

Pupil premium strategy statement (primary)

1. Summary information					
School	Theddlethorpe Academy				
Academic Year	2020-21	Total PP budget	£33,625.00	Date of most recent PP Review	July 2020
Total number of pupils	89	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	
% making progress in reading	Due to COVID 19 no national external assessments took place, therefore, the % of pupils achieving in reading, writing, maths is an internal teacher assessment.	
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in learning has likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure
B.	Social, emotional - Pupil's self-esteem and perceptions of themselves as learners
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance is a concern and Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised
D.	Support for disadvantaged families as home learning environments, support and involvement during school and closure may have varied

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	<ul style="list-style-type: none"> Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children. Staff are using Provision Maps as an effective way to identify potential barriers to learning so that strategies can be put in place to overcome these barriers. Progress of disadvantaged pupils has been tracked and analysed on a half-termly basis, and support will be put in place where necessary. Provision for disadvantaged pupils will be regularly monitored through lesson observations, planning and book scrutinies, and any areas for development will be addressed. The impact of interventions will be regularly assessed, followed by any changes or amendments needed.

B.	Increased levels of self-regulation identified amongst children with SEMH vulnerabilities.	<ul style="list-style-type: none"> Improvements in SEMH demonstrate the impact of the school's work. Children identified with SEMH to make accelerated progress as they will be fully engaged in all parts of their lessons using their personalised strategies Offer nurture support to raise their self-esteem before they can begin to see themselves as being successful learners. The desired outcome is that pupil perceptions of themselves improve as learners. As a result, they are more engaged in the learning process, can identify in an age-appropriate way their strengths and what they need to improve. As a result, higher proportions make expected or better than expected progress.
C.	Poor attendance is quickly identified. Reasons for poor attendance are established and a range of strategies implemented to overcome this rapidly.	<ul style="list-style-type: none"> Pupil premium attendance to be at least national expectations. Attendance tracked and monitored and data provided each week to the Principal to help quickly identify those at risk of struggling to return to school after school closures. Attendance of disadvantaged pupils will be tracked, and appropriate support put in place to improve their participation. Children with attendance 90-95% targeted through rewards and attendance increases; therefore, achievements increase as less education missed. Through performance management targets, teaching assistants will identify reasons for poor attendance. All staff to be fully aware of any potential barriers, leading to poor attendance to support the child and the wider family.
D.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves	<ul style="list-style-type: none"> Pupil Premium families contacted in first three weeks to discuss the experience of home learning and school closure to help identify possible gaps. Wider support for vulnerable families is identified Families are supported to engage with external support, if necessary, in order to have an impact on progress and attainment. Harder to reach families engage with external support and agencies therefore having a positive impact on learning within school. Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered

5. Planned expenditure					
Academic year		2020-2021			
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					
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?
The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	<p>All staff will be fully aware of who their Pupil Premium children are and their prior attainment.</p> <p>FFT data reviewed in PP meetings and aspirational targets set.</p> <p>Further development of the tracking system to identify,</p>	PP meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PP meetings	<p>Impact will be reviewed through monitoring (progress in books), data (termly) and quality of teaching (regular monitoring). The Senior Leadership Team will review impact regularly.</p> <p>Termly PP meetings will be held with teachers to analyse and</p>	Senior Leadership Team	Termly, through analysis of data and through Pupil Progress meetings with final review July 2021.

<p>Pupil premium pupils are enthusiastic about their learning. They talk confidently about their strengths and have realistic and accurate views on the areas they need to work on.</p> <p>Good to outstanding teaching in all year groups</p> <p><i>Specific Links to Barriers A and B</i></p>	<p>monitor and address barriers to learning, through focused intervention activities.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Continue enhancing KS1 & 2 performance and also improve the proportion of the KS2 students achieving greater depth, to ensure that they are ready for the next stage of education, whilst considering and addressing the impact of Covid-19. (A1)</i></p> <p><i>Evaluate teaching methods and develop work that is well-aligned with the needs of the pupils to help address learning challenges and enhance their attitude to learning, particularly in relation to the challenges of life during the Covid-19 pandemic. (B2)</i></p> <p>TA's (class based in the morning) and deliver intervention in groups based on need in the afternoons.</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children</p> <p>Regular training and support in place to ensure teachers are</p>	<p>Each class has at least one Teaching Assistant. TAs have increasing skills in instant feedback and guidance. Additionally, they will address gaps and difficulties through the use of 'spot' interventions on the same day. The impact of this will be on increasing progress for all levels of attainment.</p> <p>At the end of KS2 the proportion of disadvantaged pupils reaching the expected standard for reading, writing and Mathematics was significantly below that of others.</p> <p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA's to use strategies to ensure this is available for the children to access during lessons to prevent any gaps getting wider.</p> <p>In Reading and Mathematics, disadvantaged pupils made slightly slower progress than others, although there has been an improvement on last years' figures. In Writing, disadvantaged pupils made slightly slower progress than others,</p> <p>Monitoring evidence and progress of some PP pupils identified the need to focus with teachers on specific learning strategies for individuals.</p>	<p>discuss the progress of pupil premium children and to provide suitable intervention where required.</p> <p>Where needed, a mentor will be made available for pupil premium children to support them; liaise with parents and monitor their general progress and well-being.</p> <p>The attainment and progress of pupil premium children will be reported to governors on a termly basis.</p> <p>Whole school training will be provided for staff to support the progress of the children.</p> <p>Barriers to learning will be identified with all staff and strategies to overcome these barriers will be discussed and shared with staff.</p>		
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	able to teach to the best of their abilities and are providing Quality First Teaching (QFT) which engages and motivates all pupils, but particularly PP pupils.				
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Total budgeted cost £17,651.34

ii. Targeted support

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?
<p>Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress</p> <p>Diminishing the difference between Disadvantaged and non-Disadvantaged pupils in Year 6 as 27% of the cohort are PP.</p> <p>Raise attainment of disadvantaged pupils at the end of KS1 and KS2.</p> <p>Pupils who are both SEN and PP make at least expected progress from entry.</p> <p>To ensure we maintain the attainment of Disadvantaged pupils in Year 1</p> <p>To ensure we maintain the attainment of disadvantaged in EYFS</p>	<p>To continue to support Disadvantaged Year 6 pupils through their SATs year. To support this with QFT and through experienced teaching assistants in Year 6.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of their abilities and are providing QFT which engages and motivates all pupils, but particularly PP pupils</p> <p>To support Disadvantaged pupils (at risk of underachievement) through the transition between EYFS and Year 1 by ensuring the pupils settle into the structured classroom environment early in the school year to allow them to make at more than expected progress across the curriculum throughout the year.</p> <p>To support PP Year 6 pupils in making good and better progress throughout the year to allow them to be secondary ready through targeted study books in reading, writing and maths.</p>	<p>To improve the skills, knowledge and understanding as well as confidence with the aim of raising standards and diminishing the difference.</p> <p>At the end of KS2 the proportion of disadvantaged pupils reaching the expected standard for Reading, Writing and Mathematics was below that of others.</p> <p>To improve the skills, knowledge and understanding as well as confidence with the aim of maintaining standards.</p> <p>QFT and an inclusive approach will help reduce barriers to learning.</p> <p>To work closely with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents.</p> <p>Parents who are engaged effectively in their child's education are known to be more effective at raising aspiration and expectations with their children, in turn enhancing progress and attainment.</p>	<p>Regularly monitoring progress and discussions with class teachers.</p> <p>All staff will be fully aware of who their Pupil Premium children are and their prior attainment.</p> <p>The attainment and progress of Pupil Premium children will be tracked on a half termly basis and analysed against the progress of other groups by every teacher and the Principal.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents.</p> <p>The progress of pupil premium children will be built into performance management targets and teachers will be required to provide evidence of provision made for pupil premium pupils on a termly basis.</p> <p>Whole school training will be provided for staff to support the progress of the children.</p>	SLT	Termly, through analysis of data and through Pupil Progress meetings with final review July 2021.

<p>An increased number of Disadvantaged pupils are 'secondary ready' through an increased level of responsibility in relation to their learning.</p> <p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p> <p><i>Specific Links to Barriers A, B, C and D</i></p>	<p>As stated above, key priorities in the Business Plan are dedicated to these areas.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Provide catch up support for those children falling behind and provide a wide range of intervention programmes to support pupils with their learning. Increased parental engagement by supporting them in understanding of how children learn in school, so they are able to support the children at home.</p> <p>Continue to provide opportunities for pupils to have a say in what they want to learn.</p>	<p>Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated.</p> <p>Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school.</p> <p>High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive.</p>	<p>Parental engagement/attendance at meetings. Parental feedback via surveys.</p> <p>Barriers to learning will be identified with all staff and strategies to overcome these barriers will be discussed and shared with staff.</p> <p>Regular meetings will take place throughout the year to monitor and address potential issues and share good practise.</p>		
Total budgeted cost					£11,425
iii. Other approaches					
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?
<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> <p>The self-awareness and confidence of disadvantaged pupils has improved.</p>	<p>Subsidise all educational visits to ensure disadvantaged pupils have access to the same opportunities as other children.</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, to motivate children to learn.</p> <p>Provide enrichment opportunities to ensure disadvantaged children have high aspirations</p>	<p>Exposure to as many experiences as they can possibly have, provides children with a context in which they can learn and transfer knowledge to other areas, as well as providing that initial spark which will make them want to learn more.</p> <p>Some of the Academy's pupil premium children have emotional needs and require additional support to enable them to access their learning.</p>	<p>Termly meetings with all staff will assess the impact of any extra enrichment provision and identify further needs to implement.</p>	<p>SLT</p>	<p>Termly, through analysis of data and through Pupil Progress meetings with final review July 2019.</p>

<p>There is an improvement in the self-esteem of disadvantaged pupils.</p> <p>Additional support in place for those pupils with social, emotional or behavioural needs.</p> <p><i>Specific Links to Barrier A</i></p>	<p>and can achieve in non-academic areas as well.</p> <p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Continue enhancing KS1 & 2 performance and also improve the proportion of the KS2 students achieving greater depth, to ensure that they are ready for the next stage of education, whilst considering and addressing the impact of Covid-19. (A1)</i></p> <p><i>Evaluate teaching methods and develop work that is well-aligned with the needs of the pupils to help address learning challenges and enhance their attitude to learning, particularly in relation to the challenges of life during the Covid-19 pandemic. (B2)</i></p> <p>Specialist teachers e.g. music to promote positive involvement and aspiration in these areas.</p> <p>Access the academy counsellor to support emotional and educational needs as required.</p>				
<p>Attendance of disadvantaged pupils to remain close to non-disadvantaged pupils and closer to national.</p> <p><i>Specific Links to Barrier C</i></p>	<p>Through discussion with TA's on the child's return to school, reasons for absence can be identified along with any patterns.</p> <p>Track the attendance of disadvantaged pupils and address any areas of concern.</p> <p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set</p>	<p>Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed.</p> <p>Staff will be delivering a 'well-being' curriculum during the first two-week school to help with this and identify</p>	<p>Principal to liaise regularly with EWO to ensure provision is in place for targeted pupils.</p> <p>EWO to provide termly reports showing the attendance of targeted groups.</p>	<p>Principal</p>	<p>Termly, through analysis of data and through Pupil Progress meetings with final review July 2019.</p>

	<p>and will be reviewed on a termly basis. The priorities include:</p> <p><i>Continue to improve the curriculum to encourage broader development, including mental health and well-being, while continuing to support equal opportunities and diversity, particularly in relation to the on-going challenges of the Covid-19 pandemic.</i></p> <p>Through provision mapping, where attendance has been identified as a barrier to learning, suitable interventions are put in place and the issues are addressed.</p> <p>Ensure teachers and TAs are fully aware of emerging problems to address with parents on an informal basis.</p> <p>Absences of disadvantaged pupils are challenged and where appropriate using the EWO.</p> <p>Identify disadvantaged pupils who have poor punctuality and ensure procedures are followed to improve punctuality rates.</p> <p>Termly rewards and incentives for good and improved attendance.</p>	<p>where support may need to be introduced</p> <p>Attendance rate for disadvantaged pupils over the year 2018 – 2019 was 95.8% Authorised absence was 3.24% Unauthorised absence was 0.74% Late before register closes was 0.18%</p> <p>Attendance rate for disadvantaged pupils over the year 2019 – 2020 was 93.3%, compared with the non-disadvantaged at 92.9%.</p> <p>Unauthorised absence was 0.00% Late before register closes was 5.8%</p> <p>The Academy would like to see them above the national figure of 96%.</p> <p>A pupil's academic attainment may be compromised if they are not attending.</p> <p>Improved attendance ensures progress, builds confidence and allows pupils to fully engage in school life.</p> <p>Parents are aware of the importance of pupils attending school regularly and are aware of the consequences.</p>			
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<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.</p> <p><i>Specific Links to Barrier D</i></p>	<p>Pupil Premium families contacted in first three weeks to discuss the experience of home learning and school closure to help identify possible gaps.</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it.</p> <p>Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children.</p> <p>A huge amount of 'social' time is at lunch during school This will be especially important during the next few months whilst in bubbles and limited interact Lunchtime supervisors need to ensure a positive relationship is developed and maintain with their bubble and interaction between the children is inclusive and positive</p>			
Total budgeted cost					£4548.66

6. Review of expenditure				
Previous Academic Year		2019-2020		
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
<p>At the end of KS1, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> <p>At the end of KS2, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> <p>Pupil premium pupils are enthusiastic about their learning. They talk confidently about their strengths and have realistic and accurate views on the areas they need to work on.</p> <p>Teachers are planning for the needs and learning styles of individual pupils.</p>	<p>The focus on improving outcomes for disadvantaged pupils continues to be a key priority on the academy business plan.</p> <p>Further development of the tracking system to identify, monitor and address barriers to learning, through focused intervention activities.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Greater priority given to the wider curriculum, through Theme lessons, to encourage and engage pupils in all aspects of the curriculum.</p> <p>Ensure curriculum leaders all strive to improve progress and outcomes for all pupils.</p> <p>Ensure Performance Management targets are purposeful and rigorous in continuing to improve progress and outcomes for disadvantaged pupils.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of their abilities and are providing</p>	<p>Pupil Premium children identified and targeted in lessons with teachers having a secure understanding of the needs of their pupils.</p> <p>80% of pupils in Year 1 achieved the expected standard in Phonics.</p> <p>Further staff were deployed during literacy and mathematics to meet the needs of pupils in specific year groups in order to offer interventions.</p> <p>Year 6 pupils did not sit the SATs papers in May 2020 due to Covid-19. Teachers made these judgements based on a series of actual SATs papers taken in test conditions, alongside their general work and assessment throughout the year. Estimated scores were in-line with information shared with governors and directors before the decision was taken by the government to abandon national tests.</p> <p>In line with teacher assessment the KS2 the proportion of pupils reaching the expected standard in reading, writing and mathematics had increased from previous year. The proportion of disadvantaged reaching this standard is still below national at 44%. However, KS2 disadvantaged pupils were still making slower progress than others in reading, writing and mathematics, but the gap is declining and improvements are being made.</p>	<p>Teachers know who their disadvantaged students are in their classes. Continue with this intervention, but develop it by encouraging teachers to adopt approaches that help the students advance more rapidly.</p> <p>Continue with focused initiatives as part of quality education, build on momentum by ensuring the anticipated progress achieved by all students.</p> <p>The provision for PP students remains a significant primary consideration throughout the Academy. It is included Academy business plan and priorities.</p> <p>Monitoring of PP pupils constitutes an important aspect of the academy's performance analysis; review meetings and professional development of all employees.</p> <p>Learning outcomes will continue to be a priority for achieving a high percentage of QFT, and this strategy will be part of the 'non-negotiable' teacher checklist.</p> <p>Some PP pupils at the Academy have obstacles that have impaired their academic achievement, especially as they have not attended since March 2020 due to COVID 19.</p>	£8597.27

<p><i>Specific Links to Barriers A and B</i></p>	<p>Quality First Teaching (QFT) which engages and motivates all pupils, but particularly PP pupils.</p> <p>Continue to provide opportunities for pupils to have a say in what they want to learn.</p>			
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Proportions of disadvantaged pupils making expected and better than expected progress are in-line with or above others.</p> <p>Progress of disadvantaged pupils in Maths matches that of progress in other subjects.</p> <p>Greater proportions of disadvantaged pupils achieve greater depth.</p> <p>Raise attainment of disadvantaged pupils at the end of KS2.</p> <p>Pupils who are both SEN and PP make at least expected progress from entry.</p> <p>To develop attitudes to reading for PP pupils across the school so that more</p>	<p>Further development of the tracking system to identify, monitor and address barriers to learning, through focused intervention activities.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Greater priority given to the wider curriculum, through Theme lessons, to encourage and engage pupils in all aspects of the curriculum.</p> <p>Provide catch up support for those children falling behind and provide a wide range of intervention programmes to support pupils with their learning.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of their abilities and are providing QFT which engages and motivates all pupils, but particularly PP pupils.</p>	<p>Year 6 pupils did not sit the SATs papers in May 2020 due to Covid-19. Teachers made these judgements based on a series of actual SATs papers taken in test conditions, alongside their general work and assessment throughout the year. Estimated scores were in-line with information shared with governors and directors before the decision was taken by the government to abandon national tests.</p> <p>In line with teacher assessment the KS2 the proportion of pupils reaching the expected standard in reading, writing and mathematics had increased from previous year. The proportion of disadvantaged reaching this standard is still below national at 44%. However, KS2 disadvantaged pupils were still making slower progress than others in reading, writing and mathematics, but the gap is declining and improvements are being made.</p> <p>Further staff were deployed during literacy and mathematics to meet the needs of pupils in specific year groups in order to offer interventions.</p>	<p>The provision for PP students remains a significant primary consideration throughout the Academy. It is included Academy business plan and priorities.</p> <p>Monitoring of PP pupils constitutes an important aspect of the academy's performance analysis; review meetings and professional development of all employees.</p> <p>Learning outcomes will continue to be a priority for achieving a high percentage of QFT, and this strategy will be part of the 'non-negotiable' teacher checklist.</p> <p>The Academy will proceed with tailored initiatives as part of QFT engagement, building on progress and ensuring all students have a positive learning experience.</p> <p>Teachers' preparation for disadvantaged students should be thorough, efficient and take individual needs into account some as classes have a high % PP student.</p> <p>Link with other primary schools to ensure accurate evaluation of intervention approaches and services to support vulnerable pupils.</p>	<p>£7456.09</p>

<p>read regularly at home.</p> <p><i>Specific Links to Barriers A, B and C</i></p>	<p>Increased parental engagement by supporting them in understanding of how children learn in school, so they are able to support the children at home.</p> <p>Continue to provide opportunities for pupils to have a say in what they want to learn.</p>			
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iii. Other approaches

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
<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> <p>The self-awareness and confidence of disadvantaged pupils has improved.</p> <p>There is an improvement in the self-esteem of disadvantaged pupils.</p> <p>Additional support in place for those pupils with social,</p>	<p>Subsidise all educational visits to ensure disadvantaged pupils have access to the same opportunities as other children.</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, to motivate children to learn.</p> <p>Provide enrichment opportunities to ensure disadvantaged children have high aspirations and can achieve in non-academic areas as well.</p> <p>Specialist teachers e.g. music to promote positive involvement and aspiration in these areas.</p> <p>Access the academy counsellor to support emotional and educational needs as required.</p>	<p>External partners, guests and trips offered a range of opportunities for enrichment; however, these were not complete due to COVID -19. The Academy will seek to develop its internal resources and investigate the value of 'after' school clubs.</p> <p>The Academy provided free Music classes in addition to the Music Club after school. Other clubs offered after school and at lunchtime were craft, drawing, reading and mindfulness. On average 31% of pupils who attended were PP. again the clubs were cut short due to COVID -19.</p> <p>Behaviour throughout the academy continues to be good.</p> <p>The Academy provides support to families to ensure that PP pupils are inspired by the community, their learning experiences and presents challenges and incentives (speakers, activities and events).</p>	<p>The Academy will continue to have weekly music lessons for pupils who cannot otherwise access them.</p> <p>The Academy is also working to improve this year's programme for school guests and to facilitate community visits, where possible due to COVID restrictions.</p> <p>To develop more internal enrichment opportunities including 'after' school clubs</p> <p>To gain the voice of the pupils through the school council / pupil voice.</p>	<p>£3264.55</p>

<p>emotional or behavioural needs.</p> <p>Attendance of disadvantaged pupils to remain close to non-disadvantaged pupils and closer to national.</p> <p><i>Specific Links to Barrier A & D</i></p>	<p>Through discussion with TA's on the child's return to school, reasons for absence can be identified along with any patterns.</p> <p>Track the attendance of disadvantaged pupils and address any areas of concern.</p> <p>Through provision mapping, where attendance has been identified as a barrier to learning, suitable interventions are put in place and the issues are addressed.</p> <p>Ensure teachers and TAs are fully aware of emerging problems to address with parents on an informal basis.</p> <p>Absences of disadvantaged pupils are challenged and where appropriate using the EWO.</p> <p>Identify disadvantaged pupils who have poor punctuality and ensure procedures are followed to improve punctuality rates.</p> <p>Termly rewards and incentives for good and improved attendance.</p>	<p>Attendance rate for disadvantaged pupils over the year 2019 – 2020 was 93.3%, compared with the non-disadvantaged at 92.7%. There were no unauthorised absences.</p> <p>The Academy provides support to families to ensure that PP pupils are inspired by the community, their learning experiences and presents challenges and incentives (speakers, activities and events).</p>	<p>Continue to make use of the services provided by the EWO.</p> <p>Good attendance would be promoted, recognising those who have increased their attendance and those exceeding 96%.</p>	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.