



# Pupil Premium Strategy Statement: Holy Family Halewood Catholic Primary School



## Covid-19 Statement

During the academic year 2019-2020, schools in England were affected by the coronavirus pandemic as schools were closed. Throughout the period of closure, Holy Family Catholic Primary School continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and we worked hard to mitigate this. During the closure, we provided home learning activities, both online and in paper-based format. We are aware that internet access has been problematic for some families and endeavoured to provide support where this was the case, e.g. delivery of laptops/learning packs to pupils' addresses. We also contacted vulnerable families weekly and towards the end of the closure, we contacted all families fortnightly. Staff went above and beyond to support families, this included for some families: delivering FSM vouchers, socially-distanced doorstep visits and working with additional services such as social care, health teams and education welfare to ensure that families are supported. Support was also provided for those who needed it by our Learning Mentor.

At the beginning of June 2020, following government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority was to address their social and emotional needs and to ensure that any anxiety about returning to school was minimised. With this in place, we were able to turn our attention to beginning to identify any learning gaps which have come about during the lockdown period, particularly so for disadvantaged children. We continued to provide home learning opportunities for those children who did not re-join during the Summer Term. During the Summer holidays, we also offered Summer Learning Packs for those families who wanted extra support during the holidays.

We are now thinking ahead to the new academic year and to what a 'Recovery Curriculum' needs to look like for our children, including our disadvantaged and vulnerable pupils. We will focus on: Re-connect, Re-visit, Re-engage.

## **RE-CONNECT – RE-VISIT- RE-ENGAGE**

This model focuses on three main stages of school recovery which may include overlap or continuous cycling in response to any possible further setbacks that may occur.



1. Summary information									
<b>School</b>	Holy Family Catholic Primary School								
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>			£103,000 (£105,865)	<b>Date of most recent PP Review</b>			Sept 2019
<b>Total number of pupils R-Y6</b>	294	<b>Number of pupils eligible for PP</b>			87PP+ 12EYPP (12 EYPP, 76 FSM, 5E6 and 6 LAC)	<b>Date for next internal review of this strategy</b>			Spring 2020
<b>Total number of pupils N-Y6</b>	346 FTE 320								
	<b>Nurs</b>	<b>Rec</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>	<b>Total R – Yr6</b>
N.O.R	52	45	42	39	49	40	41	38	294
Disadvantaged	12	13	12	13	7	13	14	15	87
% Disadvantaged in year	23%	29%	29%	33%	14%	33%	34%	39%	30%

### Proposed spend of Pupil Premium – 2019-2020

The Pupil Premium provides funding for:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (£1320 per child)
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2300 per child)
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (£2300 per child)
- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Holy Family Catholic Primary School is committed to providing effective resources and ensuring support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2019-2020

<b>2. Current attainment (EYFS) 2018/2019</b>				
	<b>Pupil Results 18/19 (44 children)</b>	<b>Pupils eligible for PP (11 children)</b>	<b>Pupils not eligible for PP (33 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving Good Level of Development	73%	55%	79%	-
<b>3. Current attainment (Yr 1 Phonics) 2018/2019</b>				
<b>(40 children)</b>	<b>Pupil Results 18/19</b>	<b>Pupils eligible for PP (11 children)</b>	<b>Pupils not eligible for PP (29 children)</b>	<b>(National Average)</b>
% achieving in Phonics	83%	100%	76%	85%
<b>4. Current attainment (KS1) 2018/2019</b>				
<b>(49 children)</b>	<b>Pupil Results 18/19</b>	<b>Pupils eligible for PP (7 children)</b>	<b>Pupils not eligible for PP (42 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving expected Standard RWM	71%	86%	69%	65%
% achieving expected Standard in reading	76%	86%	72%	75%
% achieving expected Standard in writing	76%	86%	72%	69%
% achieving expected Standard in maths	80%	86%	76%	76%
<b>5. Current attainment (KS2) 2018/2019</b>				
<b>(40 children)</b>	<b>Pupil Results 18/19</b>	<b>Pupils eligible for PP (7 children)</b>	<b>Pupils not eligible for PP (33 children)</b>	<b>Pupils not eligible for PP (national average)</b>
% achieving in reading, writing and maths	80%	86%	79%	65%
% achieving National Standard in reading	93%	86%	94%	73%
% achieving National Standard in writing	80%	86%	79%	78%
% achieving National Standard in maths	98%	86%	100%	79%

% achieving National Standard in GPS	88%	86%	88%	78%
% making progress in reading				
% making progress in writing				
% making progress in maths				

## 6. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
<b>A</b>	On entry to school education, poor Communication, Language & Literacy skills in Early Years has the potential to slow reading and writing progress in subsequent years.
<b>B</b>	There are a number of PP pupils across the school who are working below the expected standard in the core subjects. (See Appendix A)
<b>C.</b>	A number of PP children are also members of other vulnerable groups. i.e. SB, SEND, (Inclusion report)
<b>D.</b>	An increased number of PP children have social, emotional and behavioural issues. (Inclusion report)
<b>E.</b>	Limited exposure to high quality vocabulary that impacts negatively upon all subjects
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance and punctuality of a proportion of PP pupils.
<b>G.</b>	Parental/Pupil engagement and resilience particularly with homework and support at home.
<b>H.</b>	Physical and material disadvantage, including in some instances poor housing and severe poverty. (Deprivation indicator ASP)

### Key Objective One: to improve the outcomes of disadvantaged pupils, including those who are eligible for pupil premium, in line with age-related expectations.

Academic year		2019/2020			
How will Pupil Premium be spent in 2019/2020?					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
<p>A.</p> <p>To enhance and improve communication, language and literacy skills for pupils eligible for PP in EYFS.</p> <p>There will be a higher percentage of children working at age related expectations in Reading and Writing this academic</p>	<p>Continue to use Read, Write Inc in EYFS daily. Read, Write Inc lead to track children's progress half termly.</p> <p>TA's to receive any updated CPD in speech and language from HK (Speech and Language Lead) and implement support in both Nursery and Reception.</p>	<p>On Entry Baseline data shows children are below their peers in Reading and Writing</p> <p>The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching.</p>	<p>CLL skills for PP children will continue to improve</p> <p>Reading and Writing scores for PP children will show an improvement.</p>	<p>KQ, AR, AB (SLT) EYFS staff</p>	<p>Assessment to be carried out regularly.</p> <p>Pupil data will be tracked.</p> <p>Lesson observations with written and verbal feedback for staff.</p> <p>Learning walks.</p> <p>Performance Management.</p> <p>Consultation with Family Cluster schools.</p>

year and in subsequent years.	<p>Small group and when required 1-1 provision through Read, Write Inc at appropriate stage with a qualified teacher or experienced learning assistant.</p> <p>Quality first teaching delivered by all EYFS staff to all pupils with a focus on reading, writing and maths.</p> <p>There will be a teacher and TA in each class in Reception.</p>	<p>Pupils entering Nursery and Reception are working below national averages. EEF toolkit</p> <p>EYFS interventions give on average 5 months additional pupil progress.</p>			<p>Use of 2Simple. Data to be analysed termly at pupil progress meetings and pupil premium progress meetings. Data to inform planning and this will be closely monitored by EYFS Lead Presentation of data to Governors so that data can be analysed.</p>
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#### Impact and Ways Forward

Once again, having a teacher and a teaching assistant in both reception classes was vital to the progress children make in all areas. Small groups support and 1:1 individualised interventions enable children to make progress. On entry C& L data showed 36% were BARE and 64% were working ARE. 77% of children at age related expectations however by the end of the academic year, it was expected that 79% were working ARE.

71% of PP children were expected to achieve a GLD. English (Reading and Writing) and Maths (Number and Shape, space and measures) are areas which will continue to be high priority next year, especially following COVID, in order to give children the best possible chance of achieving a GLD.

<b>Total budgeted cost:</b>					<b>£23292</b>
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
<p>B.</p> <p>More PP children will make at least expected progress if not more KS1 and KS2 in Reading, Writing and Maths.</p> <p>More PP children will working at age related and above age related expectations in Reading, Writing and Maths</p>	<p>Identification of children who are not working at age related expectations</p> <p>UKS2 will be structured differently this year to accommodate certain cohorts resulting in an additional teacher.</p> <p>Tracking of scaled scores each term to identify progress/attainment</p> <p>Targeted support/teaching</p>	<p>EEF (Education Endowment Foundation) making the best use of Teaching Assistants suggests that when TAs are well trained and used in structured settings with high- quality support, they can make a noticeable impact on pupil learning.</p> <p>We use our TAs as effectively as possible, using skilled TAs to support the progress of our</p>	<p>Those children who are not SEND children will meet age related expectations in reading, writing and maths to bring the school in line with the national averages.</p> <p>All PP children will make progress</p>	<p>KQ, AR, AB (SLT) ED (SEND CO)</p>	<p>Learning walks. Lesson observations of quality targeted support. SENDCO and Class Teachers to work together to devise provision map for PP pupils - this will then inform detailed timetable of interventions. Pupil progress meetings and pupil premium progress meetings will identify targeted children</p>

	<p>strategies from teachers/teaching assistants in all lessons.</p> <p>Dinner ladies will provide 1:1 reading opportunities for PP children in KS1 and LKS2.</p> <p>Provide in-house TA training to support the delivery of English and Maths.</p> <p>Continue the subscription of Reading Plus for years 3-6 to use both at home and in school.</p> <p>Guided Reading remains a focus for all year groups</p>	<p>disadvantaged pupils to increase attainment.</p> <p>Evidence suggests that teaching assistants (TAs) can have a positive impact on academic achievement.</p>			<p>and review their progress.</p>
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At the end of KS2, 60% of PP children were expected to be working at age related expectations in RWM combined. In Reading, 73% of children were expected to be working at or above with 40% of PP children expected to achieve GDS. In Writing, 67% of children were expected to be working at or above with 27% of PP children expected to achieve GDS. In Maths, 73% of children were expected to be working at or above with 27% of PP children expected to achieve GDS

After much research, in order to provide as much support as possible for teachers, we purchased two new schemes of work for both Maths and English. Prior to COVID, we had begun trialling The Literacy Tree. The feedback received was very positive and staff felt that children were really engaged in their English lessons. This will be monitored next year to determine how this can best be used to support PP children.

<b>Total budgeted cost:</b>					<b>£51860</b>
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
<p>C. Across key stages, PP children who are also in other vulnerable groups are tracked and given the best opportunity to improve and make expected progress.</p>	<p>Communications with SENDCO and LM on a regular basis to ensure the needs of all PP SEND and other vulnerable groups are being met</p> <p>After review of termly data and IEPs alongside SENDCO and LM, interventions and strategies will be put in place</p> <p>Small group and when required 1:1 provision SPLD Zoe Atkins 1 day each week</p>	<p>Children who are SEND are currently attaining lower than children with non-SEND.</p> <p>Bespoke interventions and personalised plans with specialist support teaching aid children to make progress.</p>	<p>All staff are more aware of the needs of all pupils in their classroom and will carefully monitor their progress in their class and look for opportunities to engage and move children's learning on through first class teaching, feedback and intervention where needed.</p>	<p>All teaching staff ED (SEND CO) DR (LM)</p>	<p>Termly Planning and Review meetings with SENDCO, Chair of Govs, HT Ed Psychologist, Spld teacher to review pupil progress</p> <p>Pupil progress meetings and termly meetings with SENDCO</p> <p>Personal provision plans and provision map for</p>

	Educational Psychologist will be accessed when required.				SEND and PP children
	Interventions and alternative curriculums and tailored resources.				

Regular discussions were held with the SENDCO to track the progress of SEND PP children and identify interventions and tailored resources and support. Pupil Premium Action Plans were once again reviewed termly and new targets were set in partnership with IEPs. This is something that will remain a focus next year and we will really look to combine the support PP SEND children are receiving. The Learning Mentor continued to spend a considerable amount of time with vulnerable children both individually and in group sessions such as Circle of Friends and Relax Kids in order to help give these children the skills they need in order to access our curriculum.

<b>Total budgeted cost:</b>					<b>£13361</b>
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
D. PP children who have social, emotional and behavioural issues are well supported in order to overcome barriers to learning.	<p>Identification of PP children with specific social, emotional and behaviour issues. Alongside SENDCO and LM, liaise with PP parents.</p> <p>Children are supported by LM through group and 1:1 support in ways that meet their needs.</p> <p>IEPs are tailored with small achievable targets to give children the best chance to succeed.</p> <p>Teachers and TAs are made aware of specific needs and advised on possible strategies to help the children access the curriculum in class</p> <p>DR (LM) is available at lunchtimes for PP children to speak to etc if they choose.</p> <p>Feelings charts are used for those children who benefit from this strategy.</p> <p>A Positive Behaviour Policy which</p>	<p>Learning Mentor has an excellent relationship with pupils and parents to overcome barriers to learning EEF – parental involvement +3 months</p> <p>Learning Mentor support is so invaluable to these groups of children and any issues or concerns will be supported immediately through intervention.</p>	<p>Learning Mentor/SENCO to be fully involved in supporting the children to enable them to be in class and ready to learn.</p> <p>Intervention and support programmes (Relax Kids, Circle of Friends etc) demonstrate that children are more equipped to manage their feelings and relationships.</p> <p>More PP children will be engaged in clubs both during and after school.</p>	DR (LM) ED (SEND CO) SLT Class teachers	<p>Regular meetings of PP pupils/parents with Learning Mentor/SENCO /class teachers to discuss needs to overcome barriers to learning.</p> <p>Pupil progress meetings with SLT</p>

	<p>is fit for purpose and supports our vulnerable children will be trialled this year.</p> <p>Access to behavioural specialists who give advice and support when needed.</p> <p>Introduction of CPOMS to ensure consistency and tracking across all areas.</p> <p>Employ PE specialist to run lunchtime clubs to target PP children who would benefit from these sessions</p> <p>Target PP children to attend clubs after school</p>				
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LM was again vital to children overcoming social and emotional barriers. LM was available throughout lockdown and made contact with those families who needed support. She provided advice, resources and a listening ear in order to help parents and children through the difficult times.

Prior to the lockdown, the use of small group interventions and tailored resources enabled children to make progress when they otherwise wouldn't. They were given strategies to use when they felt they needed them. Several children were given a feelings chart to monitor their feelings throughout the day and week. This was also a way to keep parents informed and the feedback was very positive.

Lunchtime and afterschool clubs were provided by Mr D for KS2 children. This supported children who find it difficult to socialise on the playground as they were encouraged to play games they wouldn't normally play and also socialise with their peers in different contexts. Children were also encouraged to attend clubs after school to build up confidence and self-esteem.

LM was available at lunchtime for Y5 children. This was to encourage skills such as sharing, resilience, turn-taking etc This encouraged these children to channel their energies on physical activities and forging positive relationships with their peers. This is something that will continue next year but specific children will be targeted to attend a Nurture Group.

					<b>Total budgeted cost:</b>	£6714
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>	
E. All children, including those working at greater depth, who are eligible for PP are exposed to high quality vocabulary that impacts	More emphasis will be placed upon children using the vocabulary section on Reading Plus.  Purchase Pie Corbett's Reading Spine books to expose children to	Children who are PP have limited life experience and limited vocabulary and base line data supports this.	Data will show that children are benefiting from using the vocabulary section on Reading Plus  Children will have a love of	AB Class teachers, TAs	Half termly data analysed  PP meetings with class teachers to discuss progress	

<p>upon English progression throughout the school.</p>	<p>high quality vocabulary and encourage a love of reading</p> <p>Ensure high quality texts are used in lessons and vocabulary clarified regularly. Vipers will be restructured in KS2 so this takes place over 2 weeks. Therefore, more time can be spent analysing language and vocabulary.</p> <p>Ensure comprehension lessons have a clear focus on the 12 skills needed to comprehend– PP children will have pre-teaching opportunities by a TA when applicable</p> <p>Purchase a new Reading Scheme for LKS2 which is current and up to date to meet the demands of the new curriculum</p> <p>Enhance the KS1 reading scheme with new releases</p>		<p>reading</p> <p>Children will be more articulate in both oracy and writing.</p>		
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**Impact and Ways Forward**

After much research, in order to expose children to a range of texts and instil a love a reading, we purchased a new scheme of work for English. Prior to COVID, we had begun trialling The Literacy Tree. The feedback received was very positive and staff felt that children were really engaged in their English lessons. This will be monitored next year to determine how this can best be used to support PP children.

A new Reading Scheme in Lower Key Stage 2 received very positive feedback from staff and parents. The scheme provides a natural progression from the KS1 scheme. The books are more ‘library looking’ so children’s confidence has developed. The books also provide a range of fiction and non-fiction so children are exposed to a range of genres.

The use of Reading Plus ensured children in KS2 were exposed to quality texts as well as providing children with a Vocabulary Section. Children were quizzed on their knowledge of unfamiliar words. From analysis of RP data, children are becoming more confident using this feature however it needs to be embedded and monitored, particularly in LKS2.

From analysis, SEND children are struggling to access Reading Plus independently in order to receive the maximum benefits. As a school, we need to look into an alternative scheme which maybe KS1 and SEND children can access independently or with little adult support.

<b>Total budgeted cost:</b>					£3966
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
F. There is a continued rise in attendance and punctuality rates for PP children.	<p>Attendance display in the school hall to remain in order to further promote good attendance. Rewards for class with the best attendance each term eg. Pizza party</p> <p>Attendance promoted on newsletters each week</p> <p>Awards for attendance and punctuality termly</p> <p>Office staff to follow up quickly on absences. First day response provision.</p>	<p>PP children identified as persistently late and poor attendees.</p> <p>Link with Attendance/Punctuality and achievement is well documented.</p> <p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Learning lost through non-attendance cannot be regained/caught-up.</p>	<p>Attendance of disadvantaged pupils to be over 95%.</p> <p>To ensure that disadvantaged attendance is in line with national other pupils.</p>	KQ DR (LM) JW/SC (Office)	<p>Half termly data.</p> <p>Headteacher report to Governors on attendance termly.</p>
<p><b>Impact and Ways Forward</b></p> <p>First morning response calls continued to be a priority, particularly for PP children and persistent absentees. This resulted in more children attending school – even if they were late. Those children identified as persistently poor attenders received letters from Mr Quigley and when appropriate, meetings with families were held to discuss the importance of attendance and ways of breaking down the barriers.</p> <p>Attendance rewards in school continue to be a strategy used to promote good attendance. Each week, the display board was used in the hall to promote 'green' attendance. Children in the winning classes thoroughly enjoyed the 'Pizza Party' and encouraged other children to be in school. This certainly promoted a sense of community in classes at the end of KS1 and KS2. However, due to Covid, this was halted. Next year, attendance will need to be monitored. This may be an area of difficulty depending on the COVID 19 pandemic.</p>					
<b>Total budgeted cost:</b>					£2040
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
G. To support pupil premium parents to become fully involved in school life – including supporting children at home with	Purchase SATs revision books for PP children in Y6 with answers provided so that parents are able to support their child with their preparations for SATs.	Some PP pupil parents/carers are unsure of how best to support their children in their learning and behaviour EEF – parental involvement +3	Attendance of parents at parents' meetings throughout the year and good attendance at Family Learning events where pupils and parents work	SLT LM Class teachers	<p>Monitor attendance at Parents Evenings.</p> <p>Monitor PP attendance of PP pupil parents on courses.</p>

<p>homework.</p> <p>More families will attend courses led by Family Learning – in particularly academic courses.</p>	<p>Parent Mentor (VP) to facilitate courses to provide support to parents to aid them in helping their children with learning in school</p> <p>Class Teachers/Learning Mentor will be accessible to advise parents on how best to support their child based on their individual needs.</p> <p>Families will be supported through identification of needs in order to help them support their children more effectively.</p>	<p>months</p>	<p>together in a range of workshops.</p> <p>Parents are eager to help/encourage their child to complete any weekly homework and support their reading at home.</p>		
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**Impact and Ways Forward**

Prior to COVID, a limited number of parents in general attended educational courses ran by our Parent Mentor VP. When the sessions were aimed at craft, the uptake was more positive, especially sessions such as Christmas craft etc. where gave the time for parents to work collaboratively with their children in a special, enjoyable way. Look for further ways to support PP parents to become fully involved in school life, in particular academic workshops.

**Total budgeted cost:** £2540

<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
<p>H. Those children who do not have the same opportunities or experiences at home will be provided with a variety of experiences in school.</p> <p>For children with PP to have the same opportunities as non-pupil premium children so that physical and material disadvantage doesn't get in</p>	<p>Subsidise trips/visits for PP children.</p> <p>Subsidise a residential trip to PGL for PP children in Year 6 so they have the opportunity to experience a three day residential, widening their experience, encouraging independence in readiness for transition to secondary school</p> <p>Where possible, enhancements to be used to support learning and life experiences e.g. visitors, Junior Chef, Science Dome to give children learning experiences</p>	<p>Giving PP pupils experiences beyond their usual environment will broaden their opportunities to develop interests and aspirations</p> <p>Previous pupils and parents have voiced the value of children experiencing a different culture and a trip away from home before they begin secondary school.</p> <p>Music lessons develop concentration and listening skills in children. It can also develop a</p>	<p>Raised self esteem and life experiences for these children.</p> <p>Ipads and IT equipment available with internet access to support PP children who may not have access to these at home.</p> <p>All PP children are able to attend the Y6 residential.</p> <p>Children to have experiences of trips, visitors and events in and out of</p>	<p>KQ/AR /AB</p> <p>All staff</p>	<p>Monitor PP pupils' attendance on school trips/visits</p> <p>Monitor PP children's attendance at extra-curricular clubs</p> <p>Parental feedback forms regarding homework and support</p> <p>All PP children completing homework tasks set</p> <p>Music reports from</p>

<p>the way of a pupil making progress in school.</p>	<p>beyond the classroom</p> <p>Instrument lessons from specialist teacher for all of Year 5 and Year 6 children.</p> <p>PP children targeted for extra-curricular clubs.</p> <p>Provide children with time at lunchtime to access the internet – this will enable all PP children to access Reading Plus if they do not have the means at home</p>	<p>love and appreciation of music which will be further encouraged in Year 6 and Secondary School.</p>	<p>school such as Aspire Day, Junior Chefs' Academy, MacMillan Coffee Morning, CLC visits for Computing, National Poetry Day, Black History Week, Pop Project, Family Learning events, Anti-Bullying Week, Road Safety sessions, Christmas performances, Healthy Eating workshops, Safer Internet Week, Fair Trade Fortnight, Health and Dental, Theatre trips, Study of different faiths, NSPCC, Philharmonic choir, World Book Day, Poetry Day, Google expeditions, Slow down for Bobby campaigns, Swimming, Sports Day and Themed weeks throughout the academic year.</p>	<p>specialised teacher</p>
<p>Impact and Ways Forward</p> <p>100% of PP children were due to attend the Year 6 residential; however, due to school closure, this was cancelled.</p> <p>Reading Plus lunchtime club/after school clubs were set up to enable PP children to access the internet each day in order to complete set homework.</p> <p>PP children were identified to attend certain extra-curricular clubs. This needs to be analysed further next year.</p> <p>Due to Covid 19, lots of planned enhancements/experiences were unfortunately cancelled. Next year, alternative enhancements will need to be sought if days out and visitors are not permitted.</p>				
<p><b>Total budgeted cost:</b></p>				<p>£2092</p>