



INTENT	IMPLEMENTATION	IMPACT  (including pupil & staff feedback)
To support academic progress, we offer:		
Class support	Termly data captures identify key PP children who require additional support in lessons.	Children access their learning and were making good progress  (Final data not captured due to Covid-19)
Interventions	Identified children receive teacher or TA led intervention sessions during assembly time  *(prior to National Lockdown Feb 2020)	Intervention documents record those PP children who have accessed intervention and their impact  Data from intervention records  All PP / SEN children have received interventions across the core subjects and to address specific areas of need from their IEP'S.
	<ul style="list-style-type: none"><li>• Nurture Group sessions focused upon mental health/well-being</li><li>• One to one lesson support for reading, writing &amp; maths</li><li>• Maths Catch up sessions</li><li>• Handwriting interventions</li><li>• Precision teaching</li><li>• Additional one to one booster reading</li></ul>	
To support our PP children's well-being and personal development, we offer:		
Tuck	PP children access free tuck at playtimes to ensure they have eaten during the morning session	PP children receive breakfast in school if requested. Prior to receiving this, the children were having issues in class with attention and appeared emotional. Now having access to snacks during the morning, they feel better physically and more engaged with their learning more.
Before & After School clubs – to aid attendance and punctuality for identified children	Before and After school provision is offered to enable children struggling with attendance or punctuality to arrive in school in plenty of time to start morning lessons	Children who have taken up this support have improved attendance and punctuality. This has had a positive impact upon learning and progress.
Nurture sessions	Staff have led nurture sessions every Tuesday – one member of staff is accessing Yoga training to support well-being of our identified children.  2 members of staff have accessed HOPE training (Sept 2020) to support the emotional needs of our pupils. This will be rolled out across school to identified pupils.	Children attending nurture groups have the strategies to help them emotionally and socially.  Continued sessions enable children to feel safe and know they always have someone to talk to and space in their weekly timetable to do so.

To enhance PP children's wider enrichment experiences, we offer:		
<b>Music tuition</b>	Range of instrumental tuition offered to all PP children at subsidised cost	There are currently 2 children accessing this additional funding for music tuition  Projected spend was £150 per child
<b>Bee Active</b>	Holiday club childcare offered for vulnerable children during school holidays	Children identified through school safeguarding access this support, giving them more structure during the holiday period.
<b>Funding for school residentials</b>	PP children access all school trips and residentials (KS2)  (Spring and Summer residentials did not take place due to Covid-19)	2 children accessed funding towards the cost of residentials in the Autumn Term only  4 children accessed funding towards the cost of day visit  However, we ensure that children are not disadvantaged and are able to access the equivalent experiences to peers.
<b>Extended Schools</b>	A variety of enrichment activities are offered to all children in PP and support is offered towards accessing funded extended school's activities i.e. Drama	There are currently no children accessing this additional funding for funded enrichment opportunities
COVID-19 support to our PP children		
<ul style="list-style-type: none"> <li>✓ PP pupils continued to access learning in school throughout the pandemic. This was delivered through a teaching rota ensuring all children had access to face to face lessons with a member of teaching staff.</li> <li>✓ Daily lessons were set using the SeeSaw App and children followed the direction of their class teacher to support continued learning</li> <li>✓ Live lessons for English and Maths were taught daily to KS2 children via Microsoft Teams and children who had difficulty accessing computing equipment were loaned devices from school</li> <li>✓ Children had weekly home deliveries of work if they couldn't access live lessons</li> <li>✓ Food deliveries to parents without transport</li> <li>✓ Weekly phone call or visit from headteacher to vulnerable families</li> <li>✓ PSHE curriculum closely linked to COVID issues to support PP children returning to school</li> <li>✓ SEMH Action plan drawn up to support the emotional and social needs of our disadvantaged pupils</li> <li>✓ HOPE training in place</li> <li>✓ Nurture group for vulnerable and disadvantaged pupils</li> </ul>		
Data Summary		
It is not possible to provide end of year data for our PP children as they did not access assessments in the latter part of the academic year. Government guidance meant National and school-based assessments were not to be completed during 2019-20 due to the Covid-19 pandemic and subsequent national lockdown situation.		
Recovery Data (Sept 2020)		
<p>This data analysis was completed at the beginning of Sept 2020 to analyse the impact of Covid-19 lockdown situation on the attainment of our disadvantaged pupils.</p> <p><u>MATHS - POST COVID BENCHMARK ANALYSIS</u>  <u>3 children discounted as in Rec</u></p> <p>Number of children where current starting point is within age related expectations = 7/26 (30%)</p> <p>Number of children where current starting point is within year below expectations = 10/26 (43%)</p> <p>Number of children where current starting point is within 2+ academic years below = 6/26 (26%)</p>		

#### READING - POST COVID BENCHMARK ANALYSIS

##### 3 children discounted as in Rec

Number of children where current starting point is within age related expectations = 9/26 (39%)

Number of children where current starting point is within year below expectations = 8/26 (35%)

Number of children where current starting point is within 2+ academic years below = 6/26 (26%)

#### WRITING - POST COVID BENCHMARK ANALYSIS

##### 3 children discounted as in Rec

Number of children where current starting point is within age related expectations = 10/26 (43%)

Number of children where current starting point is within year below expectations = 7/26 (30%)

Number of children where current starting point is within 2+ academic years below = 6/26 (26%)

To aid the recovery of our PP children, we have put in place intensive interventions within each year group to address any gaps in learning which have resulted from Covid-19. All staff have completed rigorous teacher assessments and have devised plans to support our PP children with their individual needs. Interventions include – reading and reading comprehension, handwriting, sentence structure, grammar and spelling, mental arithmetic and times tables. We will continue to track and monitor their progress against this benchmarked data.