

Allocated Budget £79,320

Planned use:

Objective	Timing	Activities	Impact 3=low 2= medium 1= high	Cost
<h1>Teaching and Learning</h1>				
To provide a variety of extended and inspirational activities for AGAT pupils in KS2	Autumn/ Spring/ Summer	AGAT (When possible)	IMPACT: 0. Due to the impact on COVID, AGT sessions were not able to take place.	N/A
Sports coaches in school during lesson time	Autumn/ Spring/ Summer	Sports coaches give children the opportunity to have quality teaching in a range of sports from fully qualified coaching staff.	IMPACT: 3. Sports coaches were in attendance where possible. This has given each class the opportunity to have specialist coaching within specific and this is ongoing. This has been extremely important with the reduction of exercise children completed during lockdowns and has provided professional coaching to help build fitness and catch up with sporting achievement.	£1,500
To give all children the opportunity to learn to swim	Autumn & Spring	10 week swimming programme for Y5 pupils in Autumn (If possible) 10 week swimming programme for Y3 pupils in spring (if possible)	IMPACT: 0. Swimming was planned, but not viable this financial year , due to COVID regulation from lockdown 1 through to the end of the year.	N/A
KS2 extended day	Autumn/spring/ summer	Extended day offers the opportunity for children to gain an additional hour of learning time after the school day with a focus on teamwork, maths and English. This also allows parents to manage collection arrangements more easily.	IMPACT: 0. During this financial year, after school clubs have not been permitted due to COVID.	N/A

Attendance Meetings	Autumn/spring/ summer	Regular parental engagement is in place to work with families to improve low attendance across the school with SAM meetings and regular consultation with Education Welfare and Inclusion. (These may need to be completed by telephone or online conference, due to current climate)	<p>IMPACT: 3.</p> <p>Attendance for the 2019/2020 school year was 95.62% for the whole school and 94.2% for pupil premium.</p> <p>Current attendance for the 2020/21 school year is 97.08% for the whole school and 96.2% for pupil premium.</p> <p>This shows improvements in attendance in both, but a bigger increase in attendance for PP, which is narrowing the gap.</p>	£70
Teaching and learning interventions and TA support for behaviour	Autumn/spring/ summer	Children in all class are given pre-teaching and catch up interventions in maths, English and reading to provide additional opportunities to access the curriculum and to keep up with peers.	<p>IMPACT: 3.</p> <p>Pre-teaching and intervention was allowing off track children to make improvements in their learning. Due to two lockdowns, in the financial year, the benefit of the interventions against AREs cannot accurately be gauged. However, interventions continued for children at home to boost engagement and to help lower attaining children.</p>	N/A as included in TA rate
High Quality CPD	Autumn/spring/ summer	All teaching and support staff have access to high quality CPD with additional focussed support in maths and English from HIAS on a regular basis.	<p>IMPACT: 3.</p> <p>A vast array of CPD was put in place for teachers, TAs and staff in the financial year. This varied from</p>	Training costs £2893
Pupil Passports	Autumn/spring/ summer	Teachers are responsible for updating pupil passports for each pupil premium child. This tracks progress and ensures staff are consider the pupil premium children as a group – focusing on closing the gap.	<p>IMPACT: 3. (Even though passports are not in place, the work staff have completed for monitoring is having a great impact upon development of children)</p> <p>Pupil passports were created by staff, but a management decision was made to cease these, as pupil progress meetings and regular monitoring of children give an accurate understanding of the children's needs.</p>	N/A
Variation in homework	Autumn/spring/ summer	Homework will be online for the start of the year and variation/differentiation will be required to ensure all children can access the learning.	<p>IMPACT: 3.</p> <p>Homework (and home learning) has provided using ICT with differentiation and variation. This has allowed children to access their work through blended learning and give children the ability to see videos, links and work on the online platforms. It has been invaluable throughout lockdown periods.</p>	Bug Club - £2200 Purple Mash £2500

Data Reviews	Autumn/spring/summer	Data is tracked half termly with a full review being completed. The data is monitored and reviewed with specific focus on Pupil premium as a group. Staff are accountable for identifying how they will close the gap for pupil premium children in additional staff meetings.	IMPACT: 3. Data has been tracked since children returned to school and this has been informed by assessments completed upon return after each lockdown. This has allowed teachers to identify children making insufficient progress or under attaining. This has then informed interventions (reported at pupil progress meetings).	External agencies - £150 DHT Time - £340
Blended Learning introduction	Autumn/Spring/Summer	The school needs to be prepared to be able to put blended learning in place, in the event of further lockdown or class bubble shuts. This will involve monitoring of pupil participation for homework and assessing any ICT needs/requirements that families may have.	IMPACT: 3. Blended learning was put in place in the first lockdown and developed further in the second. The school are prepared for further lockdowns and ready to proceed straight to home learning, where required. This would be in the eventuality of bubble closures or whole school closures – or for longer term.	£340
Home learning packs	Autumn/Spring/Summer	As a backup, if children are unable to access online learning, home learning packs will be made available (in the event of lockdown of a bubble/school)	IMPACT: 2. Home learning packs were provided throughout lockdown and gave children the opportunity to continue home learning, despite internet/technology issues.	Admin £250
Introduction of new online reading platform	Autumn	All staff to be given training on the new reading scheme to ensure books are pitched at the correct level. This will need to be monitored by English lead/SLT.	IMPACT: 3. Bug Club was introduced to the school and allowed all children to be allocated books at an age appropriate level, to be read at home. This meant books could still be provided, without contamination risk throughout lockdown. It has also enabled children to continue to read in school, without the need for books, again reducing the risk of COVID.	BUG Club Training session for TAs £100
Reviewing home learning engagement	Autumn/spring/summer	In lockdown 1, an engagement spreadsheet was put in place to help monitor children not engaged in home learning. In lockdown 2, this was enhanced to monitor engagement in specific subjects across core and wider curriculum.	IMPACT: 3. The engagement spreadsheet allowed teachers, SLT and FLO to quickly identify children not engaging and for contact to be made to assist engagement. If children continued to be disengaged strategies were put in place, such as providing home learning packs, having one to one Teams calls or group calls etc. This has subsequently given information for strategic leadership strategies to be put in place for catch up curriculum as going forward for the benefit of the children.	(See data reviews)

Engagement with parents in lockdown.	Lockdown periods	During lockdown, all parents were contacted every 2 weeks to discuss work being completed by children and to assess any SEMH concerns with children.	IMPACT: 3. The contact provided invaluable information to the school and to parents to help plan, help engage and to motivate children, as well as maintaining levels of contact with children. The calls alleviate concerns and allowed children to continue hoe learning with reduced levels of anxieties. Parental feedback has been extremely positive in this regard.	N/A – completed by teachers in their allocated time.
Mentoring	Autumn/Spring/Summer	Children not engaging in home learning, off track children and pupil premium children receive one to one or small group mentoring from their class teacher. This is timetabled for once a fortnight (once a week, where possible)	IMPACT: 3. Children have all been receiving specific one to one targeted intervention based on gap analysis. This has allowed children who didn't engage or who are off track to have booster sessions to narrow the gap. Significant improvement has been seen in all year groups.	£4,000

Emotional Wellbeing

Parent meetings	Autumn	Parents meetings to be held by telephone with all parents in the first half term. This is a settling in meeting to have a 2 way discussion about how way the children have settled and to discuss any concerns or queries.	IMPACT: 3. Parent meetings allowed all children in the school to be contacted to discuss their children's progress, post lockdown 1. This gave parents a good insight into how children had settled in to school, as well as building relationships with teacher and pupils. This was especially important for children who hadn't engaged in the previous meetings.	N/A – teachers
Play therapy	Autumn/ Spring/ Summer	Play therapy is provided for children with a range of emotional and social needs to provide support on a one to one basis.	IMPACT: 3. Play therapy has significantly helped children with a range of SEMH needs and has been instrumental in reducing anxiety in children, which in turn has improved focus for the individual and a reduced in behavioural issues in the class. This benefits the child as well as the whole class.	£15,000
Equine therapy	Autumn/ Spring/ Summer	Equine therapy provides interactions between pupils and horses - therapeutic riding and other associated equine activities (such as grooming, feeding, and haltering).	IMPACT: 3. Equine therapy has allowed children to develop relationship building and has had a positive effect on the behaviour and emotional wellbeing of children completing the therapy.	£1500
Fruit for KS2	Autumn/ Spring/ Summer	A range of fruit is provided on a daily basis for children across the school to be eaten during breaktimes/snacktimes.	IMPACT: 2. Fruit is consumed by PP and non-PP children, which reduces the potential stigma of being hungry. Children all have access to fruit, which allows hunger to be reduced and to be provided fresh, healthy produce, which may not have been available to children.	£1000

Various support resources	extra and	Across the year	Continued family support with Family Liaison officer Continued consultation and correspondence with social workers, where required. Plimsoll station Spare uniforms Additional purchases where required etc	IMPACT: 3. This range of family support provides a holistic approach to pupil premium families to provide wellbeing for children and families. This was particularly important through lockdowns, as some families found additional challenges. Providing spare clothes to children reduced the anxiety of children not having correct uniform or PE clothes.	£30,000
Magic breakfast		Autumn/ Spring/ Summer	Breakfast bagels are available for ALL children across the school as they enter the building to enable all children to have the opportunity for breakfast, without prejudice.	IMPACT: 2. Bagels are consumed by PP and non-PP children, which reduces the potential stigma of being hungry. Children all have access bagels, which allows hunger to be reduced and a substantial breakfast to be available.	£3400 (including staffing)
Speech and Language Support		Autumn/ Spring/ Summer	Support for children with speech and language issues and concerns are provided by training staff in Elkan as well and using external agencies.	IMPACT: 2. S&L support has helped children across all year groups to develop their speech and language.	See training, above
Additional transitions arranged with secondary schools.		Summer	For children with known emotional needs or anxieties, additional trips (with G&L staff or SENCO) to secondary schools to relieve anxiety, where required.	IMPACT: 3. Due to COVID, we were unable to attend secondary schools for transition. However, year 6 teacher worked extremely closely with secondary schools to provide an accurate handover of all pupils with lengthy conversations about attainment, progress and SEMH needs. Calls were in place for such children, which allowed a smooth transition, despite the lockdown.	N/A
Transition days and staff handover		Summer	Transition meetings take place with each class teacher as a handover to consider emotional and academic concerns. This takes place with liaison with the FLO, where necessary. Children have transition days to alleviate emotional stress.	IMPACT: 3. Prior to the start of the new academic year, all teachers met to discuss their incoming class. This allowed teachers to have a good understanding of SEMH and academic requirements, as well as an understanding of home school engagement levels and social group issues etc. There were no specific transition days due to lockdown. However, new teachers wrote to their classes and read stories on class dojo, so the class had a chance to find out more about them and to reduce anxieties.	N/A
Fitter Future		Autumn/ Spring/ Summer	All year groups are given the opportunity to exercise for 10 minutes every day to improve alertness and readiness to learn.	IMPACT: 3. Following lockdown 2, fitness/exercise periods were extended to 20 minutes, as lots of children in the school had not exercised sufficiently through the lockdown period. There are so many links between mental health and exercise, that this was deemed a hugely beneficial opportunity to exercise, and socialise with friends.	N/A
TED Training		Autumn/Spring	Behaviour management and attachment training put in place to assist teachers	IMPACT: 3.	See training above.

		and support staff with management of challenging behaviours throughout the school, as well as training subject leaders/SECCO further about teaching educational disadvantage.	A range of courses to help leaders and teachers support educational disadvantage. These have been attended by the SENCO to deepen her understanding of TED, for the benefit of all children in the school.	
To provide good staff ratio at lunchtime.	Autumn/ Spring/ Summer	Ensure good staff ratio at lunchtime to supervise correct eating of lunches and provide confident outdoor play supervision	IMPACT: 2. Due to COVID bubbles, staff ratios at lunchtime are managed within the class. However each bubble has a staff member with them at break/lunchtime and other staff are available to provide sufficient cover.	£5000
Reporting to parents	Autumn/Spring	The school provided telephone parent evenings in the first term and then invested in school cloud to allow on line parent meetings with video in Spring term.	IMPACT: 3. Parental feedback has been good. The school have been able to discuss lockdown implication and attainment gaps, whilst providing advice and targets for the children – emotionally and academically. This has maintained parent contact in a time where parents are not on site as regularly as pre COVID.	School Cloud £600
<h1>Enrichment</h1>				
To make residential and daytime educational visits affordable	Autumn/ Spring/ Summer	Offer half price trips – Eg East Dene, Kingswood, London trip, whole school science trip, local visits.	IMPACT: 2. Residential trips were not possible this year due to COVID restrictions. However, when possible, other trips have been arranged so children can still benefit from learning outside of the school premises.	£591
To provide free pass to breakfast club	Autumn/ Spring/ Summer	Ensure best ratio of staff to children allowing families to work/children to be punctual, fed and ready for learning. This also allows working low income families to drop children into school earlier.	IMPACT: 3. Staff have been able to continue breakfast club between lockdowns to benefit families. This has also been particularly useful for children who struggle to settle at the start of the day.	£750
After school clubs	Autumn/ Spring/ Summer	A range of after school clubs are made available throughout the year with all teaching staff taking responsibility for a club to give additional opportunities to children across the school.	IMPACT: 0. After school clubs, other than the sports coaching specialist, have been unavailable due to COVID. This has been to reduce risk.	N/A
To provide cultural experiences and curriculum enhancement	Autumn/ Spring/ Summer	Sports Clubs – including paid coaches (Fencing/table tennis etc) Country Dancing.	See above	N/A (See sports coaching, above)
Games Packs	Autumn	Games packs with basic board games have been printed and sent to children in YR to allow all children to access number games to be shared with family members at home.	IMPACT: 1. Online resources have been sent instead due to COVID measures.	£50

Laptops provided / ICT support	Lockdown period	From lockdown, a list of children not accessing home learning was collated and staff contacted all parents to try to help. SLT also contacted parents and laptops were provided, where required.	IMPACT: 3. School laptops were provided during lockdown 1. Additional laptops were sourced from local government to be provided to families, in addition to those already provided. This enabled all children to have access to technology, if required. In the very few cases where technology was not suitable, paper packs were provided (See above)	N/A
Parental communication channels improved.	Lockdown period	Class Dojo was set up for parental engagement through lockdown.	IMPACT: 3. Class Dojo has provided a very simple method of communication with parents and has been extremely successful. This open communication will continue into the future.	N/A
School open for vulnerable children and key workers	Lockdown period	The school was open throughout the holidays as well as the whole lockdown period to vulnerable children as well as key worker children	IMPACT: 3. As a school, vulnerable children were a priority target for us to have in school to enable the best possible education and stability for them. As a school, by the end of lockdown 2, all vulnerable (CP/CIN) children were in school.	£7500
Pupil Premium Hampers	Lockdown period	Hampers were provided and delivered to pupil premium families throughout the lockdown period.	IMPACT: 3. Hampers were provided, to allow all PP children the opportunity to have good quality food throughout the lockdown periods. Families have been extremely grateful for the hampers and this has alleviate financial implications of children being at home more.	N/A - DfE Funded