

## Pupil premium and Social Mobility strategy statement

*Whilst this is a self-evaluation of the barriers to learning, and influences our strategy and provision for our pupil premium pupils, we do not see or treat children who are eligible for pupil premium as a homogenous group. We view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – we never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.*

1. Summary information					
<b>School</b>	St George's Church of England Primary School, Wrotham				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£51,480	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	31 (15%)	<b>Date for next internal review of this strategy</b>	Jan 2021

2 . Current attainment	
	Pupils eligible for PP (your school)
<b>% achieving combined ARE standard end of KS2</b>	38%
<b>% achieving ARE standard end of KS2 in reading</b>	50%
<b>% achieving ARE standard end of KS2 in writing</b>	50%

% achieving ARE standard end of KS2 in maths	75%
--	-----

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	Parental support – ensuring they understand the importance of education
B	Low aspirations and low self esteem
C	Covid19 causing children to miss a large amount of school
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D	Low attendance rates in some cases

<b>4, Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Accelerate progress of disadvantaged pupils to diminish the difference in R, W and M, while also accelerating progress missed due to Covid19 pandemic.	Progress for disadvantaged pupils in every class is above expected
<b>B.</b>	To raise self-esteem and aspiration for disadvantaged pupils – ensuring that parents know the importance of education	Pupil voice for disadvantaged pupils indicates raised self-esteem.

<b>C.</b>	To improve the attendance of disadvantaged pupils to maximise learning opportunities and progress.	Attendance target of 96% for disadvantaged pupils is achieved
-----------	--	---

## 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 and assessment

Mid-year milestone:		End of year target:			
<p><b>By Spring 1, diminish the difference between the combined attainment of disadvantaged children and non-disadvantaged children in reading, writing and maths by 3% - 6% in all classes.</b></p>		<p><b>By the end of the year, diminish the difference between the combined attainment of disadvantaged children and non-disadvantaged children and reach all targets set by the PP champion at the beginning of the year (6%-10%)</b></p>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the progress of disadvantaged pupils is maximised through effective Quality First Teaching	Ensure that all teachers know the children who are pupil premium in their class and ensure this is discussed with teaching assistants.	EEF identifies that immediate feedback has a +8months impact on progress.	HT and DHT to work closely with the inclusion team to ensure that interventions are having the desired impact.	MJ LR	Half termly at Pupil Progress meetings

<p>To raise the attainment of disadvantaged pupils in reading, writing and maths.</p>	<p>Quality First Teaching</p> <p>Questioning</p> <p>Immediate feedback</p> <p>Small group tuition through the provision of Teaching Assistants in Year 6 – Pupil Premium booster.</p>	<p>EEF identifies that small group tuition has a +4months impact on progress.</p> <p>EEF identifies that immediate feedback has a +8months impact on progress.</p>	<p>HT and DHT to monitor effectiveness and impact on pupil progress. This will take place through data meetings, book scrutinies and lessons observations.</p>	<p>MJ LR</p>	<p>Half termly through lesson observations, learning walks and pupil progress meetings</p>
<p>Total budgeted cost = £1,000</p>					

**i. Effective leadership and management**

**End of year target:**  
**Leadership team, lead the school through the “Covid19 Recovery Year”, causing all children to accelerate progress in line with their flight path. All successful strategies to be embedded and used to diminish the difference between PP and Non PP.**

<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>Raise the awareness of Pupil Premium in the school and ensuring that all teachers know who the Pupil Premium children are in their class.</p>	<p>Train the whole staff on what Pupil Premium is and who the Pupil Premium children are in each class.</p> <p>Show staff the data pack from last year and highlight the difference between PP and Non PP with regards to data and attendance.</p>	<p>Once staff have an awareness in the difference between children who are PP and Non PP, it will highlight what needs to change.</p> <p>Once staff learn who are the PP children, they could then target those children for progress, and ultimately improve attainment.</p>	<p>HT and DHT to monitor what is being done for PP children and ensure that all staff know who the PP children are around the school.</p>	<p>MJ LR</p>	<p>End of term 1 and continuing throughout the year.</p>

<p>Use of a Pupil Premium Champion across the school</p>	<p>The role of the Pupil Premium Champion will be to track the data and achievement of every Pupil Premium child in the school.</p> <p>They will be held to account and will be holding teachers to account on the progress and attainment of the Pupil Premium children in the school.</p>	<p>Ensuring that all children are focused on and have an individualised plan will have a positive impact on the PP children in the school. One plan doesn't always work for all children. The PP champion will ensure that all PP children have what is needed for them.</p>	<p>HT and DHT to monitor what is being done for PP children and ensure that all staff know who the PP children are around the school.</p>	<p>MJ</p>	<p>Ongoing throughout the year.</p>
<p>Plan interventions and catch up work for all children, ensuring that PP children have access to this.</p>	<p>Assess the children during assessment week and spot gaps in children's learning using analysis tool.</p> <p>Plan interventions based on the gaps in their learning. PP children to be prioritised during the planning stage.</p>	<p>EEF identifies that small group tuition has a +4months impact on progress.</p>	<p>HT and DHT to monitor what is being done for PP children and ensure that all staff know who the PP children are around the school.</p>	<p>MJ LR</p>	<p>Intervention and catch up groups will be continuously monitored, ensuring that the children, that need it, get the relevant group tuition.</p>
<p>Total budgeted cost = £46,580</p>					

**i. Personal development, behaviour and welfare**

**End of Year target:  
All PP children in the school engage with school events and self-esteem and aspirations are raised also (this will be signified through surveys).**

<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>
To continue to ensure that disadvantaged pupils have access to the wider school life and curriculum.	Provide free clubs and subsidise school trips.  Uniform provided for the disadvantaged families as and when they are in need of it.  Forest school – providing opportunities for children that they wouldn't necessarily get outside of school.	Widening, not narrowing, the curriculum for these children is vital. They need to have access to all areas of the curriculum. Not just a focus on English and Maths.	Business Manager and DHT to monitor value for money and impact.	MJ LR DE	Monitor the impact of this termly.
To ensure that parents of disadvantaged children engage in school events.	Offer a variety of workshops after school in all key stages and invite all parents.	Building relationships between the school and the families of disadvantaged children can only benefit.	DHT to monitor the amount of disadvantaged families attending school events.	MJ	Termly
To ensure that all children receive all the opportunities a	Create an Opportunities Tracking Charter and ensure that teachers input what has been provided for their disadvantaged children.	It is important that the disadvantaged children have a wide curriculum and not a narrow one.	DHT to input onto the opportunities tracker every half term, ensuring that the disadvantaged children are	All staff MJ	Monitor the opportunities tracker half termly, ensuring that the disadvantaged children are being



<p>school can provide for them and ensure that their curriculum is wide and not narrowed. Evidence what is being provided for the disadvantaged children.</p>		<p>Targeting children and ensuring that they have opportunities provided for them will only enhance their experience of school life.</p>	<p>being targeted and opportunities are being provided for them.</p>		<p>targeted and opportunities are being provided for them.</p>
<p>To raise aspiration and self-esteem in disadvantaged pupils.</p>	<p>Outside agency support: Educational Psychologist, Behaviour team, ASD and ADHD support, EWO.</p> <p>House captains</p> <p>Termly parent talks about what they do for a career.</p>	<p>EEF identifies that social and emotional learning has a +4months impact on progress.</p> <p>EEF identifies that homework in Primary school has a +2 months impact on progress.</p>	<p>Inclusion Leader to monitor and evaluate effectiveness of intervention.</p> <p>Review as part of pupil progress reviews.</p>	<p>MJ RC</p>	<p>Half termly monitoring by Inclusion Leader and Head of School</p> <p>Twice-yearly pupil voice questionnaires.</p>
<p>Completion of the Well-being Award for schools – thus improving Wellbeing for all children in the school.</p>	<p>A number of actions which culminate in all stakeholders in the school (staff, parents, children, governors) working together to raise the mental health and emotional wellbeing of those connected to the school.</p>	<p>A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p>	<p>Fortnightly meetings will take place to ensure that the action plan for completing the Wellbeing Award is being completed – thus ensuring that all stakeholders that are involved with St George's have good or better emotional wellbeing.</p> <p>Through the monitoring of its effectiveness through surveys</p>	<p>MJ</p>	<p>The award will be continuously monitored throughout the year for impact.</p>

			and voices of all stakeholders, we can see how the actions are having a positive impact on the school.		
Total budgeted cost = £2,500					

<b>i. Attendance</b>					
<b>Mid-year milestone: Raise the attendance percentage of disadvantaged children from 93.9% to 95% by the beginning of Spring 2.</b>			<b>End of year target: To have an end of year percentage of attendance at 97% for disadvantaged pupils.</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>
To raise the attendance of disadvantaged pupils across the school.	<p>Increasing the monitoring of lateness in the school.</p> <p>Targeted tracking and support from Deputy Inclusion Leader to reduce persistent absentees.</p> <p>Pupil Premium focus group on attendance.</p> <p>All groups to be tracked.</p>	If the children attend school more, they have the quality provision in place and make accelerated progress.	<p>DHT to monitor disadvantaged pupil's attendance.</p> <p>SLT to evaluate impact based on attendance figures.</p> <p>Ensure that tracking is taking place for all groups and that this tracking is being looked at on a consistent basis. Putting actions in for those groups that are decreasing in percentages.</p>	MJ LR	Review the figures weekly (focus on all disadvantaged children).

To raise the attendance of disadvantaged pupils across the school.	New approach in for behaviour for learning, to motivate children to come to school each day.	If the children attend school more, they have the quality provision in place and make accelerated progress.	Ensure that the rewards are suitable and what the children want – this will motivate them to want to come to school.  Ensure that this new strategy is completed consistently each week.	MJ	Review the figures weekly (focus on all disadvantaged children).
To raise the attendance of disadvantaged pupils across the school.	Walk to school strategy led by teachers taking place every day.	If the children attend school more, they have the quality provision in place and make accelerated progress.	Ensure that the strategy does take place every day and note the number of disadvantaged children who are involved in this each term.	LR MJ	Review the figures weekly (focus on all disadvantaged children).
To raise the attendance of disadvantaged pupils across the school.	End of term prizes for the children who have achieved 100% attendance over the year.	If the children attend school more, they have the quality provision in place and make accelerated progress.	Ensure that the children are aware of the prize which will be awarded to them at the end of each term. Ensure that the prize is something that the children are going to want.	MJ	Review the figures weekly (focus on all disadvantaged children).
Total budgeted cost = £200					

**i. Outcomes for pupils**

<p><b>Mid-year milestone:</b>  <b>Diminish the difference between the disadvantaged pupils and the non-disadvantaged in all subjects.</b>  <b>September:</b>  <b>Reading av = 23% diff</b>  <b>Writing av = 24% diff</b>  <b>Maths av = 35% diff</b></p>		<p><b>Spring 2:</b>  <b>Reading av = 20%</b>  <b>Writing av = 20%</b>  <b>Maths av = 29%</b></p>		<p><b>End of year target:</b>  <b>Diminish the difference between the disadvantaged pupils and the non-disadvantaged in all subjects.</b>  <b>September:</b>  <b>Reading av = 23% diff</b>  <b>Writing av = 24% diff</b>  <b>Maths av = 35% diff</b></p>		<p><b>Summer 2:</b>  <b>Reading av = 17%</b>  <b>Writing av = 17%</b>  <b>Maths av = 25%</b></p>	
<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>To raise the attainment in Reading, Writing and Maths for the end of KS1 and 2.</p>	<p>Quality first teaching is the priority for all teachers as that has the most impact on all groups.</p> <p>Immediate feedback is also something that produces accelerated progress and understanding. This will be a focus for the teachers to introduce into their teaching.</p>	<p>EEF identifies that small group tuition has a +4 months impact on progress.</p>	<p>Learning walks will take place on a regular basis and formal observations will take place three times a year.</p> <p>Pupil progress meetings will also help in notifying which children aren't making expected progress and then this will lead into discussions on what we can do to ensure that these children have actions in place to help to accelerate progress.</p>	<p>MJ LR</p>	<p>Termly reviews</p>		

<p>To raise the progress data score in Maths in KS2.</p>	<p>Tracking the children who have not made expected progress from their previous key stage and ensuring that these children are focus children, ensuring that they made accelerated progress.</p> <p>These children will be brought up in Pupil progress meetings and teachers will be held to account on ensuring that they make accelerated progress.</p> <p>New Maths scheme to be brought in at the start of term 3. More challenge and reasoning.</p>	<p>EEF identifies that immediate feedback has a +8months impact on progress.</p> <p>Quality first teaching as what produces the most progress with children.</p>	<p>Pupil progress meetings to take place once a term and the children tracked will be one of the priorities for that meeting.</p> <p>Monitor the impact of the new maths scheme termly.</p>	<p>MJ JS</p>	<p>Termly monitoring</p>
<p>Total budgeted cost = £2,000</p>					

**i. Effectiveness of Early years and foundation stage**

**End of year target:  
To achieve higher than the National Average for a FSM child achieving expected GLD (55%)**

<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>
To raise the attainment of disadvantaged pupils in the early years of primary school.	<p>Notifying which children are Pupil Premium in the Early Years Stage early to ensure that nothing is missed. Early Intervention key in showing good to outstanding progress.</p> <p>Quality first teaching and feedback from an early age.</p> <p>Ensuring that the curriculum in EYFS is suitable for all.</p>	EEF identifies that Early Years intervention has a + 5 months impact on progress.	<p>Meetings regarding the tracking of data to take place every term with the EYFS team and SLT. Disadvantaged group to be monitored throughout the year and conversations taking place on what is and what can be done for these children to ensure that they make good to outstanding progress.</p> <p>Observations taking place each term throughout the school including EYFS – Pupil Premium children to have a focus in these observations.</p>	LR MJ LW KA	Data tracked termly and the tracking of disadvantaged pupils to be ongoing throughout the year.
To ensure that parents of disadvantaged children engage in school events, especially in Early Years, with the idea to create a legacy.	<p>Ensuring that communication and relationships with parents is positive around the school, including EYFS.</p> <p>Provide plenty of opportunities for parents to be involved with school events.</p>	Building relationships between the school and the families of disadvantaged children can only benefit.	<p>Creating a culture where all families are welcome and ensure that teachers are available to talk with parents at sensible times of the day.</p> <p>Ensure that workshops are planned regarding the teaching and learning taking place in</p>	LR MJ LW KA	Track the number of families that come to workshops (both disadvantaged and non-disadvantaged) and do this across the year.

	Ensure that teachers are available for formal and informal conversations with parents when needed.		EYFS so that it can be translated with the learning that is being completed at home.		
					Total budgeted cost = £1,500

Review of expenditure																																																				
Previous Academic Year		2020/21																																																		
i. Positive engagement with Learning																																																				
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																																															
Accelerate progress of disadvantaged pupils to diminish the difference in R, W and M	<ul style="list-style-type: none"> <li>Ensure that all teachers know the children who are pupil premium in their class and ensure this is discussed with teaching assistants.</li> <li>Quality First Teaching</li> <li>Questioning</li> <li>Immediate feedback</li> <li>Small group tuition through the provision of Teaching Assistants in Year 6 – Pupil Premium booster.</li> <li>Train the whole staff on what Pupil Premium is and who the Pupil Premium children are in each class.</li> <li>Show staff the data pack from last year and highlight the difference between PP and Non PP with regards to data and attendance.</li> </ul>	KS1 <table border="1"> <thead> <tr> <th>EXS</th> <th>PP (8)</th> <th>NON PP</th> <th>Gap July</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>75%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>76%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>13%</td> <td>91%</td> <td>78%</td> </tr> </tbody> </table> Lower KS2 <table border="1"> <thead> <tr> <th>EXS</th> <th>PP (13)</th> <th>NON PP</th> <th>Gap July</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>89%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>87%</td> <td>33%</td> </tr> <tr> <td>Maths</td> <td>46%</td> <td>80%</td> <td>34%</td> </tr> </tbody> </table> Upper KS2 <table border="1"> <thead> <tr> <th>EXS</th> <th>PP (14)</th> <th>NON PP</th> <th>Gap July</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71%</td> <td>79%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>81%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>74%</td> <td>24%</td> </tr> </tbody> </table>	EXS	PP (8)	NON PP	Gap July	Reading	13%	75%	62%	Writing	13%	76%	63%	Maths	13%	91%	78%	EXS	PP (13)	NON PP	Gap July	Reading	62%	89%	27%	Writing	54%	87%	33%	Maths	46%	80%	34%	EXS	PP (14)	NON PP	Gap July	Reading	71%	79%	8%	Writing	57%	81%	24%	Maths	50%	74%	24%	<ul style="list-style-type: none"> <li>Continue with doing a refresher of what PP is at the beginning of the year along with a run-down of the PP children that are in each class. I will give more time for teachers to meet to discuss what works well for these children.</li> <li>Making PP a focus in Pupil Progress meetings will continue as well as it enhances the importance of PP and catering for the disadvantaged children in the school.</li> <li>After the success of the after school booster sessions, ensure that the PP children are targeted</li> </ul>	<b>£47,580</b>
EXS	PP (8)	NON PP	Gap July																																																	
Reading	13%	75%	62%																																																	
Writing	13%	76%	63%																																																	
Maths	13%	91%	78%																																																	
EXS	PP (13)	NON PP	Gap July																																																	
Reading	62%	89%	27%																																																	
Writing	54%	87%	33%																																																	
Maths	46%	80%	34%																																																	
EXS	PP (14)	NON PP	Gap July																																																	
Reading	71%	79%	8%																																																	
Writing	57%	81%	24%																																																	
Maths	50%	74%	24%																																																	



and invited to these sessions.

Pupil Premium (Non SEN)

Year group	% Exp R	% Exp W	% Exp M
Year 1	100%	100%	100%
Year 2	0%	0%	0%
Year 3	100%	66%	66%
Year 4	83%	83%	83%
Year 5	100%	75%	50%
Year 6	100%	83%	83%

Data shows that the children who are classed as Pupil Premium (with no SEN) are achieving to a high standard. Below you can see the comparison between PP and Non PP in the classroom without SEN being a part of the data.

Pupil Premium v Non Pupil Premium (without SEN)

Reading	PP EXP	Non PP EXP	Gap
Year 1	100%	91%	9%
Year 2	0%	77%	77%
Year 3	100%	95%	5%
Year 4	83%	86%	3%
Year 5	100%	87%	13%
Year 6	100%	90%	10%

		<table border="1"> <thead> <tr> <th>Writing</th> <th>PP EXP</th> <th>Non PP EXP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>100%</td> <td>77%</td> <td>23%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>91%</td> <td>91%</td> </tr> <tr> <td>Year 3</td> <td>66%</td> <td>95%</td> <td>29%</td> </tr> <tr> <td>Year 4</td> <td>83%</td> <td>86%</td> <td>3%</td> </tr> <tr> <td>Year 5</td> <td>75%</td> <td>87%</td> <td>12%</td> </tr> <tr> <td>Year 6</td> <td>83%</td> <td>90%</td> <td>7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>PP EXP</th> <th>Non PP EXP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>100%</td> <td>96%</td> <td>4%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>66%</td> <td>86%</td> <td>20%</td> </tr> <tr> <td>Year 4</td> <td>83%</td> <td>86%</td> <td>3%</td> </tr> <tr> <td>Year 5</td> <td>50%</td> <td>87%</td> <td>37%</td> </tr> <tr> <td>Year 6</td> <td>83%</td> <td>80%</td> <td>3%</td> </tr> </tbody> </table>	Writing	PP EXP	Non PP EXP	Gap	Year 1	100%	77%	23%	Year 2	0%	91%	91%	Year 3	66%	95%	29%	Year 4	83%	86%	3%	Year 5	75%	87%	12%	Year 6	83%	90%	7%	Maths	PP EXP	Non PP EXP	Gap	Year 1	100%	96%	4%	Year 2	0%	100%	100%	Year 3	66%	86%	20%	Year 4	83%	86%	3%	Year 5	50%	87%	37%	Year 6	83%	80%	3%		
Writing	PP EXP	Non PP EXP	Gap																																																									
Year 1	100%	77%	23%																																																									
Year 2	0%	91%	91%																																																									
Year 3	66%	95%	29%																																																									
Year 4	83%	86%	3%																																																									
Year 5	75%	87%	12%																																																									
Year 6	83%	90%	7%																																																									
Maths	PP EXP	Non PP EXP	Gap																																																									
Year 1	100%	96%	4%																																																									
Year 2	0%	100%	100%																																																									
Year 3	66%	86%	20%																																																									
Year 4	83%	86%	3%																																																									
Year 5	50%	87%	37%																																																									
Year 6	83%	80%	3%																																																									
<p>To raise self-esteem and aspiration for disadvantaged pupils – ensuring that parents know the importance of education</p>	<ul style="list-style-type: none"> <li>• Provide free clubs and subsidise school trips.</li> <li>• Uniform provided for the disadvantaged families as and when they are in need of it.</li> <li>• Forest school – providing opportunities for children that they wouldn't necessarily get outside of school.</li> <li>• Outside agency support: Educational Psychologist, Behaviour team, ASD and ADHD support, EWO.</li> <li>• Completion of the Well-being Award for schools – thus improving</li> </ul>	<p>Uniform has been provided for some disadvantaged families across the school and forest school is part of the curriculum that has been provided for all.</p> <p>Forest school has still taken place throughout the year. Children have gained a lot from the opportunity – team building skills, communication, development of friendships among other skills.</p> <p>Wellbeing Award has been achieved and the school is continuing to develop their practice.</p>	<ul style="list-style-type: none"> <li>• Due to the fact that many children have missed a great deal of school and action plan needs to be created for the children who are disadvantaged as it is likely they would not have completed a great deal of schooling at home.</li> <li>• Baselines will be taken at the start of the year and that will help us signpost who needs extra lessons to catch up on what has been missed.</li> </ul>	<p><b>£2,500</b></p>																																																								

	Wellbeing for all children in the school.		<ul style="list-style-type: none"> <li>Wellbeing of these children will be a focus and plans will be put in place to ensure they have what they need to succeed next year.</li> <li>Liaise with the SENCO, targeting certain children with pastoral needs</li> </ul>																																	
To improve the attendance of disadvantaged pupils to maximise learning opportunities and progress.	<ul style="list-style-type: none"> <li>Increasing the monitoring of lateness in the school.</li> <li>Targeted tracking and support from Deputy Inclusion Leader to reduce persistent absentees.</li> <li>Pupil Premium focus group on attendance.</li> <li>All groups to be tracked.</li> <li>New approach in for behaviour for learning to motivate children to come to school each day.</li> <li>Walk to school strategy led by teachers taking place every day.</li> <li>End of term prizes for the children who have achieved 100% attendance over the year.</li> </ul>	<p>Attendance</p> <table border="1" data-bbox="1014 555 1554 842"> <thead> <tr> <th>Y1</th> <th>2019/20</th> <th>2020/21</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>PP (3)</td> <td>79.60%</td> <td>90.11%</td> <td>10.51%</td> </tr> <tr> <td>Non PP</td> <td>95.94%</td> <td>96.91%</td> <td>0.97%</td> </tr> </tbody> </table> <table border="1" data-bbox="1014 911 1554 1198"> <thead> <tr> <th>Y2</th> <th>2019/20</th> <th>2020/21</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>PP (6)</td> <td>94.74%</td> <td>94.37%</td> <td>0.37%</td> </tr> <tr> <td>Non PP</td> <td>97.13%</td> <td>97.58%</td> <td>0.45%</td> </tr> </tbody> </table> <table border="1" data-bbox="1014 1267 1554 1337"> <thead> <tr> <th>Y3</th> <th>2019/20</th> <th>2020/21</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Y1	2019/20	2020/21	Difference	PP (3)	79.60%	90.11%	10.51%	Non PP	95.94%	96.91%	0.97%	Y2	2019/20	2020/21	Difference	PP (6)	94.74%	94.37%	0.37%	Non PP	97.13%	97.58%	0.45%	Y3	2019/20	2020/21	Difference					<ul style="list-style-type: none"> <li>Continue to monitor the attendance of both the PP and the Non PP and have constant conversations with parents to ensure that attendance improves.</li> <li>Fining has been introduced with the aim of decreasing the amount of children off school as well.</li> </ul>	<b>£200</b>
Y1	2019/20	2020/21	Difference																																	
PP (3)	79.60%	90.11%	10.51%																																	
Non PP	95.94%	96.91%	0.97%																																	
Y2	2019/20	2020/21	Difference																																	
PP (6)	94.74%	94.37%	0.37%																																	
Non PP	97.13%	97.58%	0.45%																																	
Y3	2019/20	2020/21	Difference																																	

PP (7)	91.10%	94.28%	3.18%
Non PP	96.48%	97.56%	1.08%

Y4	2019/20	2020/21	Difference
PP	91.92%	93.03%	1.11%
Non PP	96.82%	98.16%	1.34%

Y5	2019/20	2020/21	Difference
PP	94.73%	91.21%	3.52%
Non PP	96.92%	96.75%	0.17%

Y6	2019/20	2020/21	Difference
PP	92.51%	89.29%	3.22%
Non PP	96.63%	95.86%	0.77%

**Grand total spent = £50,280**