

Mawsley Community Primary School Pupil Premium Strategy Statement 2020-2021

In 2011-2012 the Government launched its Pupil Premium funding. This money is allocated to schools based on the number of pupils in the school who are eligible for Free School Meals (FSM). Mawsley Community Primary School is a larger than average primary school with a below average percentage of pupils eligible for the pupil premium grant. The school uses the funding to assist eligible pupils in reaching their full potential, both academically and socially. The school recognises that there may be some socially disadvantaged children who do not qualify, or are not registered, for free school meals and Pupil Premium (PP) funding is also used to support these children. We encourage and promote high aspirations and ambitions for all our pupils and recognise that pupils learn best alongside their peers. Predominantly through the execution of Quality First Teaching, we aim to encourage and extend pupils' passion and thirst for knowledge, resulting in them realising their full potential. To promote inclusion, we use some of the pupil premium grant to invest in initiatives that improve outcomes for all children, including those eligible for the funding. Additionally, we target the individual needs of eligible pupils to ensure barriers to learning are removed. We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.

1. Summary information								
School	Mawsley Community Primary School		Total number of pupils		360	Number of pupils eligible for PP		29
Review Academic Year	2019-2020	Total PP budget academic year 2019-2020	£47,653	Date of most recent PP Review			July 2020	
Strategy Academic Year	2020-2021	Total PP budget financial year 2020-2021	£41,935	Date for next internal review of this strategy			Dec 2020	
		Total estimated PP budget academic year 2020-2021	£43,258	Total per pupil (FSM/Ever 6)	£1,320	Total per pupil (post *LAC/SGO) PP+	£2300	
				*Service chn	*£300			

*Looked After Children (LAC) Special Guardianship Order (SGO) Pupil Premium Plus (PP+)

2. KS2 Assessment information 2019 - 2020			
GD = Greater Depth	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths (GD)			
% achieving expected standard in reading (GD)			
Average point score reading			
% achieving expected standard in writing (GD)			
Average point score writing			
% achieving expected standard in maths (GD)			
Average point score maths			

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

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|-----------|---|
| A. | Acquisition of phonic knowledge is slower in some pupils eligible for pupil premium than for other pupils. This adversely impacts reading and writing particularly spelling in later years. |
| B. | Development of core mathematical skills is slower in some pupils eligible for pupil premium than for other pupils. This adversely impacts progression in mathematical understanding. |
| C. | Several pupils who are eligible for pupil premium do not have access to additional learning materials and resources that other pupils do. |
| D. | The average attendance of pupils who are eligible for pupil premium is lower than the average attendance of other pupils. |

External barriers

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| E. | The percentage of pupils eligible for pupil premium who move between homes due to parent separation or have no contact or inconsistent contact with a parent, which causes disruption to home routine, is greater than it is for other pupils. |
| F. | Several pupils who are eligible for pupil premium do not live in households where active engagement with school and education is a high priority, the levels of aspiration for what these pupils can achieve is low from some households. |

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	The acquisition and application of phonic knowledge for reading and spelling by pupils eligible for the pupil premium will be in line with their peers.	The percentage of pupils passing the phonic screening in Year 1 and 2 will be the same for pupils in receipt of the pupil premium grant as it is for other pupils. The percentage of pupils eligible for the pupil premium grant who reach the expected standard in reading and writing in each year group will be the same as the percentage of other pupils.
B.	The acquisition of core maths skills by pupils eligible for the pupil premium will be accelerated.	The percentage of pupils eligible for the pupil premium grant who reach the expected standard in maths in each year group will be the same as the percentage of other pupils.
C.	Pupils who are eligible for pupil premium to access equal opportunity to the whole curriculum in line with their peers.	The percentage of pupils eligible for the pupil premium grant who make expected progress from their starting point will be at least in line with their peers.
D.	The average attendance of pupils who are eligible for pupil premium to be in line or above national average.	The average attendance percentage of pupils who are eligible for pupil premium will have improved from the previous year.
E.	Parents of pupils who are eligible for pupil premium have their children's home learning tasks supported through additional online portals and additional opportunities for skill rehearsal within the school day and booster sessions.	Engagement and completion of home learning tasks to support academic progress by pupils who are eligible for pupil premium will be at least in line with other pupils.
F.	Parents of pupils who are eligible for pupil premium engage with additional activities and opportunities provided for their children.	Registers of additional learning opportunity / activities provided for pupils in receipt of pupil premium funding show good levels of participation.

How we measure the desired outcomes

The Education Endowment Foundation toolkit is used to plan the most appropriate interventions using national best practice and proven success criteria. The majority of our interventions are measured using hard data focusing on pupil progress after the intervention has taken place, all pupils in receipt of pupil premium are targeted on a Class Achievement Plan and these are evaluated half termly. In addition, other measures are used to provide 'soft' data, e.g. pupil self-confidence (via pupil interviews) and book looks. The school's assessment system (O Track) and use of standardised data (PIRA and PUMA) enables greater efficiency in planning future interventions and compares pupils' prior data; this enables more robust decisions to be made about future provision. All 'groups' including Disadvantaged and FSM pupils' progress is analysed closely to ensure any gaps receive timely interventions. The Governing Board receives a Pupil Premium update three times per year detailing specific spending of each project on the PP initiative and its measured outcome/impact.

5. Planned expenditure					
Academic year	2020-2021				
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?
How the pupil premium will be used to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
The acquisition and application of phonic knowledge for reading and spelling by pupils eligible for the pupil premium will be line with their peers.	Quality teaching in phase 1 and 2 using Read Write Inc.	Education Endowment Foundation (EEF) toolkit recommendation: <i>Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> EEF are currently funding a project to evaluate the impact of RWI in 72 schools, the findings report is due summer 2021. Existing evidence widely supports the effectiveness of RWI.	All staff teaching and supporting phonics to receive RWI training.	Phase 1 / 2 Leaders	Dec 2020 Mar 2021 July 2021
	Year's 1 – 6 Rising Stars spelling scheme to focus on spelling rules. Continued implementation of revised feedback policy across whole school and development of child accountability.	Education Endowment Foundation (EEF) toolkit states that feedback studies tend to show very high effects on learning across all age groups. There is a substantial number of reviews and meta-analyses of the positive effects of feedback.	Learning walks to monitor and develop consistent teaching of spelling. Pupil progress meetings; data analysis. Book scrutinies and pupil voice regarding feedback.	Spelling lead Class Teachers / SLT Dep. HT / Phase leaders	
The acquisition of core maths skills by pupils eligible for the pupil premium will be accelerated.	Pre-requisite assessments to be carried out prior to unit coverage	An article by the NCETM suggests that Assessment for Learning is an important tool for increasing the level of learning in mathematics classrooms. Advocates for pre-assessment such as (Hockett & Doubet, 2014) claim pre-assessments provide essential data about the knowledge, skills, and dispositions students bring to learning tasks. They stress that teachers need this information to plan appropriate and effective instructional activities.	All staff to engage in implementation of pre-requisites assessments in autumn term with pupils set by maths lead. Maths lead to support staff in developing their knowledge and capabilities to use pre-assessment knowledge to plan personalised learning opportunities for their class.	Class Teachers / Maths Lead	Dec 2020 Mar 2021 July 2021

	<p>Quality first teaching using Power Maths scheme Years 1 – 6.</p> <p>Whole school development of self-regulation through growth mind-set approaches and in lesson self-evaluation strategies.</p>	<p>Longitudinal studies by NCETM advocate the development of reasoning through a mastery approach.</p> <p>Education Endowment Foundation (EEF) toolkit recommendation: Metacognition and self – regulation approaches have consistently high levels of impact, with pupil making an average of seven months additional progress.</p>	<p>Book scrutinies and pupil voice gathered to monitor and develop children’s understanding and accountability of their own learning.</p>	<p>Dep. Head / Maths Lead</p>	
<p>Pupils who are eligible for pupil premium to access equal opportunity to the whole curriculum in line with their peers.</p>	<p>Continued development of Growth Mindset culture.</p> <p>Consultation with other professionals to provide expert guidance to teachers.</p> <p>Whole class story book and fluency board to be provided for children eligible for pupil premium to read along and increase home library/learning resources.</p> <p>Additional adult support in the classroom, where this is appropriate.</p>	<p>A Growth Mindset culture develops pupils’ self-belief and this promotes learning.</p> <p>It is important for teachers to have a thorough understanding of the needs of their pupils and to seek guidance from a colleague with the appropriate level of expertise, as this improves outcomes for less experience learners.</p> <p>Whitney Crenna-Jennings found in her key drivers of the disadvantage gap literature review, the impact of material deprivation may hamper young people’s ability to complete school work. The review also found conclusive evidence that the extent to which children read with their parents is crucial for the development of skills that determine their school attainment.</p> <p>EEF report: Making Best Use of Teaching Assistants points to the need for pupils to develop independence.</p>	<p>Extended opportunities for circle times / PSHE in the first term to further explore and develop Growth Mindset culture.</p> <p>Consult external professionals, as needed.</p> <p>Literacy lead to provide class storybook lists based on the five plagues reading spine to cover five different genres throughout the year from which rich texts are selected.</p> <p>Termly pupil progress meetings and monitoring by Phase Leaders and SLT.</p>	<p>Class Teachers</p> <p>SENCo</p> <p>Literacy lead</p> <p>Maths lead</p> <p>Dep. Head</p>	<p>Dec 2020</p> <p>Mar 2021</p> <p>July 2021</p>
Total budgeted cost					£16,734

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>The acquisition and application of phonic knowledge for reading and spelling by pupils eligible for the pupil premium will be line with their peers.</p>	<p>Small group and 1:1 RWI intervention/phonic boosters for pupils who are failing to make expected progress.</p>	<p>EEF Toolkit: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional four months progress.</i></p>	<p>Trained support staff to deliver weekly intervention to support learning. Teachers will liaise with support staff to maximise effectiveness.</p>	<p>SENCo / Class Teachers</p>	<p>Dec 2020 Mar 2021 July 2021</p>
	<p>Holiday booster sessions offered.</p>	<p>1:1 RWI intervention programme / phonic booster has made a significant impact on pupil progress in previous years.</p>	<p>All intervention information to be uploaded to provision mapping system and reviewed termly.</p>	<p>SENCo / Class Teachers</p>	
	<p>Class Achievement Plan (CAPS), which use assess, plan, do, review cycle to be used for all pupils eligible for pupil premium to set half-termly targets in reading and writing. All targets to be reviewed half-termly.</p>	<p>Through this assess, plan, do, review cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.</p>	<p>CAP targets and review uploaded to pupil tracking.</p>	<p>SENCo/ Literacy lead / Maths lead / Class Teachers</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?
<p>The acquisition of core maths skills by pupils eligible for the pupil premium will be accelerated.</p>	<p>Holiday booster sessions offered.</p>	<p>EEF report: Making Best Use of Teaching Assistants Guidance Report by J. Sharples, R.Webster & P. Blatchford</p>	<p>TA time allocated centrally and monitored by SENCO to ensure that interventions and additional tuition sessions are prioritised appropriately for each child.</p>	<p>SENCo / Class Teachers</p>	<p>Dec 2020 Mar 2021 July 2021</p>
	<p>1:1 and small group tuition from trained teachers / teaching assistants.</p> <p>Class Achievement Plan (CAPS), which use assess, plan, do, review cycle to be used for all pupils eligible for pupil premium to set half-termly targets in maths. All targets to be reviewed half-termly.</p>	<p>EEF Toolkit: Evidence indicates that one to one tuition can be effective, delivering approximately five additional month's progress on average.</p> <p>Through this assess, plan, do, review cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.</p>	<p>Attendance registers kept for holiday boosters</p> <p>CAP targets and review uploaded to pupil tracking.</p>	<p>SENCo/ Literacy lead / Maths lead / Class Teachers</p>	
<p>Parents of pupils who are eligible for pupil premium have their children's home learning tasks supported through additional online portals and additional opportunities for skill rehearsal within the school day and booster sessions.</p>	<p>Bespoke intervention to diminish the difference in outcomes for these pupils delivered by trained TAs and/or teachers.</p>	<p>A variety of approaches are needed to enable less experienced learners to make progress.</p>	<p>SENCo / Sen Teacher</p>	<p>SENCo</p>	<p>Dec 2020 Mar 2021 July 2021</p>
	<p>Pupils who are eligible for Pupil Premium to access a personalised online IXL account.</p> <p>KS2 children to access personalised TT Rockstars online account.</p>	<p>EEF report: Making Best Use of Teaching Assistants Guidance underlines the importance of TAs being trained to deliver a package, as well as it being delivered several times a week.</p> <p>Children's feedback regarding online maths resources is positive and their enthusiasm for participating is high.</p>	<p>Monitoring by maths subject leader and by Class Teachers.</p>		
Total budgeted cost					<p>£19,008</p>

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>Parents of pupils who are eligible for pupil premium engage with additional activities and opportunities provided for their children.</p>	<p>Family support worker (FSW) to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential.</p> <p>Subsidised trips, uniform, after school clubs and music lessons.</p>	<p>Maslow’s hierarchy of need identifies the need to tackle underlying emotional and social issues to enable a child to be ready to learn.</p> <p>The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which is used by all agencies in Northamptonshire who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.</p> <p>Pupils need to be able to access all opportunities alongside their peers.</p>	<p>Close liaison between family support worker and members of SLT (who are responsible for referral). Monitoring of attendance, wellbeing and behaviour of children of parents accessing support.</p>	<p>FSW</p> <p>SENCO</p> <p>Class Teachers</p>	<p>Dec 2020</p> <p>Mar 2021</p> <p>July 2021</p>
<p>Pupils who are eligible for pupil premium to access equal opportunity to the whole curriculum in line with their peers.</p>	<p>Emotional Literacy Support Assistant (ELSA) to work with and support pupils who require additional pastoral support whilst at school.</p>	<p>The established pastoral work in the school has a positive impact on pupils’ readiness to engage with their learning and access their curriculum alongside their peers.</p>	<p>Open dialogue between ELSA, Senco And Class Teachers.</p> <p>Gathering of pupils voice and parent feedback regarding the support and pupil progress.</p> <p>Written records of sessions to be kept.</p>	<p>SENco</p> <p>ELSA</p>	<p>Dec 2020</p> <p>Mar 2021</p> <p>July 2021</p>
<p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p>	<p>Individual online homework set for pupils using MyMaths online platform.</p>	<p>MyMaths is an interactive online teaching and homework subscription service for schools that aims to build pupil engagement and consolidate maths knowledge.</p>	<p>Monitoring of engagement levels and success levels by maths subject leader and Class Teachers.</p>	<p>Maths Lead</p> <p>CT’s</p>	<p>Dec 2020</p> <p>Mar 2021</p> <p>July 2021</p>

<p>The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be in line with their peers.</p>	<p>Use of Accelerated Reader programme for building reading mileage and developing phonic knowledge and application.</p>	<p>Research from the EEF to support use of Accelerated Reader:</p> <p>https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Accelerated_Reader_(Final).pdf</p>	<p>Monitoring by English subject leader and by Class Teachers.</p>	<p>Eng Lead CT's</p>	<p>Dec 2020 Mar 2021 July 2021</p>
<p>The average attendance of pupils who are eligible for pupil premium to be in line or above national average.</p>	<p>Continued use of SOL Attendance system to track and incentivise children's improvement of school attendance or maintenance of good school attendance.</p> <p>KS2 children to receive weekly feedback from their teacher regarding their attendance.</p>	<p>The average attendance of pupils eligible for pupil premium was raised last academic year up until partial school closure in March, the children's positive response to the incentive of a sticker for an 'upward trend' in their attendance and circle time feedback, suggested they valued their attendance figure more than previously.</p>	<p>Weekly tracking of SOL attendance by Class Teachers.</p> <p>Weekly attendance team meeting.</p> <p>Attendance figures to be added to pupil case studies each term.</p>	<p>Class Teachers Attendance Officer SLT</p>	<p>Dec 2020 Mar 2021 July 2021</p>
<p>Total budgeted cost</p>					<p>£9,826</p>

6. Review of expenditure

Previous Academic Year (2019/2020)

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact Statement:	Lessons learned	Cost
<p>The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be line with their peers.</p> <p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p> <p>Pupils with complex special educational needs will access the curriculum alongside their peers and will make good progress from their starting points.</p>	<p>Quality teaching in phase 1 and 2 using Read Write Inc.</p> <p>Year's 1 – 6 implementation of Rising Stars spelling scheme.</p> <p>Revised feedback policy to be implemented across whole school and development of child accountability.</p> <p>Quality first teaching using Power Maths scheme Years 1 – 6.</p> <p>Whole development of metacognition and self-regulation through growth mind-set project work and in lesson self-evaluation strategies.</p> <p>Growth Mindset culture development.</p> <p>SENCo and SEN Teacher support for teachers ensures best approaches used for each child.</p> <p>Consultation with other professionals to provide expert guidance to teachers.</p> <p>Additional adult support in the classroom, where this is appropriate.</p> <p>Teachers and TAs further develop feedback practice.</p>	<p>All pupils were very well supported by the provision of Read Write Inc phonics in phase 1 up until partial school closure, progress records of speed sounds up until March showed good levels of progress. Home learning tasks during school closure included differentiated phonics activities sent home. Reading miscues carried out in the summer term during phased return showed progress.</p> <p>Pupil progress meetings highlighted progression in spelling across the school since consistent implementation of Rising Stars Spelling scheme, weekly testing and half termly testing supported accountability and parent engagement up until partial closure in March, spellings continued to be sent home during partial closure for all pupils.</p> <p>Book looks demonstrate higher levels of pupil engagement in self-evaluation / reflection and accountability.</p> <p>Data up until partial closure in March showed an improvement in overall maths attainment across the school.</p>	<p><i>The partial school closure due to Covid-19 has meant that the chosen approaches / strategies have not been carried out for the time intended which has affected impact.</i></p> <p>RWI phonics in phase Year 1 proved very successful and will be rolled out across Key Stage One next year to ensure all pupils complete their full programme of study following the partial school closure.</p> <p>Adaptations to timetables during the autumn term will ensure classes / pupils will access additional maths / reading / literacy based learning where required to fill in gaps from Rising Stars and Power Maths schemes. Both schemes will continue to be used next year.</p> <p>The work on reflection / evaluation with pupils has supported a growth mindset culture well, a focus move to further development of specific teacher questioning to stretch and challenge pupils in lessons is now required.</p>	<p>£23,000</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Impact Statement:	Lessons learned	Cost
<p>The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be line with their peers</p> <p>The development of core maths skills by pupils eligible for the pupil premium will be line with their peers.</p> <p>Pupils with complex special educational needs will access the curriculum alongside their peers and will make good progress from their starting points.</p>	<p>Small group and 1:1 RWI intervention for pupils who are failing to make expected progress.</p> <p>Precision Teaching for pupils who are failing to make progress.</p> <p>Extended school day/holiday school offer for pupils eligible for pupil premium.</p> <p>Extended school day/holiday school offer for pupils eligible for pupil premium.</p> <p>1:1 and small group tuition from trained teachers / teaching assistants.</p> <p>Pre – teach of concepts prior to maths lessons for specific groups.</p> <p>Peer tutoring opportunities for invited groups facilitated by a teacher to revisit previously taught concepts.</p> <p>Bespoke intervention to diminish the difference in outcomes for these pupils delivered by trained TAs and/or teachers.</p>	<p>A good percentage of pupils in Year 1 and 100% of those in Year 2 needing to retake the phonics screening check were on track to pass when school was partially closed in March.</p> <p>Pupils with complex SEN needs received timely assessments with outside agencies and recommendations from these agencies supported access to learning and improved progress.</p> <p>Strategic staffing/timetabling enabled 100% of children who are eligible for pupil premium the offer of extended learning opportunities and 55% access to bespoke reading / maths interventions, which led to good progress within the programme studied.</p> <p>Half term holiday boosters that targeted pupil’s specific areas to improve their progress was well received and well attended.</p> <p>1:1 and small group teacher tuition was very well attended and led to good progress within the programme studied.</p>	<p><i>The partial school closure due to Covid-19 has meant that the chosen approaches / strategies have not been carried out for the time intended, which has affected impact.</i></p> <p>Continued work with outside agencies to best support pupils with additional needs where appropriate.</p> <p>Continued additional support to enable some pupils to access the curriculum alongside their peers.</p> <p>1:1 and small group tuition before and after school to offer catch up sessions for pupils.</p> <p>Use of diagnostic programmes targeted numeracy and literacy skills to be utilised for pupils eligible for pupil premium.</p> <p>Continued small group and individual intervention will be delivered either by a teacher or a trained TA (as advocated by EEF report). Where a child needs intervention in more than one subject area, the SENCo will prioritise the intervention to be undertaken first.</p>	<p>£13,000</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Impact Statement:	Lessons learned	Cost
<p>Parents will be well supported in meeting their child’s social, emotional and behavioural needs.</p> <p>Pupils will be well supported in managing social, emotional and mental health needs.</p> <p>The development of core maths skills by pupils eligible for the pupil premium will be in line with their peers.</p> <p>The acquisition and application of phonic knowledge by pupils eligible for the pupil premium will be in line with their peers.</p> <p>The average attendance of pupils who are eligible for pupil premium to be in line or above national average.</p>	<p>Family support worker to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential.</p> <p>Subsidised trips, uniform, after school clubs and music lessons.</p> <p>Lunch Bunch Team to support pupil wellbeing during less structured times of day to provide support and routine through programmes of individual and group support as appropriate, supporting emotional literacy and emotion regulation and providing a safe space.</p> <p>Pupils who are eligible for Pupil Premium to access a personalised online IXL account.</p> <p>KS2 children to access personalised TT Rockstars online account.</p> <p>Individual online homework set for pupils using Accelerated Reader programme for building reading mileage and developing phonic knowledge and application.</p> <p>Use of SOL Attendance system to track and incentivise children’s improvement of school attendance or maintenance of good school attendance.</p> <p>Half termly home communication for parents of pupils eligible for pupil premium funding to update them on current attendance figures and advise accordingly.</p>	<p>All parents who asked for help were contacted by the Family Support Worker and signposted to appropriate support. This support continued throughout the partial school closure where each family was contacted weekly either via email, text, phone call or doorstep visit.</p> <p>All pupils accessed a full range of opportunities regardless of parental income.</p> <p>As significant decrease in lunchtime behaviour incidents before partial school closure. Children were ready for learning in the afternoon following their lunch break and built positive relationships with key staff across the school.</p> <p>Up until partial school closure, attendance figures showed an improvement from the previous year. Parents are a lot more aware of attendance procedures and engage more actively in conversations regarding their child’s attendance.</p> <p>Engagement levels have been mixed with regards to online learning, this variation was also evident in terms of teacher monitoring.</p>	<p><i>The partial school closure due to Covid-19 has meant that the chosen approaches / strategies have not been carried out for the time intended which has affected impact.</i></p> <p>Continued close work between the Family Support Worker and our families in order to offer practical help and spend time understanding issues which may be affecting children’s learning. During partial school closure, The FSW used a work mobile phone as another option for contacting families, which proved a very popular way for families to engage. The use of a work mobile for texting to be explored as a continued method for communication.</p> <p>Subsidies to continue to enable all children eligible for pupil premium to take a full part in school activities.</p> <p>The ethos of the Lunch Bunch support approach to be continued, however restrictions due to Covid-19 prevent year group bubble crossing, so during the autumn term, children who attend will be supported in their year groups with a key staff member.</p> <p>Further monitoring by maths / literacy leaders in school to monitor and target specific pupils and their use of online learning resources.</p>	<p>£11,850</p>