



Barby C of E Primary School Pupil Premium Strategy Statement 2020-21

Pupil Premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation - The EEF Guide to Pupil Premium funding

A 3-Tiered approach

At Barby C of E School we have adopted a 3-tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

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Pupil Premium Strategy Statement 2020-21					
1. Summary information					
School	Barby C of E Primary School				
Academic Year	2020-21	Total PP budget	18640	Date of most recent PP Review	
Total number of pupils on roll	118	Number of pupils eligible for PP	13 (6 PLAC)	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP)	
A.	Tier 1: Inconsistent QFT in the teaching of Phonics, Reading, Writing and Mathematics particularly use of AfL to identify, support and challenge needs
B.	Tier 2: Ensure that rapid progress is made and sustained for targeted individuals in Reading enabling their progress and attainment rates to align with their peers
C.	Tier 2: Ensure that rapid progress is made and sustained for targeted individuals in Writing enabling their progress and attainment rates to align with their peers
D.	Tier 3: To increase pupil's emotional health and wellbeing, leading to greater confidence and resilience as learners
E.	Tier 3: To ensure that access to technology to support learning is not a barrier to any child

Planned Actions and Expenditure

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.

Tier 1: Teaching: To increase the effectiveness of teaching through the provision of quality CPD. *(Addressing barrier A)*

Inconsistent QFT in the teaching of Phonics, Reading, Writing and Mathematics particularly use of AfL to identify, support and challenge needs

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p>Commissioning of a Teaching and Learning Consultant to focus on developing Quality First Teach in all year groups to ensure that pupils receive high-quality and impactful lesson with improved class pedagogy.</p> <p>QFT focus will target developing lesson structures to ensure pupils' active learning through:</p> <ul style="list-style-type: none"> - Explicit Success Steps linked to chunking (presenting material in small steps) - Explicit modelling of success steps (conceptual and / or procedural) - Providing appropriate scaffolding so children can apply the model taught. <p>Teaching and Learning Consultant</p> <p>Staff Meetings: 3/9/20 (QFT) 4/11/20 (AfL Questioning) 27/1/21 (Classroom Basics)</p> <p>Coaching Days: 10/9/20 (QFT follow up) 25/9/20 (Modelling) 17/3/21 QFT focus (AfL & Questioning) 5/5/21 Modelling & Scaffolding</p>	<p>Baseline assessment indicates the need for raising standards in progress and attainment for all pupils. Improving classroom pedagogy across the school will raise standards in teaching and learning for all pupils.</p> <p><i>'Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.'</i></p>	<p>Learning walks – QFT development areas (Termly HT) Headteacher 13/10/20 Live Lesson Drop ins w/c 08/02/21</p> <p>AIO Monitoring Visit: 15/10/20, 22/03/21, 06/05/21</p> <p>Termly Reviews and monitoring with Headteacher</p> <p>Feedback from T&L consultant following coaching sessions (x 4 see dates in Actions)</p> <p>Discussions at Pupil Progress meetings (Term 1, Term 3, Term 5)</p> <p>Book Scrutiny (SLT T2, T4, T6)</p> <p>Data outcomes show increased rates of attainment and progress (T2, T4, T6)</p>	<p>QFT in all classes is consistently Good or better</p> <p>Children receive a consistently good standard of teaching and learning.</p> <p>Attainment (Pira/Puma/GAPS Standardised Scores) and progress rates (Pira/Puma/GAPS Hodder Scores) increase for PP children and their peers as a result</p>	<p>£1300</p> <p>Total: £1300</p>

<p>Improve the quality of teaching and learning in Reading across the school, ensuring that Phonics, decoding, reading fluency and reading comprehension are consistently well taught for all pupils by:</p> <p>Phonics training sessions for all teachers and TAs with Phonics Consultant</p> <ul style="list-style-type: none"> • Staff Meetings 1/10/20 and 8/10/20 • Training for new staff 19/01/21 • Daily Phonics session for all pupils (targeted catch ups in KS2) Commencing following training w/c 12 10 20 • Timetabled weekly reading focused lesson outside of the English Teaching sequence following staff meeting 23/9/20 • Daily shared reading sessions implemented (KS2) Introduce at staff meeting 23/9/20 • Daily guided reading sessions (KS1 and KS2 bottom 20%) • Parents are supported in understanding how children learn Phonics, learn to read and can be supported at home. Video parent meeting Term 4 • Reading books are sourced and organised to ensure phonetic correspondence (KS1 and KS2 guided reads) Additional texts purchased to ensure gaps within resources are filled. (see Accelerated Reader costings) • Shared reading is taught effectively with ambitious, high quality texts 	<p>Analysis of children’s reading baseline assessments show that only 55% of pupils were on track at their end of year 2020 stage.</p> <p>Phonics screening has illustrated considerable gaps in all children’s phonetic knowledge for both reading and spelling.</p> <p><i>The EEF Reports ‘Improving Literacy at KS1/ KS2’ recommend:</i></p> <ul style="list-style-type: none"> • <i>Use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skill</i> • <i>Effectively implement a systematic phonics programme</i> • <i>Teach pupils to use strategies for developing and monitoring their reading comprehension</i> • At KS2: • <i>Support pupils to develop fluent reading capabilities</i> • <i>Develop pupils’ language capability to support their reading and writing</i> • <i>Teach reading comprehension strategies through modelling and supported practice</i> <p>Support pupils to develop fluent reading capabilities</p>	<p>Reading timetables are established balancing the types of reading lesson to suit children’s age/needs</p> <p>Learning walks and drop ins Phonics Lead: T2/T4/T6 Reading Lead T2/T4/T6</p> <p>Hearing children read (English Lead – monitor reading records each class T1/T3/T5)</p> <p>Reading Book scrutiny (SLT T2/T4/T6)</p> <p>Data outcomes show increased rates of attainment and progress;</p> <ul style="list-style-type: none"> • PIRA test outcomes T2/T4/T6 • Phonics Checks T1/T3/T4/T5 	<p>% of pupils on track for their expected milestones increases to:</p> <ul style="list-style-type: none"> • 60%+ December 2020 • 70% + March 2021 • Minimum of reaching % in line with National KS1/KS2 (2019) June 2021 <p>QFT in Reading in all classes is consistently Good or better</p> <p>Phonics Year 2 Target: Y2 Screening Test: 88% Y1 Screening Test (June 21) 84% (+9% from Sept 20 Baseline)</p>	<p>External Phonics Consultant Training@ 2x staff meetings@ £225/session £450</p> <p>Guided Reading materials Oxford university Press £369</p> <p>Additional reading books to support gaps in reading scheme:</p> <p>Accelerated Reader Y 3 & 4 packs £500,</p> <p>Collins E-books £1000 whole school)</p> <p>Total: £2,319</p>
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<p>To improve calculation skills in mathematics for PP pupils by ensuring the quality of teaching and learning in mathematics is at least good or better for all children by:</p> <ul style="list-style-type: none"> Continued CPD for all teachers (access to PDET training and pre-planning sessions) Use of small steps pre=assessment to provide targeted teaching (staff meeting 10/2/21) Develop use of manipulatives for all pupils, embedding the CPA approach at all stages. Ensure that all classes have appropriate manipulatives to support learning. Introduce and embed daily 'maths meetings' to ensure that pupil have a secure knowledge of key facts (staff meeting 24/2/21) 	<p>September Baseline Data in maths indicates that 60% of pupils were on track for their end of Year expectations, the progress gap between PP pupils and the whole cohort was -7.28 (based on 2018/19 progress measures.</p> <p><i>EEF Guidance 'Improving KS1/ KS2 in Maths – Recommendations Summary':</i></p> <ul style="list-style-type: none"> <i>Develop practitioners 'understanding of how children learn mathematics</i> <i>Use manipulatives and representations</i> <i>Enable pupils to develop a rich network of mathematical knowledge</i> 	<p>Maths Learning Walk:</p> <ul style="list-style-type: none"> Maths Leader T3/T5 <p>Book Scrutiny:</p> <ul style="list-style-type: none"> SLT T4/T5/T6 <p>Data shows increased progress and attainment rates</p> <ul style="list-style-type: none"> PUMA outcomes: T2/T4/T6 <p>Small steps assessments show progress:</p> <p>Maths Leader Scrutiny T4/T5/T6</p> <p>AIO Monitoring Visit: 15/10/20, 22/03/21, 06/05/21</p> <p>Termly Reviews and monitoring with Headteacher</p>	<p>% of pupils on track for their expected milestones increases to:</p> <ul style="list-style-type: none"> 60%+ December 2020 70% + March 2021 In line with National KS1/KS2 (2019) June 2021 <p>QFT in Maths in all classes is consistently Good or better</p>	<p>Manipualtives to use in Maths sessions</p> <p>£500</p> <p>Total: £500</p>
<p>To improve attainment in GAPS for PP Pupils (including Phonics) by ensuring that all pupils access GAPS teaching that is consistently Good or better by:</p> <ul style="list-style-type: none"> 2x sessions Training in Phonics with Phonics Consultant to ensure all teachers have appropriate subject knowledge and skill Introducing a daily Phonics session in all classes Training Day session focusing on Teaching sentence construction and Grammar (4/1/21 training day) To ensure that Grammar and sentence structure lessons are effectively taught across the school (impact to Writing outcomes) and opportunities to revisit these in Writing across the curriculum are exploited.(Teaching and Learning Consultant 2x coaching days focus planning English Literacy sequence: Reverse Planning)2/2/21 and 3/3/21) Vocabulary development work to include: Direct teaching of Tier 3 words, Vocabulary banks available for each child (Y2 up) Knowledge organisers provided for all children. VIPERS vocabulary lessons are taught each week as part of Reading provision 	<p>GAPS Scores showed significant areas of weakness for all pupils, both in Spelling and Grammar</p> <p>This is impacting on outcomes in Writing across the school.</p> <p>GAPS assessments indicate that in all classes pupils are below EXS in Grammar, Spelling and Vocabulary</p> <p><i>EEF Guidance 'Improving Literacy'</i></p> <p><i>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</i></p> <p><i>Pupils should practise sentence-combining and other sentence construction techniques.</i></p>	<p>Phonics, Grammar Learning Walk English Lead T4/T6</p> <p>Book Scrutiny and test outcomes GAPS tests T2/T4/T6</p> <p>Data shows increased progress and attainment rates (analysis of GAPS outcomes)</p> <p>AIO Monitoring Visit: 15/10/20, 22/03/21, 06/05/21</p> <p>Termly Reviews and monitoring with Headteacher</p>	<p>% of pupils on track for their expected milestones increases to:</p> <ul style="list-style-type: none"> 50%+ December 2020 65% + March 2021 Minimum of reaching % in line with National KS1/KS2 (2019) June 2021 <p>QFT in Phonics and Spelling in all classes is consistently Good or better</p> <p>Phonics Year 2 Target:</p> <p>Y2 Screening Test: 88%</p> <p>Y1 Screening Test (June 21) 84% (+9% from Sept 20 Baseline)</p> <p>Y3 – 6 All children secure with Phonics to Phase 6 by June 2021</p> <p>QFT in Grammar in all classes is consistently Good or better</p>	
<p>Total budgeted cost</p>				<p>£4119</p>

Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (*Addressing Barriers B and C*)

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p>Tier 2: Ensure that rapid progress is made and sustained for targeted individuals in Reading enabling their progress and attainment rates to align with their peers</p> <p>Introduction of Accelerated Reader programme to encourage regular and broad reading at home and school, applying and developing comprehension strategies.</p> <ul style="list-style-type: none"> • Introduction of system at training day 4 22/2/21 • Books catalogued during Term 3 • Target: all classes set up and operating Term 4) <p>Teaching assistants to support targeted PP pupils for daily reading interventions matching their identified need resulting from diagnostic assessments:</p> <ul style="list-style-type: none"> • PM+ (fluency/comprehension) Y2+ • Leicestershire Inference project – inference (Y5/6) • Phonics Catch Up and Keep up groups for decoding (all year groups as identified through gap analysis) • Switch On Reading (TA training 9/2/21)Y2+ targeted children • <p>PP Reading mentor to read 1:1 with PP children each week, ensuring that a range of books that they enjoy are available and engaging them in discussion about books and reading,</p>	<p>1/11 PP pupils (9%) achieved expected end of year expectations in Sept 20 baseline.</p> <p><i>EEF Research Review Accelerated Reader as a 'promising project' showing +3 months increase in progress.</i></p> <p><i>EEF Literacy at KS2</i> There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>	<p>Data comparison PP/non-PP pupils</p> <ul style="list-style-type: none"> • Pira data Term 2/T4/T6 <p>Monitoring of working records from interventions</p> <ul style="list-style-type: none"> • Reading Lead and Senco T2/T4/T6 • Observations of interventions T1/T3/T5 <p>Tracking PP pupils progress through reading scheme/intervention</p> <ul style="list-style-type: none"> • Reading Lead and Senco T1/T3/T5 • AIO Monitoring Visit: 15/10/20, 22/03/21, 06/05/21 <p>Termly Reviews and updates</p>	<p>Comparison of PP pupil outcomes with those of non-PP peers. Gap in attainment decreases</p> <p>Hodder Scores indicate that all pupils are making Expected or Above progress at each data drop</p> <p>Pupils develop confidence and competence in reading</p>	<p>Accelerated Reader £1000</p> <p>+ Accelerated Reader book packs (Y3 and 4 £500 costed see above)</p> <p>Total: £1000</p>
<p>Tier 2: Ensure that rapid progress is made and sustained for targeted individuals in Writing enabling their progress and attainment rates to align with their peers.</p> <p>External Teaching and Learning Consultant leading 2x coaching days: 2/2/21 and 3/3/21: Planning a unit of English (reverse planning technique)</p> <p>PP learning mentor to support pupils in their progress towards writing targets – one:one sessions to discuss targets, progress and barriers to achieving them.</p>	<p>2/11 PP children achieved Expected end of year standards in their September baseline assessments.</p> <p>September Baseline Assessments indicate that Spelling and Grammar are identifiable barriers to achieving Expected in writing</p> <p>KS 2 pupils' working knowledge of sentence construction and punctuation has been assessed as needing catch up/intervention based on the Y2 PoS.</p> <p><i>EEF Improving Literacy in Key Stage Two</i></p>	<p>Learning walks – (planning scrutiny) T1, T3,T5</p> <p>Book Scrutiny T2,T4,T6</p> <p>Data analysis (new Moderation assessments introduced T3 for greater accuracy) T4, T6</p> <p>AIO Monitoring Visit: 15/10/20, 22/03/21, 06/05/21</p>	<p>Existing Spelling and Grammar barriers to progress in Writing are removed through effective and targeted support to PP pupils.</p> <p>Book scrutiny shows that all pupils are making rapid progress towards their EoY targets.</p> <p>Data target: % of pupils achieving Expected Standard increases to meet School based targets:</p>	

<p>Teacher feedback sets clear next steps for PP pupils</p> <p>Targeted Interventions (Nessy) for spelling support: Introduced January 21</p> <p>Targeted interventions for Phonics (KS1 Keep Up/KS2 Catch Up) for identified PP Pupils</p> <p>Targeted Writing interventions in sentence construction (say a sentence, hold a sentence, write a sentence KS1) and pre-teaching of grammar knowledge KS2 for targeted pupils</p>	<p>... the evidence summarised in the guidance report, primary school pupils' writing skills – including spelling, handwriting and typing – need to become automatic so that they can concentrate on the content of their writing.</p>	<p>AIO Monitoring Visit: 15/10/20, 22/03/21, 06/05/21</p> <p>Termly Reviews and monitoring with Headteacher</p>	<p>Y1 70%</p> <p>Y2 75%</p> <p>Y3 78%</p> <p>Y4 78%</p> <p>Y5 78%</p> <p>Y6 73%</p> <p>Data targets: 11/11 pupils making accelerated progress in their: Spelling Grammar Writing</p>	
			<p>Total budgeted cost</p>	<p>£1000</p>
<p>Tier 3: Wider Strategies: To address non-academic barriers of :</p>				
<p>Tier 3: To increase pupils' emotional health and wellbeing, leading to greater confidence and resilience as learners</p>				
<p>Tier 3: To ensure that access to technology to support learning is not a barrier to any child</p>				
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p>Tier 3: To increase pupils' emotional health and wellbeing, leading to greater confidence and resilience as learners</p> <ul style="list-style-type: none"> PP Mentor makes regular check-ins on pupils PATHS curriculum is introduced (Y2 – Y6) to develop pupils' emotional recognition, regulation, confidence and resilience PP Mentor runs targeted interventions for targeted pupils: Social Stories, Relax Kids, The Volcano in my tummy etc Life Education Bus visit supports themes of personal wellbeing, emotional and mental health Staff member is trained in accredited Mental Health First Aid Programme and implements necessary strategies to support targeted pupils Staff member to attend training focused on Looked After Children Staff member to attend training focused on An Introduction to Attachment Awareness 	<p>Many of our PP pupils have low esteem, confidence, emotional awareness or resilience, the need to remove these barriers to successful learning has been identified throughout the school but in particular with our PP Pupils.</p> <p>Emotional needs driven by Attachment needs should be considered for our PLAC children</p> <p>EEF Review of Impact of SEL interventions: <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment</i></p>	<p>Comparison of Baseline Entry point SDQ assessment (Jan 21), interim re-assessment (Apr 21) and end of year assessment (Jul 21).</p> <p>SENCO monitoring of Intervention working records and pupil evaluations</p> <p>Implementation of strategies/knowledge learnt from training provision</p> <p>Progress data analysis</p>	<p>Number of behaviour issues/concern log entries reduces.</p> <p>Pupils demonstrate greater confidence and resilience (measurable in SDQ outcomes)</p> <p>Pupils demonstrate greater emotional awareness and regulation (measurable in SDQ outcomes)</p> <p>Staff are trained to and equipped with the strategies needed to support children's needs</p> <p>Data outcomes show accelerated progress and attainment for all pupils.</p>	<p><i>Catch Up strategy funded: PATHS SEL programme Y2 – Y6 £700</i></p> <p><i>MHFA 2-day training £300</i></p> <p><i>Sports Premium funded: Life Education Bus £420</i></p> <p>PP staffing : £13,012</p> <p>PATHS SEL Programme (PP pupils) £500</p> <p>Total: £13, 612</p>

<p>Ensure that access to technology will not be a barrier to learning for any pupils:</p> <p>Evaluate need to purchase hardware (Sept 20, Admin team)</p> <p>Loan out devices (Loans arranged for all PP pupils needing a device)</p> <p>Internet access provided to any families needing connection (Sept 20, Admin team)</p> <p>Support with subscriptions to relevant learning platforms</p>	<p><i>PP pupils, particularly those with primary aged siblings, are identified for support with access to technology to support home learning.</i></p> <p>EEF Report: Rapid evidence assessment</p> <p>Distance learning</p> <p><i>Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.</i></p> <p><i>Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</i></p>	<p>Questionnaire identifies level of need (Sept 20)</p> <p>Attendance registers show levels of attendance to live learning sessions (support for families not attending to ensure 100% attendance – class teachers to monitor and report to Headteacher))</p> <p>Monitoring of regularity of access to learning platforms provided –</p> <ul style="list-style-type: none"> Target of 0 children unable to access live lessons (class teachers to monitor and report to Headteacher) <p>Assessment analysis evaluates effectiveness of technology on pupil progress and attainment</p> <ul style="list-style-type: none"> Termly Teacher assessment checks on progress 	<p>Pupils show high levels of engagement with learning platforms at home</p> <p>Attendance at live learning sessions is high (where appropriate)</p> <p>Progress of PP pupils in targeted areas is enhanced</p>	<p>Online intervention/programmes included in costings above</p>
				<p>Total budgeted cost</p>
				<p>Overall Cost</p> <p>£18731</p>

Review of expenditure				
Previous Academic Year		£14,520 (21,243)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Gaps in learning are identified and learning is individualised to meet these needs	<p>Fund a teaching assistant to lead interventions in the afternoons in order to address gaps or misconceptions in learning</p> <p>Invest in quality regular staff CPD</p>	<p>Success criteria partly met. Pupils SEMH needs were prioritised and support delivered to many in these areas.</p> <p>Invested in The Key which provided useful CPD resources in providing effective teaching.</p>	<p>We shall continue with this approach but a review of our support for developing mathematics shall be required.</p> <p>Next year, we should look to introduce pre-teaching strategies for pupils not making the expected progress in writing. This will be to ensure that all pupils can get the</p>	19,170.36

			most out of the quality first teaching that is delivered by their class teacher.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
Pupils can access learning in class because their psychological, safety and esteem needs are met	Commission support of Jogo Behaviour Specialists in order to support those pupils who struggle to regulate in class environment Commission the support of a Ed Psych to deliver Play Therapy	Jogo support team delivered training to all staff and supported 1:1 with identified children. This enabled all staff to follow a consistent approach when dealing with children who struggle to regulate. In addition, the training impacted the review of our whole school behaviour policy which then ensured there were appropriate rewards and sanctions in place for all children across the school and a consistent approach was employed to managing behaviour in school. Ed Psych delivered play therapy sessions to a group of identified children which included children that were both PP and non-PP. This course was successful in developing the child's understanding of their needs and the strategies they can use to self-regulate.	The support provided was very useful for staff and parents which ultimately benefitted the children. Therefore, this approach would be used again, but on a needs basis only.	£2,101.30
Pupils are enthused to learn by accessing clubs and trips that stimulate their interests	Support the families of those disadvantaged children in order to access trips on offer to all children.	All disadvantaged children attended the trips on offer to them. Feedback from children has been positive. However, the majority of this support was planned for the summer term but all trips were cancelled due to the COVID-19 pandemic.	We will continue to support parents with this in the new academic year and have postponed the residential trips until the following year.	£200 Cost significantly reduced due to COVID-19 pandemic
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost

<p>Communication to parents about their child's progress and learning is to be increased by school.</p>	<p>Purchase a whole school access license to Tapestry.</p>	<p>Tapestry not used however, we did access a whole school licence to Class Dojo. This was mainly used for home learning during the COVID-19 pandemic closure period to enable home learning. The success of this platform was high. Feedback from many parents suggested that the access to materials was easy and to be able to contact the teachers via the app was useful.</p>	<p>The use of the Class Dojo platform was hugely successful in engaging children and parents in learning from home. While learning will return to school based in September, it will still be very important for the success of this approach to be developed next year using PP funds to support this.</p>	<p>2189.34</p>
<p>Children ready to learn at school by increased attendance or punctuality</p>	<p>Fund breakfast club places for disadvantaged children whose attendance is poor, including punctuality</p>	<p>Not required to date.</p>	<p>It has been clear that parents have engaged more in their child's learning with the use of this app and that communication has been easier and more responsive while using this platform.</p>	
				<p>23481.66</p>

Additional detail

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