

## Pupil Premium Report

Research shows that children from low income families perform less well at school than their peers, facing challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The **Pupil Premium** is an allocation of money that is given to schools each year to support us in raising the achievement level of Pupil Premium children and to narrow the gap between them and their peers. It is intended to specifically assist children who have been identified as being disadvantaged through economic hardship and who fall into at least one of the following groups:

- They are currently eligible for free school meals (FSM)
- They have been eligible within the last six years for free school meals (FFSM)
- They have been identified as a Looked after Child (LAC) and are in the care of the Local Authority
- They have been identified as a Previously Looked After Child (PLAC) so have left Local Authority care through adoption, a special guardianship order or a child arrangements order.

### Service Premium

We also receive a premium for students with a parent currently serving in HM Forces or who has retired on a pension from the Ministry of Defence. This money is specified to help with the pastoral support of these children.

Schools are able to spend the money as they believe is most appropriate to assist the groups of children and individual pupils in their care. 'Good teaching is the most important lever to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019). However, for some children, who have additional barriers to learning, a more personalised program of support is required. It is understood that schools are best-placed to identify the provision which will best support the students within their care, where different strategies might be more effective than others.

In reviewing and writing our Pupil Premium strategy, we take into consideration:

- Our own professional knowledge and understanding of the individual children
- Advice from outside agencies
- Findings and recommendations from recent research, including those from the Education Endowment Foundation.

We are accountable for planning how we will spend the additional funding. It is crucial that we also review the impact of any strategies or measure put in place for these groups of children. Our aim is to help them all to achieve well and become the best that they can be.

If you would like further information, then please visit: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

### SUMMARY INFORMATION

Date of most recent pupil premium review:	01.1.2022		2021/22	2020/21
Date of next pupil premium review:	01.07.2022	<b>Total pupil premium budget:</b>	£54,695 + £5,000 (carry forward) = £59,770	£54,695
Total number of pupils:	420	<b>Breakdown of children eligible:</b>	32 (FSM/FFSM)	23 (FSM/FFSM)
Number of pupils eligible for pupil premium:	40		7 (PLACs/SGOs)	10 (PLACs/SGOs)
			1 (SC)	1 (SC)

## STRATEGY STATEMENT

Overall Aims	Core Approaches
To ensure that disadvantaged pupils have equal access to the curriculum.	Access to: Play Therapy, ELSA, swimming lessons, school uniform, PE kit, and equipment
To ensure that disadvantaged pupils have equal access to curriculum enrichment.	Funding for opportunities to learn a musical instrument, to participate in cycling proficiency lessons, to attend the full range of school visits and to access a range of after school activities.
To give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital.	Small focussed groups through our Forest School provision providing shared experiences outdoors, developing strong social relationships and building knowledge of the wider world.
To reduce the attainment gap between the school's disadvantaged pupils and others.	Intervention, increased adult support in lessons and regular 1:1 reading opportunities.
2020 - 2021 Strengths	Thing to consider...
Play Therapy – 1 child has demonstrated improvement in his emotional well-being and resilience and no longer requires provision.	37.5% of our PP children also have an identified SEND. 15 children out of 40
Overall, 52.7% of children in receipt of PP attended an after-school club. During the Autumn term, 33% of PP children attended an after-school club. This compares to 30.4% of children who are not eligible for PP funding. During the Summer term, 52.7% of PP children attended an after-school club. This compares to 34.1% of children who are not eligible for PP funding.	80% of our PP children are also FSM. 32 children out of 40
50% of children in receipt of PP learnt to play a musical instrument. 15 children out of 30. This compares to 32% of children who are not eligible for PP funding.	17.5% of our PP children are either PLAC or under SGO.
Our KS1 Forest School programme continues to thrive and a member of school staff has undertaken the official qualification. This has enabled us to increase provision on a long-term basis.	PSED implications are so enormous that restorative interventions are required for a significant length of time before progress is evident.

## BARRIERS TO LEARNING

Academic Barriers	Additional Barriers
A high number of our PP children also have an identified SEND: <ul style="list-style-type: none"> <li>➤ 2 children diagnosed ASD (+2 pending diagnosis)</li> <li>➤ 5 children with EHCP</li> </ul>	A number of our PP children have experienced previous trauma in their early life and some are experiencing attachment difficulties. This is having a long-term impact on their attendance, relationships, self-esteem and ability to access the curriculum.
8 of our PP children have an identified cognition and learning need and require overlearning. These children are working below age-related expectations (ARE) in knowledge of spelling patterns, comprehension skills, and use of vocabulary which impacts on their progress in reading and writing.	A number of our PP children have been identified as being at risk and Children's Social Care have been involved to support these families.
7 of our PP children have an identified Speech and Language need: <ul style="list-style-type: none"> <li>➤ 2 of which are currently on the SALT register</li> </ul>	Home learning opportunities are missed in some cases due to environment, capacity and/or time.
	27 of our PP children live in a single parent home. Some of whom have contact arrangements with the non-residing parent which can impact on attendance, consistency and economic well-being.

**PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR 2021 - 2022**

Desired Outcome: To reduce the attainment gap between the school's disadvantaged pupils and others					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?	Cost
1:1 Provision for a child in Year 2	The needs of this pupil are very high and demand a lot of adult support, taking the class teacher and TA away from other children, including our PP children.  The support will allow the child, who has SEND needs, to access a personalised routine.	<ul style="list-style-type: none"> <li>➤ Appoint a 1:1 for 20 hours/week</li> <li>➤ Protect class TA time for PP children support</li> <li>➤ Close liaison with external agencies</li> </ul>	Liz Wogan	01.07.2022	£6,347 Fixed term Contract, 20 weeks  EHCP top up 11 ¼ hours per week
1:1 Provision for a child in Year 4	The needs of this pupil are very high and demand a lot of adult support, taking the class teacher and TA away from other children, including our PP children.  The support will allow the child, who has SEND needs, to access a personalised routine.	<ul style="list-style-type: none"> <li>➤ Protect class TA time for PP children support</li> <li>➤ Close liaison with external agencies</li> </ul>	Liz Wogan	01.07.2022	£2,750 (5 hours per week)
NESSY Subscription for SEND PP children	Nessy programs are designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently, including: Students with dyslexia.	<ul style="list-style-type: none"> <li>➤ Focus is on specific gaps in learning</li> <li>➤ Intervention feeds back into class work</li> <li>➤ Close monitoring of books and data</li> </ul>	Alison Malone Helen Brewer	01.07.2022	£300
Intervention support for SEND PP children	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF).	<ul style="list-style-type: none"> <li>➤ Focus is on specific gaps in learning</li> <li>➤ Appoint a member of staff to the role</li> <li>➤ Intervention feeds back into class work</li> <li>➤ Close monitoring of books and data</li> </ul>	Liz Wogan Alison Malone	01.07.2022	£5,000
<b>Sub Total:</b>					<b>£14,397</b>
Desired Outcome: Ensure that disadvantaged pupils have equal access to the curriculum					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?	Cost
Uniform and Equipment	Supporting our families to provide uniform and equipment for their children will reduce socioeconomic disparities and encourage children to focus on their studies rather than their clothes or belongings.	<ul style="list-style-type: none"> <li>➤ AME to write to all parents at the beginning of the academic year to notify them that they are able to access this additional funding</li> <li>➤ All staff know that this funding is available so that we can identify and offer further support on a needs basis throughout the academic year</li> </ul>	Alison Malone Colette Preston	01.07.2022	£1,400
Swimming Lessons	We believe that there should be equal opportunity in accessing the National Curriculum.	<ul style="list-style-type: none"> <li>➤ All PP children in Year 2 and 4 will receive funding to attend swimming lessons</li> <li>➤ Number of PP children attending the lessons will be closely monitored ensuring that there are no other barriers to PP children attending</li> </ul>	Sam Lane	01.07.2022	£300
Pastoral Support	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children.	<ul style="list-style-type: none"> <li>➤ 2 members of staff will be fully trained to deliver 'Drawing and Talking'</li> <li>➤ Trained staff will support children on a needs basis</li> </ul>	Chris Barrington	01.07.2022	£450

ELSA/Pastoral Support	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children.	<ul style="list-style-type: none"> <li>➤ Member of staff is a fully trained ELSA</li> <li>➤ ELSA to regularly feedback to class teacher and SENDCo</li> <li>➤ ELSA to regularly feedback to parents/carers</li> <li>➤ Identified strategies to be shared and implemented in both the school and home setting</li> </ul>	Rachael Sargent Chris Barrington	01.07.2022	£3,820
Nurture Group	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children	<ul style="list-style-type: none"> <li>➤ Access training from Nurture UK</li> <li>➤ Boxall profile used to early identify and assess children</li> <li>➤ Boxhall profile used to set SMART targets and track progress</li> <li>➤ Nurture leader to regularly feedback to class teacher and SENDCo</li> </ul>	Helen Brewer Alison Malone	01.07.2022	£5,000 (salary) £1,200 (Training) £350 (Boxall Profile) Total: £6,550
Breakfast Club	To meet physiological needs ensuring that children can achieve their full learning potential.	<ul style="list-style-type: none"> <li>➤ PP children invited to attend Breakfast Club</li> <li>➤ Where a need is identified, PP children will be provided with a meal to ensure that they have eaten before the start of the school day.</li> </ul>	Colette Preston Alison Lafferty	01.07.2022	£950
<b>Sub Total:</b>					<b>£13,470</b>
<b>Desired Outcome:</b> Ensure that disadvantaged pupils have equal access to curriculum enrichment					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?	Cost
School Trips	We believe that there should be equal opportunity for enrichment activities such as school trips.  The school trip will link directly to the year group's curriculum theme and increase engagement in learning.	<ul style="list-style-type: none"> <li>➤ All PP children will receive funding to attend school trips</li> <li>➤ Number of PP children attending will be closely monitored</li> <li>➤ The planning of trips will ensure that there are no other barriers to PP children attending</li> </ul>	Alison Lafferty	01.07.2022	£1,200
School Residential	We believe that there should be equal opportunity for enrichment activities such as school trips.	<ul style="list-style-type: none"> <li>➤ All Y6 PP children will receive funding to attend a residential trip</li> <li>➤ Number of PP children attending will be closely monitored</li> <li>➤ The planning of a residential will ensure that there are no other barriers to PP children attending</li> </ul>	James Richardson	01.07.2022	£3,055
Peripatetic Lessons (Including Instrument and resources)	We believe that there should be equal opportunity for enrichment activities such as peripatetic lessons. Learning to play an instrument will provide opportunities to perform in different contexts and improve self-esteem and school engagement.	<ul style="list-style-type: none"> <li>➤ All PP children who wish to learn to play a musical instrument will receive funding to facilitate this</li> <li>➤ The attendance of these PP children will be closely monitored to ensure that there are no additional barriers</li> </ul>	Lorraine Byles	01.07.2022	£6,000
Cycling Proficiency	We believe that there should be equal opportunity for enrichment activities such as learning to safely ride a bicycle on the road.	<ul style="list-style-type: none"> <li>➤ All PP children who wish to access Cycling Proficiency will receive funding.</li> <li>➤ The attendance of these PP children will be closely monitored to ensure that there are no additional barriers.</li> </ul>	Sam Lane	01.07.2022	£250

After School Clubs	We believe that there should be equal opportunity for enrichment activities such as After School Clubs.  Being a part of a club will provide opportunities to develop self-esteem, increase curriculum engagement and to build on and improve interpersonal skills.	<ul style="list-style-type: none"> <li>➤ All PP children who wish to access an After-School Club will receive funding</li> <li>➤ The attendance of these PP children will be closely monitored to ensure that there are no additional barriers</li> </ul>	Sam Lane	01.07.2022	£4,000
<b>Sub Total:</b>					<b>£14,505</b>
<b>Desired Outcome:</b> Give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?	Cost
Forest Schools	Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children.	<ul style="list-style-type: none"> <li>➤ Member of school staff, who knows the individual needs of our children, is trained to lead Forest School provision</li> <li>➤ Release time for member of staff to lead Forest School without having a detrimental impact on the children in his classroom</li> </ul>	Dave Motte	01.07.2022	£3,146
Cultural Capital	We believe that all children should be exposed to a large variety of subject areas and arts which promote character-building qualities that create well-rounded, global citizens and open up doors to paths in later life.	<ul style="list-style-type: none"> <li>➤ Planned opportunities built into the curriculum for all year groups</li> <li>➤ All PP children will receive funding to attend enrichment activities</li> </ul>	Alison Malone	01.07.2022	£1,750
<b>Sub Total:</b>					<b>£4,896</b>
<b>Other Approaches/Costs</b>					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	When will you review this?	Cost
Pupil Premium Lead (Primary Phase)	Time allocated to lead Pupil Premium at the Primary Phase.	<ul style="list-style-type: none"> <li>➤ 2 hours per week allocated to Pupil Premium</li> <li>➤ Oversee PP provision at the Primary Phase</li> </ul>	Alison Malone	01.07.2022	£3,000
Admin and family support	A number of our families need extra support to access and complete documentation.  Daily monitoring of the attendance of PP children.	<ul style="list-style-type: none"> <li>➤ On a need basis, support will be provided to families to complete documentation</li> <li>➤ Allocated time during the working week directed towards PP paperwork</li> <li>➤ Attendance of PP children is monitored daily and barriers are monitored</li> </ul>	Alison Lafferty	01.07.2022	£2,232
Pastoral Support Worker	A number of our PP families need pastoral support in order to ensure the well-being of our PP children	<ul style="list-style-type: none"> <li>➤ PSW to liaise with families in response to dips in attendance</li> <li>➤ PSW to form strong relationships with vulnerable families in order to identify emerging needs and signpost parents/carers to appropriate services and agencies</li> <li>➤ PSW to establish and grow parent support groups within the school community, involving our most vulnerable families</li> </ul>	Chris Barrington	01.07.2022	£6,000
<b>Sub Total:</b>					<b>£11,232</b>
<b>Total Planned PP Expenditure 2021/2022:</b>					<b>£58,500</b>

**REVIEW OF EXPENDITURE 2020 – 2021**

Desired Outcome: To reduce the attainment gap between the school's disadvantaged pupils and others					
Action/Approach	What's the evidence and rationale for this choice?	Impact	Evaluation	Staff Lead	Cost
1:1 Provision for a PP child in Year 3	To support a PP child with SEND needs to access the curriculum at their level and to access routine and consistency.	<ul style="list-style-type: none"> <li>➤ TA support funded for identified child</li> <li>➤ Identified child is able to follow a personalised daily routine</li> </ul>	<ul style="list-style-type: none"> <li>➤ EHCP Band D funding now allocated to child</li> <li>➤ In addition to Band D funding, a top up of 5 hours per week is required</li> <li>➤ Continued liaison with external agencies</li> </ul>	Alison Malone	<b>Allocated:</b> £6,000 (Fixed term Contract, 20 weeks)
					<b>Spent:</b> £6,700
					<b>Remaining:</b> -£700
1:1 Provision for a child in Year 1	The needs of this pupil are very high and demand a lot of adult support, taking the class teacher and TA away from other children, including our PP children.	<ul style="list-style-type: none"> <li>➤ TA support funded for identified child</li> <li>➤ Identified child is able to follow a personalised daily routine</li> <li>➤ EHCP application pending</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to fund 1:1 whilst EHCP application is pending</li> <li>➤ Continued liaison with external agencies</li> </ul>	Liz Wogan	<b>Allocated:</b> £6,065
					<b>Spent:</b> £7,000
					<b>Remaining:</b> £935
Catch-Up Intervention	There is a strong evidence base showing the impact that high quality intervention can have on the outcomes of struggling students (EEF).	<ul style="list-style-type: none"> <li>➤ During Summer 2, a qualified teacher supported PP children across Key Stage 1 and Key Stage 2</li> <li>➤ Planning meetings between the class teacher and intervention teacher ensured that specific gaps in learning were targeted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to identify clear targets focusing on specific gaps in learning or skills</li> <li>➤ Class teacher to closely support planning to ensure that any intervention feeds into class work</li> <li>➤ Continue close monitoring of books and data</li> <li>➤ Consider appointing member of staff to the role 2021-2022</li> </ul>	Liz Wogan	<b>Allocated:</b> £4,400
					<b>Spent:</b> £4,400
					<b>Remaining:</b> £0
NESSY Subscription for SEND PP children	Nessy programs are designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently, including: Students with dyslexia.	<ul style="list-style-type: none"> <li>➤ 15 PP children identified and set up as users for NESSY intervention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Where there is an identified need, roll out to more children</li> </ul>	Alison Malone	<b>Allocated:</b> £200
					<b>Spent:</b> £262.50
					<b>Remaining:</b> -£62.50
Specialist Literacy Teacher to support SEND PP children	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF)	<ul style="list-style-type: none"> <li>➤ Continued support from CWT (specialist teacher already in role and based at Southbourne)</li> <li>➤ Identified children completed in-depth assessment led by CWT</li> <li>➤ Liaison between CWT, class teacher and parents ensured best practice/strategies were shared and implemented</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to access support from CWT during the next academic year</li> <li>➤ Consider appointing role specific to the Primary Phase</li> </ul>	Liz Wogan	<b>Allocated:</b> £4,400
					<b>Spent:</b> £0
					<b>Remaining:</b> £4,400
<b>Sub Total:</b>					<b>£18,362.50</b>

Desired Outcome: Ensure that disadvantaged pupils have equal access to the curriculum					
Action/Approach	What's the evidence and rationale for this choice?	Impact	Evaluation	Staff Lead	Cost
Uniform and Equipment	Supporting our families to provide uniform and equipment for their children will reduce socioeconomic disparities, and encourage children to focus on their studies rather than their clothes or belongings	<ul style="list-style-type: none"> <li>➤ The families of 6 PP children accessed funding for uniform and equipment</li> <li>➤ PTA organised a pre-owned clothes sale. PP parents purchased items from the sale before the rest of the community</li> <li>➤ All PP children were equipped with the correct uniform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Write to parents each term to remind them that this support is available</li> <li>➤ Ensure that all staff are made aware of funding</li> </ul>	Alison Malone Colette Preston	Allocated: £500
					Spent: £240
					Remaining: £260
Swimming Lessons	We believe that there should be equal opportunity in accessing the National Curriculum.	<ul style="list-style-type: none"> <li>➤ All year 4 PP children (5 children) received funding and attended swimming lessons</li> <li>➤ Barrier to one child attending swimming lessons was addressed swiftly so that they did not miss out.</li> <li>➤ Year 2 did not access swimming lessons during this academic year due to Covid-19 restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Consider increase in funding for increased number of catch-up swimmers</li> </ul>	Sam Lane	Allocated: £255
					Spent: £113 (Charged to PE budget)
					Remaining: £112
Play Therapy	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children.	<ul style="list-style-type: none"> <li>➤ Play therapist has supported two children, on a long-term basis, throughout the academic year.</li> <li>➤ Close liaison between play therapist and key adults (led by PSW) ensured identified strategies were shared and implemented.</li> <li>➤ Supervision in place for member of staff supporting one of the identified child</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seek provision for a greater number of children to access <i>e.g. Listening Ear, Drawing and Talking</i></li> </ul>	Chris Barrington	Allocated: £3,600
					Spent: £2,000
					Remaining: £1,600
ELSA/Pastoral Support	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children	<ul style="list-style-type: none"> <li>➤ ELSA support offered to targeted children on a weekly basis</li> <li>➤ In a safe and trusted environment, children were able to open up about their feelings and emotions to a trusted adult</li> <li>➤ Where needed, PSW was able to offer additional support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consider an increase in provision to meet the need of a greater number of children post lockdown</li> </ul>	Rachael Sargent Chris Barrington	Allocated: £2,310
					Spent: £770
					Remaining: £0
Breakfast Club	To meet physiological needs ensuring that children can achieve their full learning potential.	<ul style="list-style-type: none"> <li>➤ 12 PP children attended breakfast club and received a meal on a regular basis</li> <li>➤ 7 PP children received a meal at the SATs breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore more cost-effective alternatives</li> <li>➤ Continue to offer a meal to targeted children to ensure that they have eaten before the start of the school day</li> </ul>	Colette Preston Alison Lafferty	Allocated: £600
					Spent: £293.50
					Remaining: £306.50
<b>Sub Total:</b>					<b>£3,303.50</b>

Desired Outcome: Ensure that disadvantaged pupils have equal access to curriculum enrichment					
Action/Approach	What's the evidence and rationale for this choice?	Impact	Evaluation	Staff Lead	Cost
School Trips	<p>We believe that there should be equal opportunity for enrichment activities such as school trips.</p> <p>The school trip will link directly to the year group's curriculum theme and increase engagement in learning.</p>	<ul style="list-style-type: none"> <li>➤ During the summer term, when Covid-19 restrictions were raised, funding was used to fund PP children in Year 6 activity week (7 children)</li> <li>➤ Due to Covid-19, all other school trips were not able to take place during this academic year</li> <li>➤ Virtual visits were utilised including: <i>Year 5 Antarctic Explorer, Year 3 storyteller</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue in the next academic year</li> <li>➤ Continue to utilise virtual visits in increase enrichment opportunities</li> </ul>	Alison Lafferty	Allocated: £1,145
					Spent: £671.20
					Remaining: £473.80
Peripatetic Lessons (Including Instrument and resources)	<p>We believe that there should be equal opportunity for enrichment activities such as peripatetic lessons.</p> <p>Learning to play an instrument will provide opportunities to perform in different contexts and improve self-esteem and school engagement.</p>	<ul style="list-style-type: none"> <li>➤ 15 PP children accessed peripatetic lessons during the autumn and summer term.</li> <li>➤ A school flute was purchased for PP children to loan</li> <li>➤ Exam entry fee paid for 1 PP child</li> <li>➤ Instrumental books purchased where needed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remote learning model used for peripatetic lessons where possible during Covid-19 restrictions</li> <li>➤ Consider increase in budget to cover exam entry fees</li> </ul>	Lorraine Byles	Allocated: £5,450
					Spent: £3,366
					Remaining: £2,084
Cycling Proficiency	<p>We believe that there should be equal opportunity for enrichment activities such as learning to safely ride a bicycle on the road.</p>	<ul style="list-style-type: none"> <li>➤ 12 PP children accessed Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> </ul>	Sam Lane	Allocated: £130
					Spent: £81.20
					Remaining: £48.80
After School Clubs	<p>We believe that there should be equal opportunity for enrichment activities such as After School Clubs.</p> <p>Being a part of a club will provide opportunities to develop self-esteem, increase curriculum engagement and to build on and improve interpersonal skills.</p>	<ul style="list-style-type: none"> <li>➤ During the Spring term, after school clubs were unable to happen as planned due to covid-19 restrictions</li> <li>➤ Overall, 52.7 % of children in receipt of PP attended an after-school club in the summer term</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Monitor attendance once clubs are up and running and monitor the budget accordingly</li> </ul>	Sam Lane	Allocated: £4500
					Spent: £403 (Additional £2,500 spend charged to PE budget)
					Remaining: £3354.90
<b>Sub Total:</b>					<b>£4,521.40</b>

Desired Outcome: Give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital					
Action/Approach	What's the evidence and rationale for this choice?	Impact	Evaluation	Staff Lead	Cost
Forest Schools	Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children.	<ul style="list-style-type: none"> <li>➤ Member of school staff is now the Forest School Lead</li> <li>➤ TA role of Forest School Lead is backfilled to ensure no impact on the PP children in his classroom</li> <li>➤ All Year 1 and Year 2 PP children accessed Forest Schools as soon as Covid-19 restrictions were lifted</li> <li>➤ Targeted KS2 PP children identified to participate in Forest school session during the summer term</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue in the next academic year</li> <li>➤ Increase provision so that Reception children have the opportunity to access Forest School</li> <li>➤ Continue to create opportunities for KS2 children to access Forest School activities through the thematic curriculum</li> </ul>	Dave Motte	Allocated: £7,265
					Spent: £3,544.20
					Remaining: £574.80
<b>Sub Total:</b>					<b>£3,544.20</b>
Other Approaches/Costs					
Action/Approach	What's the evidence and rationale for this choice?	Impact	Evaluation	Staff Lead	Cost
Admin and family support	<p>A number of our families need extra support to access and complete documentation</p> <p>Daily monitoring of the attendance of PP children</p>	<ul style="list-style-type: none"> <li>➤ 1 hour per week allocated to supporting our PP families</li> <li>➤ Support has been provided to help families complete paperwork</li> <li>➤ Attendance of PP children has been monitored daily and reported to the Pastoral Support Worker</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> </ul>	Alison Lafferty	Allocated: £1,900
					Spent: £2,830
					Remaining: -£930
Pastoral Support Worker	A number of our PP families need pastoral support in order to ensure the well-being of our PP children	<p>Our Pastoral Support Worker has supported the families of PP children by:</p> <ul style="list-style-type: none"> <li>➤ Monitoring attendance</li> <li>➤ Offering support to those who are struggling to implement routine and boundaries in the home</li> <li>➤ Signposting parents to parenting courses</li> <li>➤ Organising counselling for PP children who are suffering from anxieties</li> <li>➤ Organising foodbank vouchers on a needs basis</li> <li>➤ Hosting a support group for families of children who have a diagnosis of Autism</li> <li>➤ Arranging and contributing towards TAF meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Grow parent support groups within the school community, involving our most vulnerable families</li> </ul>	Chris Barrington	Allocated: £5,000
					Spent: £8,400
					Remaining: -£3,400
<b>Sub Total:</b>					<b>£11,230</b>
<b>Total PP Expenditure 2020/2021:</b>					<b>£40,961.60</b>