environment.</p>	PP pupils' limited vocabulary is hindering the ability to reason within maths lessons.	<ul style="list-style-type: none"> <li>• Bespoke work books will include maths vocabulary that supports development of language.</li> <li>• Maths working walls will include a vocabulary list for the unit of work.</li> <li>• Oracy development will enable the progress of vocabulary development across all subjects enabling children to talk with confidence about their learning and to reason well.</li> <li>• Reasoning will be built into every mastery maths lesson and stem sentences will be modelled to support pupil's language development.</li> </ul>	<p>Head</p> <p>PP LSC member lead.</p>	<p>Development of oracy has supported discussion based learning in maths. Pupils are using maths vocab within their books to support.</p>	<p>Included within subject leader teacher release time above.</p> <p>£236</p>

<p><b>C.</b>Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers.</p>	<p>A new Corners stones/ Curriculum Maestro online platform will enable staff to monitor the coverage of all subjects for PP children, the progression through areas of learning and evidence children's attainment against all subject areas. Bespoke books will support the language of learning enabling children to talk through why they are learning what they are learning and how it is supporting their progress.</p>	<p>Current curriculum planning shows subject areas covered each term but there is limited evidence of progression throughout year groups in each subject.</p> <p>There are limited resources within school to support the monitoring and assessment of attainment of PP children in all subjects.</p> <p>Books show evidence of some subjects being covered throughout the year but not all.</p>	<ul style="list-style-type: none"> <li>● HT will monitor the planning on Cornerstones and publish this on the school website as evidence of progression.</li> <li>● Termly monitoring built into the schedule will enable staff to assess on cornerstones and develop a full picture of a child's attainment in every subject.</li> <li>● Book looks across the staff will enable teachers to begin to develop an understanding of what age related looks like in all subject areas – moderation could also be built in across the hub for other subject areas such as history etc.</li> </ul>	<p>Head PP LSC lead.</p>	<p>This year's planning is now on cornerstones but there are some gaps. Next year's planning being uploaded (summer 2) should eliminate the gaps.</p> <p>Assessment for foundation subjects has only just been added to cornerstones. This is beginning to develop but needs to be built upon in September moving forward.</p>	<p>£112.50</p>
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<p><b>D.</b> Significantly raise self-esteem and self-motivation of PP pupils.</p>	<p>Character education</p>	<p>As a result of no PP children accessing learning during lock down there has been some impact on some PP's behaviours and attitudes to learning.</p> <p>There is limited resilience and determination in all PP children across the age groups.</p> <p>Limited aspiration in PP pupils means there is limited 'buy in' to learning.</p>	<ul style="list-style-type: none"> <li>• The new character education approach being implemented will enable children to focus on their virtues.</li> <li>• Weekly worships will focus on key character virtues and link to how this supports learning and life chances.</li> <li>• The development of the school vision will focus on raising aspiration for all pupil groups.</li> <li>• Weekly taught virtues in class will support pupil understanding of virtues and how this develops character.</li> </ul>	<p>Character education lead and head.</p>	<p>This has all been implemented across the school. Funding has been used to enable enrichment to happen for pupils:</p> <p>Drumming workshops pirate reenactment day</p>	<p>£2,000 to support the implementation of character education across the school.</p> <p>CPD of character education for staff to be built in through weekly PDM's and inset days.</p>
<p><b>E.</b> Improve attendance of PP children across the school.</p>	<p>Class teacher will promote attendance in class. Class teachers will share attendance of pupils with parents in consultation meetings. Class teachers will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.</p>	<p>Poor attendance of PP children highlighted when completing analysis of whole school attendance last year.</p>	<ul style="list-style-type: none"> <li>• Head regularly monitor attendance of key groups in the school with support from admin.</li> <li>• Attendance policy to be followed and letters home and parental meetings to be organised when needed.</li> </ul>	<p>Head PP LSC lead</p>	<p>The social inclusion lead is supporting this action point.</p> <p>Attendance of groups has been consistent and with limited concern - see head teachers report.</p> <p>COVID 19 has had an impact on some attendance, this must be closely monitored in September - especially FSM.</p>	<p>£530</p>

<b>Total budgeted cost</b>						£3553
<b>ii. Targeted support</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</b>	<b>When will you review implementation?</b>	<b>Expenditure</b>
<b>A</b> To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	LSA and teacher targeted interventions arithmetic, phonic intervention and spelling, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing	Skills in literacy and numeracy are below ARE and pupils require additional targeted interventions.	<ul style="list-style-type: none"> <li>● Support staff to deliver key interventions and keep account of learning within these to report to the class teacher.</li> <li>● Class teacher to include maths interventions within her timetabling in the afternoons for key year 5 and 6 pupils.</li> <li>● Teacher and LSA to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings.</li> </ul>	Class teachers and head.	Interventions are being tracked through the intervention sheets.  NFER data is an effective way of demonstrating progress - this is low at the moment due to the lock downs this year. Other data templates (created by the director of operations) enables teachers to track those not making expected progress.  IXL was used during periods of lock down to enable parents and pupil engagement	£1164
			<ul style="list-style-type: none"> <li>● LSA to deliver precision teach style interventions to support spelling progression of key PP children.</li> <li>● IXL package to support key PP children in school if they are not accessing it at home.</li> <li>● Head to monitor assessments</li> </ul>			£2753
<b>B</b> . Improve oral language skills for pupils eligible for PP.	Key maths interventions  Stem cell sentencing work.	PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing so additional targeted interventions are required.	<ul style="list-style-type: none"> <li>● Support staff to deliver precision teaching style interventions to support vocabulary development.</li> <li>● Oracy development workshops for support staff to support understanding of vocabulary progression across English and maths.</li> </ul>	Class teachers and English lead  LSC PP lead		£1187



<p><b>C.</b>Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers</p>	<p>Precision teach of key vocabulary to support learning each week.</p>	<p>Current curriculum planning shows subject areas covered each term but there is limited evidence of progression throughout year groups in each subject.</p> <p>There are limited resources within school to support the monitoring and assessment of attainment of PP children in all subjects.</p> <p>Books show evidence of some subjects being covered throughout the year but not all.</p> <p>Pupils' writing and range of vocabulary indicates limited exposure to specific vocabulary which will in turn inhibits learning.</p>	<ul style="list-style-type: none"> <li>• Cornerstones planning for the year will enable the class teacher to create banks of vocabulary to send home to learn at the start of each term.</li> <li>• LSA to complete precision teach style interventions to pre teach vocabulary providing exposure before the learning task place in class.</li> </ul>	<p>Class teacher and head</p>	<p>Due to inputting our own curriculum onto cornerstones we have not been able to create these as yet.</p>	<p>Included in time costs above.</p>
<p><b>D</b> Significantly raise self - esteem and self-motivation of PP pupils.</p>	<p>Key attachment based mentoring interventions.</p> <p>Individual music lessons where appropriate</p> <p>All PP children in key stage 2 to attend a residential.</p>	<p>Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their sense of worth.</p> <p>Research has shown that learning an instrument raises self-esteem and cognitive abilities.</p>	<ul style="list-style-type: none"> <li>• Attachment based mentoring sessions/ thrive style sessions for key PP children.</li> <li>• Enrichment opportunities within character education enable ALL pupils to experience learning a musical instrument.</li> <li>• MAT wide residential ensures ALL PP pupils across year 3 – 6 are given an opportunity to a range of experiences.</li> </ul>	<p>Class teacher and HLTA</p> <p>Character education lead</p> <p>LSC PP lead.</p>	<p>The social inclusion team are supporting SEMH of pupils (see case studies)</p> <p>Drumming for all summer 2.</p> <p>Year 6 to embark on a camp out. All pupils engage in surf life saving in key stage 2 in summer 2.</p>	<p>£1377</p> <p>£2,000 to support enrichment opportunities for PP children.</p>

E Improve attendance of PP children.	Inclusion team to be employed across the MAT and to support attendance of PP children.	Poor attendance of PP children highlighted when completing analysis of whole school attendance last year	<p>Head teacher will line manage the two inclusion officers for the MAT and work with them to consider case load.</p> <p>Inclusion officers to work with specific families to support parental engagement in school and understanding of the importance of school.</p> <p>Inclusion officers to work 1:1 with key children who sit in the persistent absentee bracket if appropriate.</p> <p>Evidence of impact to be created in case studies, on CPOMs and the Devon wide rights for children platform.</p>	Head teacher and CEO where appropriate	See case studies being developed.	£2,000
<b>Total budgeted cost:</b>						£10587
<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</b>	<b>When will you review implementation?</b>	

<b>F Improve parental engagement and knowledge of year group expectations</b>	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths.</p> <p>Use of virtual sessions to improve engagement.</p> <p>Creation of videos to put on websites which all can access. Encourage use of online Maths and English software (IXL)</p> <p>Chrome books for all Key stage 2 children</p>	<p>Parental support is key to helping pupils progress.</p>	<p>Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary.</p> <p>Regular open afternoons for parents to attend.</p> <p>Virtual sessions on key subjects are planned each term to support parental engagement and improve parent understanding.</p> <p>Use of inclusion officers to support in developing parental engagement.</p> <p>Use of enrichment opportunities and annual planned character education award ceremony to support parental engagement.</p>	<p>Head</p> <p>Character education lead</p> <p>Inclusion officer.</p> <p>LSC PP lead</p>	<p>This hasn't happened as had hoped this year due to COVID and restrictions.</p> <p>Parental engagement has improved however through the use of bespoke work books and parents commenting on learning.</p>	<p>Included in costs above.</p>
<b>Total budgeted cost</b>					N/A	
<b>Overall Expenditure</b>					£14,140	

## 5. Review of expenditure

### 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
<b>A</b> to raise attainment and aspirations of all PP pupils (including those	Daily targeted teaching of basic literacy and numeracy skills.	COVID has had an impact on progress and the ability to make judgements against ARE.	Target maths and literacy skills will continue in September with key frameworks for Oracy and mats being written.	£304 £51 £319

with SEND) in spelling, reading, maths and mental maths.		July internal trust data to be inputted once complete.  <a href="#">2020-2021 ClintonDolton.xlsx - Google Sheets</a>	The decision spelling programme continues to be a success - see data in HT report. Bespoke work books will be continued in September.	
<b>B.</b> Improve vocabulary in maths and ability to reason.	Teachers to use a wide vocabulary when speaking  Teachers provide opportunities for discussion and debate in the classroom.  Teachers provide a maths vocab rich environment.	The development of oracy over the last year has seen a huge improvement in the children's ability to articulate their learning. children now talk in full sentences across all year groups and engage in purposeful discussion with all.	Bespoke work books with key vocab will be continued.  Stem sentences and door words will continue.  The Oracy lead will continue to embed the Alumnis oracy framework throughout the two schools and be given release time to enable this.	£236
<b>C.</b> Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers.	A new Cornerstones/ Curriculum Maestro online platform will enable staff to monitor the coverage of all subjects for PP children, the progression through areas of learning and evidence of children's attainment against all subject areas. Bespoke books will support the language of learning enabling children to talk through why they are learning what they are learning and how it is supporting their progress.	Bespoke work books have been a huge success in enabling children to articulate learning and provide evidence of a board curriculum with breadth and depth.	To continue to develop and embed the Curriculum maestro to develop progression in all subjects in September.	£112.50
<b>D.</b> Significantly raise self - esteem and self-motivation of PP pupils.	Character education	COVID restrictions have meant that some experiences have not been managed however the funding has enabled the following: <ul style="list-style-type: none"> <li>- creation of certificates, stickers and badges for all pupils.</li> <li>- release time to enable the staff member to create the character education programme.</li> <li>- Complete implementation of character across both schools.</li> <li>- Drumming workshops</li> <li>- Pirate enrichment day</li> </ul>	To continue next year.	£2,000

		This has been a huge success for all pupils as outlined in all monitoring.		
<b>E.</b> Improve attendance of PP children across the school.	Class teacher will promote attendance in class. Class teachers will share attendance of pupils with parents in consultation meetings. Class teachers will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.	This has remained constant over the year at about 95% for the whole school.	Consider how to use the SIT to support FSM and attendance next year. School Improvement Lead also focuses on attendance within their mini schools in September.	£530
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>A</b> To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	LSA and teacher targeted interventions arithmetic, phonic intervention and spelling, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing	NFER continues to be used and effectively track progress. Interventions show impact however this could be better. IXL package supported during lock down.	In key stage 2 use of an additional teacher rather than a support staff member will support the acceleration of progress across all pupils groups in September. NFER assessment packages will continue. The use of chromebooks have supported progress and access to a range of resources, when IXL runs out this will not be continued.	£1164 £2753 £106
<b>B.</b> Improve oral language skills for pupils eligible for PP.	Key maths interventions Stem cell sentencing work.	Language skills have continued to improve - please see above.	School Improvement Leads will track and run interventions (where appropriate) across their mini schools in the new year	£1187
<b>C.</b> Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers	Precision teach of key vocabulary to support learning each week.	This has had limited impact but the quality first teaching of oracy has had an exceptional impact.	Pre teaching of key vocabulary to be delivered through the use of chrome books and bespoke work books next year.	
<b>D</b> Significantly raise self-esteem and		All children have participated in enrichment opportunities.	To develop in September, COVID restrictions allowing.	£1377 £2000

self-motivation of PP pupils.	<p>Key attachment based mentoring interventions.</p> <p>Individual music lessons where appropriate</p> <p>All PP children in key stage 2 to attend a residential.</p>	<p>All pupils have developed more confidence and resilience over the year.</p> <p>Residentials did not go ahead this year due to COVID.</p> <p>Music lessons have not happened this year due to COVID.</p>		
<b>E</b> Improve attendance of PP children.	Inclusion team to be employed across the MAT and to support attendance of PP children.	Attendance of a key family has improved dramatically - see case study from the SIT.	Continue in September with a focus on the FSM group.	£2000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>F Improve parental engagement and knowledge of year group expectations</b>	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths.</p> <p>Use of virtual sessions to improve engagement.</p> <p>Creation of videos to put on websites which all can access. Encourage use of online Maths and English software (IXL)</p> <p>Chrome books for all Key stage 2 children</p>	COVID restrictions have not supported this aspect of the PP plan however parent engagement has improved as evident in comments from parents in bespoke work books.	<p>Continue bespoke work books next year.</p> <p>Regular parental tours to happen - parents to be invited.</p> <p>Half termly pupil performances to parents.</p>	