



# **Pupil Premium Strategy**

## **2019-2020**

## Pupil Premium eligibility at Harrow Lodge Primary School for 5 years

School	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Total PP</b>	26%	25%	25%	27%	26%

Summary information					
<b>School</b>	Harrow Lodge Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£147,500	<b>Date of most recent review</b>	June 2020
<b>Total number of pupils</b>	396	<b>Number of pupils eligible for PP</b>	104	<b>date of next internal review of this strategy</b>	November Governors Meeting

Breakdown of Pupil Premium Children 2019/20						
School Year	Number of pupils	Pupil Premium	Not Pupil Premium	PP and SEND	PP and More Able	PP and EAL
<b>R</b>	53	13	40	1	1	1
<b>1</b>	45	12	33	0	1	1
<b>2</b>	57	14	43	0	3	0
<b>3</b>	55	11	44	0	3	1
<b>4</b>	57	19	38	2	3	2
<b>5</b>	59	15	44	1	4	2
<b>6</b>	70	20	50	6	6	4
<b>Total</b>	396	104 (26%)	292	10 (10%)	21 (20%)	11 (11%)

**End of year data 2018-2019**

<b>End of Early Years</b>	<b>Cohort</b>	<b>Pupils eligible for PP</b>
Numbers	43	9
GLD	71%	33%
<b>Year 1 Phonics Screening Check</b>	<b>Cohort</b>	<b>Pupils eligible for PP</b>
Numbers	57	11
32+	95%	100%
<b>Year 2 retakes Phonics Screening Check</b>	<b>Cohort</b>	<b>Pupils eligible for PP</b>
Numbers	60	11
32+	97%	100%
<b>End of KS1 SATS</b>	<b>Cohort</b>	<b>Pupils eligible for PP</b>
Numbers	60	11
% achieving expected or above in reading, writing and maths	73%	73%
% achieving expected or above in reading	78%	73%
% achieving expected or above in, writing	77%	73%
% achieving expected or above maths	83%	91%
% achieving exceeded in reading, writing and maths	15%	18%
% achieving exceeded in reading	28%	27%
% achieving exceeded in writing	18%	18%
% achieving exceeded in maths	22%	27%
<b>End of KS2 SATS</b>	<b>Year 6 Cohort Outcomes</b>	<b>Pupils eligible for PP</b>
Numbers	57	22
% achieving expected or above in reading, writing and maths	67%	64%
% achieving expected or above in reading	75%	73%
% achieving expected or above in, writing	86%	82%
% achieving expected or above maths	82%	77%
% achieving exceeded in reading, writing and maths	7%	0
% achieving exceeded in reading	23%	14%
% achieving exceeded in writing	19%	0
% achieving exceeded in maths	32%	5%

## Barriers to Learning

Disadvantaged pupils at Harrow Lodge Primary School commonly face the following barriers to achievement. Disadvantaged pupil's class teachers have identified these barriers.

### Barriers to future attainment and progress for all PP children 2019 – 2020

<b>Barriers to Future Attainment (for pupils eligible for Pupil Premium, including more able)</b>		
<b>In School Barriers</b>		
<b>A</b>	<b>Academic</b>	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2 – focus on more able PP children.
<b>B</b>	<b>Academic</b>	Gaps in English and Maths skills resulting in pupils working below age –related expectations in one or more area.
<b>C</b>	<b>Academic</b>	On entry to school's Reception is lower than national data
<b>D</b>	<b>Well Being</b>	Low attendance and persistent absenteeism
<b>External Barriers</b>		
<b>E</b>	<b>Well Being</b>	Lack of confidence and low self- esteem when approaching learning.
<b>F</b>	<b>Well Being</b>	Pupils unable to focus on learning as a result of external factors (Difficult home life, parental feuds).
<b>G</b>	<b>Enrichment and Engagement</b>	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
<b>H</b>	<b>Enrichment and Engagement</b>	The home learning environment is not always conducive for effective learning for some pupil premium children and there is a lack of regular routines including home reading, homework, and spellings and having correct equipment in school such as a PE kit.
<b>I</b>	<b>Enrichment and Engagement</b>	Pupils have limited experiences beyond their home life and immediate community

Intended Outcomes			
		Desired Outcomes and how they will be measured	Success Criteria
<b>A</b>	<b>Academic</b>	<p>A higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2</p> <p>Outcomes measured through:            EYFS GLD data            KS1 Reading, Writing, Maths teacher assessments            KS2 Writing Teacher assessments            KS2 SATs</p>	The gap at between PP and Non PP pupils at Greater Depth is reducing at the end of Key Stages
<b>B</b>	<b>Academic</b>	<p>Continue to diminish the difference between PP and Non PP pupils.</p> <p>Outcomes measured through:            Data analysis each half term            Pupil Premium Reports each half term to track attainment an progress and identify possible interventions/next steps            Learning conversations and Pupil Progress Meetings</p>	<p>At the end of the academic year the attainment gap between PP and Non PP pupils to be closing</p> <p>Disadvantaged pupils make accelerated progress in the subjects where gaps are evident</p> <p>Disadvantaged pupils achieving combined ARE</p>
<b>C</b>	<b>Academic</b>	<p>Closing the attainment gap for PP children by the end of EYFS – at least in line with Non PP children</p> <p>Outcomes measured through:            Termly data analysis            Half termly pupil premium reports            Learning conversations and pupil progress meetings            EYFS GLD data</p>	<p>Children settle quickly and support identified is delivered</p> <p>Family workshops in Phonics and Maths support learning at home</p> <p>Through tracking of individual progress and attainment targeted resources are given to parents to use at home</p> <p>Quality texts are chosen to lessen the gap</p>
<b>D</b>	<b>Well Being</b>	<p>Increased attendance and lower persistent absenteeism for disadvantaged and PP children</p> <p>Outcomes measured through:            Attendance data            Monthly meetings with PL Attendance Officer</p>	<p>Supportive relationships developed with families</p> <p>Barriers to learning reduced</p> <p>Uptake for Breakfast Club and Magic Breakfast increases</p>
<b>E</b>	<b>Well Being</b>	<p>Develop increased confidence in identified PP pupils which will impact positively on their learning</p> <p>Outcomes will be measured through:            In class observations            Engagement in school and extra-curricular activities</p>	<p>Disadvantaged pupils will confidently approach all aspects of their learning</p> <p>Disadvantaged pupils will develop resilience when faced with challenges in their learning</p>

<b>F</b>	<b>Well Being</b>	<p>Pupils are able to concentrate in class and are ready to learn</p> <p>Outcomes will be measured through:  In class observations  Impact on attainment and progress identified through termly teacher assessments  Discussions with class teachers at Pupil Progress meetings</p>	<p>Disadvantaged pupils will be given the tools to overcome external challenges  Disadvantaged pupils will be able to focus on their learning without being distracted by external challenges  Children who need nurturing attend lunchtime Nurture group allowing them a time to talk  Pastoral support given to disadvantaged children who need it  Early help referrals given if needed</p>
<b>G</b>	<b>Enrichment and Engagement</b>	<p>Children are provided with opportunities which widen their short and long-term aspirations</p> <p>Outcomes will be measured through:  Pupil questionnaires  In class observations  Discussions with pupils</p>	<p>Disadvantaged pupils become resilient learners  Disadvantaged pupils will have high aspirations for themselves and be interested in areas of the curriculum they may not have been previously  Disadvantaged children are targeted for cross school competitions and events, particularly the more able PP children</p>
<b>H</b>	<b>Enrichment and Engagement</b>	<p>Parents feel included in their child's learning and have a good understanding of how to support their child at home.</p> <p>Outcomes will be measured through:  Parental engagement in meetings  Parental engagement through home school communication(reading records)</p>	<p>Parents will be able to support their children with their home learning including reading, spelling and maths homework  EYFS phonic and early maths workshops increase parents understanding of how to help their children  Help is given to fund correct uniform and PE kit so that disadvantaged children are equal to their peers</p>
<b>I</b>	<b>Enrichment and Engagement</b>	<p>Increase disadvantaged and Pupil Premium pupils' experiences beyond their home life and immediate community to increase their cultural capital</p> <p>Outcomes will be measured through:  Topic planning  In class observations</p>	<p>Half termly visits or memorable experiences are planned for to support their curriculum learning  Art and sports activities reduce negative cultural capital for disadvantaged children.  School trips are subsidised to ensure all children are included and none are disadvantaged</p>

# Pupil Premium Provision Map 2019- 2020

## Academic

Closing the Gap 2 xTA intervention support	Impact
<p>Predicted cost: £40, 867</p> <p>Aim: To close the attainment gap between PP and Non PP in key year groups</p>	<p>Actual Cost: £40,867</p> <p>All PP children have made expected or accelerated progress but the gap currently remains in all year groups except Year 5.</p>

Closing the Gap SENDCo Salary 0.25	Impact
<p>Predicted cost: £16,179</p> <p>Aim: To close the attainment gap between PP and Non PP in key year groups</p>	<p>Actual Cost: £16,179</p> <p>All PP children have made expected or accelerated progress but the gap currently remains in all year groups except Year 5.</p>

Closing the Gap Bug Club	Impact
<p>Predicted cost: £2,000</p> <p>Aim: To enable children to support their learning through interventions and at home</p>	<p>Actual Cost: £2,000</p> <p>Bug club access allows Daily Focused reading to run successfully and has increased reading at home. It has had the most impact in Year 1 where the gap in reading has closed by 2%.</p>



Closing the Gap Destination Reader	Impact
<p>Predicted cost: £3,000</p> <p>Aim: Support the development of reading through targeted teaching of reading strategies in KS2</p>	<p>Actual Cost: £3,000</p> <p>External moderation shows that children have benefitted hugely by more focused teaching.</p>

Closing the Gap Mathletics	Impact
<p>Predicted cost: £2,000</p> <p>Aim: To enable children to access the maths curriculum at home and in interventions</p>	<p>Actual Cost: £2,000</p> <p>Mathletics take up is excellent and is used for more than homework. The gap between PP and Non PP in Maths has reduced in Years 1, Year 3 and Year 4.</p>

Closing the Gap Phonic Books for EYFS	Impact
<p>Predicted cost: £5,000</p> <p>Aim: To match the reading books to children's phonic knowledge so that parents can support children at home</p>	<p>Actual Cost: £5000</p> <p>Children are now able to access many more reading books at a level that matches their phonic ability. The books were only purchased in the Spring Term so impact has not been evident yet.</p>

## Pupil Premium Provision Map 2019- 2020

### Well Being

Breakfast Club	Impact
<p><b>Predicted cost: £6,600</b></p> <p><b>Aim: To reduce the lateness of PP children</b></p>	<p><b>Actual Cost: £6,600</b></p> <p><i>Take up from PP children is not as large as hoped but those that have taken it up show a more positive attitude to the start of the day.</i></p>

Partnership Learning Attendance Officer	Impact
<p><b>Predicted cost: £5,000</b></p> <p><b>Aim: To reduce the amount of absenteeism and persistent absenteeism of disadvantaged children</b></p>	<p><b>Actual Cost: £5000</b></p> <p><i>Although still high, this has begun to reduce. The focus has been on persistent absenteeism and there has been a clear increase in figures.</i></p>

Magic Breakfast	Impact
<p><b>Predicted cost: Free</b></p> <p><b>Aim: To provide breakfast for those children not receiving it at home and to enable children to come into school ready to learn</b></p>	<p><b>Actual Cost: Free</b></p> <p><i>A high percentage of children take up this offer but many use it as a mid-day snack rather than breakfast.</i></p>



Behaviour Support Team	Impact
<p><b>Predicted cost: £2,654</b></p> <p><b>Aim: To assist with the behaviour of PP children who are having difficulty integrating into school life.</b></p>	<p><b>Actual Cost: £2,654</b></p> <p><i>Several children are currently benefitting from this service and are now able to manage their emotions in order to access the curriculum. This has been particularly successful in Year 4.</i></p>

Restorative Team	Impact
<p><b>Predicted cost: £5,000</b></p> <p><b>Aim: To support children with their behaviour and attitude to learning</b></p>	<p><b>Actual Cost: £5000</b></p> <p><i>Year 4 PP children have improved their behaviour for learning and continue to receive help from the Behaviour Lead.</i></p>

Lunchtime Nurture Group and behaviour/counseling support	Impact
<p><b>Predicted cost: £31,434</b></p> <p><b>Aim: To provide counseling and support for disadvantaged children at lunch time and through 1:1 meetings</b></p>	<p><b>Actual Cost: £31,434</b></p> <p><i>Behaviour Lead has a hugely positive impact with both PP children and their parents. Families are supported and children have improved their emotional literacy through targeted interventions.</i></p>



## Pupil Premium Provision Map 2019- 2020

### Enrichment and Engagement

<p><b>Personal Budget</b> Predicted cost: £5,000</p> <p><b>Aim:</b> To subsidise school uniform and school trips for disadvantaged children to provide enrichment for curriculum studies</p>	<p><b>Impact</b> <b>Actual Cost:</b> Uniform £500. Trips, £2,480</p> <p><i>This is used extensively for students who have consequently been able to access school trips and wear good quality uniform.</i></p>
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<p><b>Book Trust Letterbox Club</b> Predicted cost: £7,560</p> <p><b>Aim:</b> To provide children from disadvantaged families with books and reading resources to use at home – promoting a love of reading.</p>	<p><b>Impact</b> <b>Actual Cost:</b> £7,560</p> <p><b>Money has been paid out and books ordered but not started yet due to Covid 19</b></p>
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<p><b>Residential Trip PGL</b> Predicted cost: £3,250</p> <p><b>Aim:</b> To raise aspirations, motivation and engagement in school</p>	<p><b>Impact</b> <b>Actual Cost:-</b></p> <p><b>Did not take place due to school closure</b></p>
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<p><b>CornerStones Curriculum</b> Predicted cost: £6752.40</p> <p><b>Aim:</b> To provide an exciting and stimulating curriculum that will engage learners.</p>	<p><b>Impact</b> <b>Actual Cost:</b> £6752.40</p> <p><i>Impact can be seen in children's improved engagement and in improved attendance.</i></p>
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<p><b>Royal Opera House</b> Predicted cost: £300</p> <p><b>Aim:</b> To increase cultural capital for disadvantaged children in Years 5 and 6</p>	<p><b>Impact</b> <b>Actual Cost:</b> £300</p> <p><i>Qualitative impact only – most children were bemused but some were enthralled. All children benefitted hugely from the trip to London.</i></p>
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<p><b>Curriculum Enrichment</b> Predicted cost: £5,000</p> <p><b>Aim:</b> Disadvantaged pupils will have the opportunity to experience events they may not otherwise be exposed to</p>	<p><b>Impact</b> <b>Actual Cost:</b> £4,354</p> <p><i>PP children have benefitted by being exposed to activities and materials that they would not have otherwise encountered.</i></p>
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<p><b>Careers Week</b> Predicted cost: £1,000</p> <p><b>Aim:</b> Pupils aspirations will be increased through learning about different opportunities that are available for them</p>	<p><b>Impact</b> <b>Actual Cost:</b> -</p> <p><b>Did not take place due to school closure</b></p>
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<p><b>Extra-Curricular Clubs</b> Predicted cost: £558</p> <p><b>Aim:</b> To provide a range of opportunities, equal access for all and to promote a healthy active lifestyle</p>	<p><b>Impact</b> <b>Actual Cost:</b> £334.80</p> <p><i>About 60% of PP children take up this offer and work is being done with families to increase the percentage.</i></p>
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<p><b>Culture Week</b> Predicted cost: £2,000</p> <p>Aim: Pupils will develop an understanding and respect of other cultures and will celebrate similarities and differences</p>	<p><b>Impact</b> Actual Cost: -</p> <p>Did not take place due to school closure</p>
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<p><b>Theatre Trips</b> Predicted cost: £1,000</p> <p>Aim: To subsidise visits for performing arts trips to the theatre</p>	<p><b>Impact</b> Actual Cost: £500</p> <p><i>This has seen an influx of PP children keen to join the Performing Arts Club and to experience more trips to the theatre.</i></p>
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<b>Summary of Pupil Premium Spending 2019- 2020</b>		
<b>Allocation £147,500</b>		
	<b>Predicted Cost</b>	<b>Actual Cost (To date)</b>
<b>Academic</b>	<b>£69,046.00</b>	<b>£74,046.00</b>
<b>Well Being</b>	<b>£50,688.00</b>	<b>£50,688.00</b>
<b>Enrichment &amp; Engagement</b>	<b>£24,860.40</b>	<b>£22,281.20</b>
<b>Total</b>	<b>£144,594.40</b>	<b>£147,515.20</b>
<b>Amount Remaining</b>	<b>£2,905.60</b>	<b>-£15.20</b>

**Extra spend –**

**Academic £5,000** SENDCo Dyslexia Training – closing the gap in attainment. This course is based on literacy difficulties and interventions to tackle these. It also links with identifying younger children who are failing at phonics and thinking about why they are failing and how to teach them differently. SENDCo has applied this training when working with the PP children in Year 1 on interventions.

## Summary/Impact

Intended Outcomes		Desired Outcomes and how they will be measured	Impact																								
<b>A</b>	<b>Academic</b>	<p>A higher proportion of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.</p> <p>Outcomes measured through: EYFS GLD data KS1 Reading, Writing, Maths teacher assessments KS2 Writing Teacher assessments KS2 SATs</p>	<p>Success Criteria: The gap at between PP and Non PP pupils at Greater Depth is reducing at the end of Key Stages</p> <p><b>EYFS data shows that PP children are performing better at Greater Depth in Reading, Writing, Number and Shape, Space and Measure.</b> <b>Non PP predicted GLD - 75%</b> <b>PP predicted GLD – 23%</b></p> <p><b>KS1 Spring data shows that there is no gap between PP and Non PP children at Greater Depth in reading. The gap between PP and Non PP in Writing and Maths at Greater Depth has remained the same.</b></p> <table border="1"> <thead> <tr> <th>KS1</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>23%</td> <td>8%</td> <td>15%</td> </tr> <tr> <td>Non PP</td> <td>23%</td> <td>21%</td> <td>25%</td> </tr> </tbody> </table> <p><b>KS2 Spring data shows that the gap between PP and Non PP children at Greater Depth has closed in all 3 subjects. In fact PP children are performing better in Maths at Greater Depth.</b></p> <table border="1"> <thead> <tr> <th>KS2</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>30%</td> <td>10%</td> <td>30%</td> </tr> <tr> <td>Non PP</td> <td>36%</td> <td>22%</td> <td>26%</td> </tr> </tbody> </table>	KS1	R	W	M	PP	23%	8%	15%	Non PP	23%	21%	25%	KS2	R	W	M	PP	30%	10%	30%	Non PP	36%	22%	26%
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			<p><i>The above table shows that there is still a gap in attainment between PP and Non PP children across all year groups except Year 5. All PP children have made at least expected progress – see data at the end for exact figures of accelerated progress.</i></p>																											
<b>C</b>	<b>Academic</b>	<p>Closing the attainment gap for PP children by the end of EYFS – at least in line with Non PP children</p> <p>Outcomes measured through: Termly data analysis Half termly pupil premium reports Learning conversations and pupil progress meetings EYFS GLD data</p>	<p>Success Criteria: Children settle quickly and support identified is delivered Family workshops in Phonics and Maths support learning at home Through tracking of individual progress and attainment targeted resources are given to parents to use at home Quality texts are chosen to lessen the gap</p> <p><i>The attainment gap between PP and Non PP children have grown over the year. However, there have been significant issues with regards to attendance for half the PP children. The PP children have better accelerated progress but as their baseline was very low they are still working below the expected level for their age. (See data at the end)</i></p> <p><i>The new phonic reading books were beginning to have a positive impact on reading with the children but due to schools closing there has not been enough time to see the impact of this.</i></p>																											
<b>D</b>	<b>Well Being</b>	<p>Increased attendance and lower persistent absenteeism for disadvantaged and PP children</p> <p>Outcomes measured through: Attendance data Monthly meetings with PL Attendance Officer</p>	<p>Success Criteria: Supportive relationships developed with families Barriers to learning reduced Uptake for Breakfast Club and Magic Breakfast increases</p> <p><i>Attendance is still an issue with a large percentage of PP children, especially in the lower years (EYFS and Year 1). Partnership Learning EWO has worked with many families and the attendance of these families is improving. However, many families who have been invited in for meetings do not turn up or ignore calls/emails etc. The EWO has started conducting home visits to try and discuss attendance with the families. Persistent absence has been tackled first (below 90%) as this is the area of most concern.</i></p> <p><b>Latest Attendance figures (Up until March 20<sup>th</sup>)</b></p> <table border="1"> <thead> <tr> <th></th> <th>Whole school</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td><b>93%</b></td> <td><b>90%</b></td> <td><b>90%</b></td> <td><b>95%</b></td> <td><b>95%</b></td> <td><b>93%</b></td> <td><b>94%</b></td> <td><b>95%</b></td> </tr> <tr> <td>Non PP</td> <td><b>96%</b></td> <td><b>95%</b></td> <td><b>95%</b></td> <td><b>96%</b></td> <td><b>96%</b></td> <td><b>97%</b></td> <td><b>96%</b></td> <td><b>96%</b></td> </tr> </tbody> </table>		Whole school	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	PP	<b>93%</b>	<b>90%</b>	<b>90%</b>	<b>95%</b>	<b>95%</b>	<b>93%</b>	<b>94%</b>	<b>95%</b>	Non PP	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>
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**Persistent Absence figures (Up until March 20<sup>th</sup>)**

	Whole school	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
PP	<b>24%</b>	<b>42%</b>	<b>25%</b>	<b>23%</b>	<b>18%</b>	<b>26%</b>	<b>29%</b>	<b>11%</b>
Non PP	<b>11%</b>	<b>22%</b>	<b>12%</b>	<b>9%</b>	<b>11%</b>	<b>8%</b>	<b>9%</b>	<b>10%</b>

<b>E</b>	<b>Well Being</b>	<p>Develop increased confidence in identified PP pupils which will impact positively on their learning</p> <p>Outcomes will be measured through:</p> <p>In class observations</p> <p>Engagement in school and extra-curricular activities</p>	<p>Success Criteria: Disadvantaged pupils will confidently approach all aspects of their learning</p> <p>Disadvantaged pupils will develop resilience when faced with challenges in their learning</p> <p><b><i>Breakfast club and the Magic Breakfast provision has helped to give PP children a healthy and positive start to the day. At present about 60% of the children who take up Breakfast club are PP children. Next year this provision will be given a greater push, especially with the children who are persistently absent or late.</i></b></p> <p><b><i>The Restorative training that staff received has helped to give a consistent approach to behaviour across the school. It has helped children to verbalise their feelings and to realise consequences of actions. Children's confidence has improved as they no longer feel worried about 'getting things wrong'. Teachers have also been planning in more independent challenges within a lesson which is evident when talking to children about their learning.</i></b></p>
<b>F</b>	<b>Well Being</b>	<p>Pupils are able to concentrate in class and are ready to learn</p> <p>Outcomes will be measured through:</p> <p>In class observations</p> <p>Impact on attainment and progress identified through termly teacher assessments</p> <p>Discussions with class teachers at Pupil Progress meetings</p>	<p>Success Criteria: Disadvantaged pupils will be given the tools to overcome external challenges</p> <p>Disadvantaged pupils will be able to focus on their learning without being distracted by external challenges</p> <p>Children who need nurturing attend lunchtime Nurture group allowing them a time to talk</p> <p>Pastoral support given to disadvantaged children who need it</p> <p>Early help referrals given if needed</p> <p><b><i>Behaviour Lead has a hugely positive impact with both PP children and their parents. Families are supported and children have improved their emotional literacy through</i></b></p>

			<p><i>targeted interventions. Close relationships have been built with the most disadvantaged families and this has helped to improve parental engagement.</i></p> <p><i>The lunchtime Nurture group that she leads has many PP children attending and it has helped develop their confidence and self-esteem.</i></p> <p><i>The Restorative Team was bought in to work with Year 4 which was identified as having problems with behaviour, both with each other and towards learning. They also have one of the highest levels of PP children in the Year group. The programme lasted for 6 weeks and there was a marked difference in the behaviour of the children after, particularly in the classroom. This enabled the class teachers to focus more time on the teaching of targeted children rather than dealing with behaviour management in the classroom.</i></p>
<b>G</b>	<b>Enrichment and Engagement</b>	<p>Children are provided with opportunities which widen their short and long-term aspirations</p> <p>Outcomes will be measured through:</p> <p>Pupil questionnaires</p> <p>In class observations</p> <p>Discussions with pupils</p>	<p>Success Criteria: Disadvantaged pupils become resilient learners</p> <p>Disadvantaged pupils will have high aspirations for themselves and be interested in areas of the curriculum they may not have been previously</p> <p>Disadvantaged children are targeted for cross school competitions and events, particularly the more able PP children</p> <p><i>PP children have been chosen to represent the school at several interschool competitions this year including sports competitions and More Able Maths competitions. More competitions were planned for the Summer term but had to be cancelled.</i></p> <p><i>There has been a large increase in the uptake of PP children attending the Performing Arts club which has developed children's confidence and aspirations for the future.</i></p> <p><i>The planned Careers week had to be cancelled due to school closure.</i></p>
<b>H</b>	<b>Enrichment and Engagement</b>	<p>Parents feel included in their child's learning and have a good understanding of how to support their child at home.</p> <p>Outcomes will be measured through:</p> <p>Parental engagement in meetings</p> <p>Parental engagement through home school communication(reading records)</p>	<p>Parents will be able to support their children with their home learning including reading, spelling and Maths homework</p> <p>EYFS phonic and early Maths workshops increase parents understanding of how to help their children</p> <p>Help is given to fund correct uniform and PE kit so that disadvantaged children are equal to their peers</p> <p><i>The EYFS lead held Phonic and Early Maths workshops in the Autumn term. Parents were given an option of a morning or evening workshop to attend. Unfortunately the uptake was not good with only a handful of parents turning up for each. Due to this the EYFS lead targeted parents who needed support in these areas and worked with them individually after school, teaching them to ways they can help their children at home in Phonics and Maths.</i></p>

			<p><i>The behaviour lead and SENDCo has also worked with disadvantaged families to support them in helping their children at home. Some parents have taken up the offer of help with Uniform but not as many as expected.</i></p>
I	<p><b>Enrichment and Engagement</b></p>	<p>Increase disadvantaged and Pupil Premium pupils' experiences beyond their home life and immediate community to increase their cultural capital</p> <p>Outcomes will be measured through: Topic planning In class observations</p>	<p>Half termly visits or memorable experiences are planned for to support their curriculum learning Art and sports activities reduce negative cultural capital for disadvantaged children. School trips are subsidised to ensure all children are included and none are disadvantaged.</p> <p><i>Each topic has a memorable trip or visitor planned to engage the children and increase their cultural capital. The teachers have thought about places that the children may not have visited when planning the trips. These have included Leeds Castle, Colchester Zoo, London Museum, Kidzania, Ragged School, The Royal Observatory and The Tower of London. These trips/visitors have been subsidised for PP children to ensure that all children get equal access to wider opportunities. A trip to the Royal Opera House took place in the Autumn term that was solely for PP children. The children enjoyed the visit out to London –there was mixed feedback from the children about the actual Opera.</i></p>

