



1. Summary information					
School	Oriel Academy West London				
Academic Year	2020/19	Total PP budget	£136,589.20	Date of most recent PP Review	September 2020
Total number of pupils	419	Number of pupils eligible for PP	117	Date for next internal review of this strategy	January 2021

2.	3.	4.			
			<i>National attainment data for pupils not eligible for PP</i>	<i>Pupils eligible for PP at Oriel Academy</i>	<i>Pupils not eligible for PP at Oriel Academy</i>
% meeting the expected standard in reading, writing and maths combined			71%	70%	78%
% meeting the higher standard in reading, writing and maths combined			13%	18%	18%
% meeting the expected standard in reading			78%	78%	81%
% meeting above the expected standard in reading			31%	33%	47%
% meeting the expected standard in writing			83%	78%	91%
% meeting above the expected standard in writing			24%	26%	31%
% meeting the expected standard in maths			84%	89%	91%
% meeting above the expected standard in maths			31%	33%	41%

5. Barriers to future attainment (for pupils eligible for PP, including high ability)
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Pupils have missed a significant period of schooling due to the impact of the Covid-19 Pandemic, there have been disparities in engagement, as a consequence a number of pupils have fallen behind during lockdown	
B.	Maintaining and improving Pupil Premium pupils' attainment and progress in line with their peers	
C.	The impact of the Covid-19 Pandemic has seen a rise in the number of pupils eligible for Pupil Premium funding by 13% (End of June 2020) <u>Knowledge and understanding of all staff</u> Identification of disadvantaged pupils What are pupil's barriers and needs? How well are pupil's performing in reading, writing and maths?	
D.	Pupils with weak language and communication skills	
E.	Pupils with English as an additional language and new to the UK	
Additional barriers (including issues to be addressed outside of school, such as low attendance rates)		
F.	Attendance issues – pupils do not attend or are late for school	
G.	Complex family situations have been heightened during the pandemic and lockdown and lack of parental engagement with children's learning and school life	
6. Intended outcomes (specific outcomes and how they will be measured)		
	<i>Measure</i>	<i>Success criteria</i>
A.	A recovery curriculum is designed to re-engage pupils, support their emotional health and wellbeing and transition back to school	Staff understand the emotional stress pupils experienced during the pandemic and forge close relationships to support re-engagement
B.	Attainment and progress outcomes in reading, writing and maths for pupil premium children is in line with non-pupil premium pupils due to accelerated progress Attainment and progress in combined subjects (reading, writing & maths) has improved and is in line with non-pupil premium pupils The attainment gap is significantly closed for pupil premium pupils who are working significantly below their peers	Identification of pupil gaps in achievement, with clear strategies and support to close gaps and improve understanding. End of year KS2 SATs results for reading, writing and maths for PP children to be at least in line or above with those of their peers In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English Increasing whole staff awareness and responsibility for the attainment and progress of Pupil Premium children. There is a less than 9% gap between disadvantaged and other learners combined R/W/M
C.	Pupils with weak language and communication skills receive additional support that enables them to make good progress	Pupils will achieve set personalised targets Oracy skills of pupils will improve from starting points Pupils will grow their vocabulary from starting points and participate actively in conversations Pupils speech, language and communication skills will improve and enable them to access the curriculum Pupils are equipped with the knowledge and skills needed for their next stage of learning
D.	Specific teaching support is designed for new arrival pupils and pupils with English as an additional language	Data for pupils with EAL show that pupils' attainment and progress is at least in line with their peers

		<p>Specialist HLTA employed to support pupils with English as an additional language</p> <p>HLTA builds on skills for new beginners to enable them to access the curriculum and raise attainment in English & Maths as pupils understanding increases</p>
E.	To improve attendance and engage pupils in their learning to raise attainment of Pupil Premium Children with poor attendance, punctuality and persistent absence	Reduce the percentage of PA students to 5% or below. Overall attendance among pupils eligible for Pupil Premium improves in line with whole school target figures and non-Pupil Premium pupils
F.	Improved parental engagement and personalised support, with particular emphasis on supporting families following Covid-19	<p>Parents have access to advice and workshops with bespoke support following Covid-19</p> <p>Parents have access to school information on the school website and are supported in accessing required information Outside agencies support readily made available to parents in need and identification of needs is more effective as a result of greater working relationships Attendance at parent evenings is improved Parents of disadvantaged pupils view the school positively as evidenced in parent voice surveys / parents' forum</p>

7. Planned expenditure

Academic year

2019/2020

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children are reengaged with school and learning, they are happy, emotionally secure, feel safe and enjoy being back at school</p> <p>Children rebuild their resilience and mental health, so that their aspirations for the future can be a reality once more</p> <p>Staff are more equipped to de-escalate pupils in crisis; to be confident in setting appropriate boundaries and consequences for particular pupils, creating social stories etc.</p> <p>Teachers listen to parents and pupils in order to fully understand the needs of our community and engage pupils in the transitioning of learning back into school</p> <p>Pupils are aware that teachers are addressing gaps in learning. Staff engage with pupils to identify and address gaps</p>	<p>Co-construction of experiences – children receive a curriculum that supports their experiences during the pandemic</p> <p>Children receive a personalised response to the lived experience of the child and their needs</p> <p>All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn</p> <p>Children receive extended opportunities for social interaction, to play and time to rediscover the school learning environment</p> <p>Open mornings/workshops are held with parents to engage in information and to fully understand the impact of the last few months</p> <p>All staff receive CPD training that includes trauma</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>According to the schools, students and teachers' network (SSAT), each school must fill it with the content they believe is best for the children of their school community, informed by its inherent understanding of the children within</p> <p>The loss the children experienced during this pandemic will have caused different degrees of emotional trauma or anxiety</p>	<p>The Principal and VPS ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>VPS and the Principal work closely with teachers to identify the emotional needs of the school and its community</p> <p>The Principal, VPS, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff</p> <p>The Principal, VPS and Phase Leaders monitor pupil progress in lessons to identify key areas and gaps in pupils' understanding to improve pupil outcomes</p> <p>The Mental Health and Safeguarding Policy reflects and helps to establish rules and procedures to meet the personal and learning needs of pupils following the Covid-19 Pandemic</p> <p>All children needing targeted individualised support will have an Individual Care Plan drawn up setting out</p> <ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported Actions to provide that support 	<p>Principal</p> <p>VPS</p> <p>All Staff</p>	<p>Principal</p> <p>Senior Leaders</p> <p>All teaching and non-teaching staff</p> <p>The Academy Trust as part of its continual monitoring</p>

<p>Pupils receive a focused recovering intervention programme personalised to their needs</p> <p>The skills for learning are made explicit to pupils who reskill and rebuild their confidence as learners</p>	<p>informed training. As a consequence, staff know how to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), they are able to recognise and identify risk factors and know the appropriate measures to follow in relation to reporting to concerns.</p> <p>Staff understand how important mental health and emotional wellbeing is to our lives in just the same way as physical health.</p> <p>Early identification of children who have mental health needs (including the use of social difficulty questionnaires -SDQ) and planning is in place to support and meet individual needs, including working with specialist services is in place</p> <p>Personalised support is privately sourced from a Behaviour Specialist and Educational Psychologist to support teachers understanding of individual needs</p> <p>Curriculum Leads work through curriculum coverage and progression documents to the identify concepts that have not been taught and plan to address these</p> <p>Teachers/Curriculum Leads identifying topics and concepts that pupils typically</p>		<ul style="list-style-type: none"> Any special requirement <p>Children and parents/carers will be involved in the plan.</p> <p>The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided</p>		
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	<p>find more challenging, these become the foundations of a new 'blended learning' curriculum</p> <p>The PHSCE Lead leads on mental health topics delivered within the PSHCE curriculum</p> <p>Pupils are taught through the PHSCE Curriculum and in class activities how to understand trauma, self-regulation and resilience to support their emotional health and wellbeing</p>				
<p>All pupils receive challenging and engaging lessons through quality first teaching that is good or above</p>	<p>A whole school drive on identifying disadvantaged pupils is delivered</p> <p>Teachers receive CPD sessions to understand learning barriers and how to meet the individual needs of all pupils</p> <p>Pupil Premium children are a focus when collating and interpreting data</p> <p>Continual professional development (CPD) will be delivered on a regular basis, this will be based on school developmental priorities and individual need</p> <p>Staff (teachers and TAs) will be trained in using DCPRO to assess, monitor and track pupils' achievement of each</p>	<p>Offering high quality teaching to all pupils as part of a whole-school commitment enables each pupil to reach their full potential, regardless of their background</p> <p>Continuing professional development (CPD) has as significant role to play in improving the quality of teaching and raising academic standards for all pupils</p> <p>EEF identify coaching as a high impact activity. Staff who are new to teaching or the school, and those who are struggling to teach consistently good lessons should be developed through effective coaching programmes</p>	<p>A whole school focus has raised the profile of Pupil Premium children</p> <p>Teachers are aware of who their Pupil Premium pupils are and know how to support their individual needs</p> <p>An ongoing cycle of learning walks/triangulation visits (with a focus on NQTs and new teachers to Oriel), data analysis by staff, VPS, phase leaders and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings & subsequent progress discussions)</p> <p>A whole school focus on quality first teaching, marking and feedback to improve outcomes and narrow the gap</p> <p>The Principal and senior leaders will draw evidence about the curriculum implementation from discussions with subject leads, Phase leaders and teachers</p>	<p>Principal</p> <p>VPS</p> <p>Phase Leaders\Curriculum Leaders</p>	<p>On-going and as part of the Academy monitoring process</p>

	<p>objective in RWM and foundations subjects to ensure that prior knowledge is built on, next steps are identified, progress is made, and accurate judgements are formed</p> <p>A review of the Marking and Feedback Policy will be carried out and staff trained in effective marking and feedback to move a child's learning on</p> <p>Teachers will have opportunities to moderate inhouse and across the Academy Trust with year group and key stage colleagues</p> <p>Teachers, NQTs and support staff will receive support and coaching opportunities</p> <p>Teachers will receive training to ensure accurate judgements are made against objectives</p> <p>It will be clear to staff, through a reviewed curriculum and staff training, what the "expected standard" looks like in each subject</p>		<p>with a clear focus on Pupil Premium groups.. This will include observations and interviews with pupils or classes, as well as scrutiny of pupils' work</p> <p>Release time for phase and curriculum leaders to evaluate provision for pupils eligible for the PPG within their phase and subject</p> <p>Teachers to lead on interventions and support for pupils eligible for the PPG.</p>		
<p>The difference in attainment of Pupil Premium Pupils and Non-Pupil Premium will be improved in all subjects by the end of KS2</p>	<p>Continual professional development (CPD) will be delivered on a regular basis, this will be based on school developmental priorities and individual need</p> <p>Early identification of those PP pupils at risk of falling behind</p> <p>Information shared with class teachers at the beginning of the year so that barriers to</p>	<p>Since becoming a PiXL School two years ago our end of KS outcomes for <u>all</u> pupils has increased.</p> <p>Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.</p> <p>Teachers should use appropriate assessment to set targets which are deliberately ambitious</p>	<p>An ongoing cycle of learning walks/triangulation visits (with a focus on NQTs and new teachers to Oriol), data analysis by staff, VPS, phase leaders and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings & subsequent progress discussions)</p> <p>The Principal and VPs will draw evidence about curriculum design, provision and implementation from discussions with curriculum and subject leaders and</p>	<p>VPs (Juniors & Infants) Ongoing (through dialogue with Phase Lead) Termly during Pupil Progress meetings</p>	<p>On-going, as part of the Academy monitoring cycle</p>

	<p>learning are addressed in school</p> <p>In class support from highly trained Teachers and effective deployment of TAs delivering targeted interventions</p> <p>Use of PiXL Primary to identify gaps in pupils learning and putting therapies into place to ensure the gap is closing</p> <p>Achievement for All Training for all Teaching Staff (INSET 2020)</p> <p>Specialist Maths Teacher employed to support teachers and pupils in the teaching of Mathematics to ensure teachers are knowledgeable in how to teach mathematics to expected and above expected level</p> <p>The Maths Mastery programme is delivered in most year groups with the aim for the whole school to deliver the programme by 2021</p> <p>Accelerated Reader programme being used to support pupils progress in reading</p> <p>Booster classes and holiday academies to accelerate pupil progress and increase attainment</p> <p>Effective CPD training is delivered to include a greater awareness of how pupils learn, 4 Categories of SEND, Blooms questioning etc.</p> <p>Support from the SENDCo</p> <p>Delivery of effective interventions from teaching staff and TAs</p>	<p>“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (Paragraph 6.37 SEND Code of Practice)</p>	<p>teachers, observations of and interviews with pupils or classes, scrutiny of the pupils’ work, and reviews of schemes of work or other long-term planning</p> <p>Senior Leaders communicate successes and concerns in teaching practice as soon as observed so that appropriate support can be put into place</p> <p>Timetables are organised to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Teachers and/or the SENCO will engage with parents and pupils before an intervention begins to address any concerns or questions about the additional sessions.</p> <p>Pupil Voice questionnaires children can articulate their learning and next steps</p>		
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	<p>Extended school day to enable children to receive targeted interventions to accelerate progress</p> <p>Targets shared with parents at Parent-Teacher consultation evenings</p> <p>Teaching staff and the SENCO work closely with parents of Pupil Premium pupils so that they understand how to support their children appropriately at home</p>				
<p>To diminish the difference in Expected and Greater Depth attainment between Pupil Premium pupils and non-Pupil Premium pupils by the end of KS2, especially in writing</p>	<p>Early identification of Pupil Premium pupils who should achieve Expected and can potentially achieve GDS in writing</p> <p>Lessons are well planned with clear differentiation to enable all learners to make progress</p> <p>English Staff Insets focusing on challenge for all, but especially for More Able</p> <p>Termly Pupil Progress meetings to discuss progress and attainment of every child; agree on actions to ensure identified children meet their goals</p> <p>Extended school to deliver interventions by class teachers, TAs and SLT to teach targeted children</p> <p>Implementation of the No Limits Curriculum</p> <p>Staff insets to secure consistency of approach when teaching SPaG and writing strategies</p>	<p>The Educational Endowment Foundation notes that 'effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.' Also, 'both one to one and small intervention group interventions have a positive impact.'</p>	<p>Senior members of staff will ensure the quality of teaching remains good or outstanding. This will be monitored by formal Teaching and Learning reviews, informal observations, learning walks and book scrutiny.</p> <p>All teachers are released to plan carefully structured and differentiated English lessons</p> <p>KS2 staff plan the No Limits Curriculum collaboratively across the Academy Trust</p> <p>Whole school approach - Teachers provide opportunities for children to practise and develop their English skills beyond the English lesson i.e. across the curriculum</p> <p>Staff receive regular opportunities to share good practice, for instance, using Iris as a self-reflection tool but also as a platform to show effective pedagogy</p>	<p>Principal VPs Phase Leaders English and Curriculum Lead</p>	<p>On-going, as part of the Academy monitoring cycle</p>

<p>To deliver specific teaching support for new arrival pupils, pupils with English as an additional language</p>	<p>New arrivals receive effective induction, support into school and interventions to accelerate acquisition of English to enable pupils to make progress in line with their peers Teachers receive support, strategies and materials to enable new arrivals and pupils with EAL to access the curriculum and to enhance their acquisition of the English Language Data for pupils with EAL show that pupils' attainment and progress is at least in line with their peers Specialist HLTA employed to support pupils with English as an additional language HLTA builds on skills for new beginners to enable them to access the curriculum and raise attainment in English & Maths as pupils understanding increases Specialist EAL HLTA supports teachers and Inset to facilitate learning within the classroom</p>	<p>Children learn best when they feel secure and valued, so the first challenge is to make new arrivals feel welcome and help staff to make appropriate plans to include them</p> <p>According to research, the key to supporting EAL pupils and new arrivals is to provide a whole-school inclusive culture, welcoming induction, differentiated classrooms, appropriately timed and on-going assessment (formative, summative and contextual), tailored support strategies and parental involvement.</p>	<p>Teachers are aware of who their EAL pupils are and know how to support their individual needs</p> <p>An ongoing cycle of learning walks/triangulation visits (with a focus on NQTs and new teachers to Oriel), data analysis by staff, VPS, phase leaders and subject leads to have a clear picture of the progress of all pupils with a focus on EAL pupil groups (evident during pupil progress meetings & subsequent progress discussions)</p> <p>A whole school focus on quality first teaching, marking and feedback to improve outcomes and narrow the gap</p> <p>1:1 and/or small group interventions are planned to cater for individual needs i.e. spelling, reading, handwriting</p> <p>Pupils who are on SEN/EAL register and in receipt of Pupil Premium have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>Principal VPs Phase Leaders English and Curriculum Lead EAL HLTA</p>	<p>On-going, as part of the Academy monitoring cycle</p>
Total budgeted cost					£80,294.60
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>Pupils speech, language and communication skills are improved throughout the school</p> <p>Pupils are more able to access the curriculum</p>	<p>Whole school approach - A universal approach in school to improving speech and language in the Early Years and beyond</p> <p>External and qualified Speech and Language Therapist deployed across the school Speech and Language programs delivered by trained TAs and speech and language specialists</p> <p>Individualised Speech and Language programmes designed by the SALT</p> <p>TAs to receive training from the SALT to deliver effective speech and language therapy programmes</p> <p>KS1 Setting for Phonics</p> <p>Consistent use of marking and feedback strategies to enable children to make accelerated progress in Reading and Writing</p> <p>CPD opportunities are provided for all teaching staff (including TAs) that will improve their practice when teaching literacy</p>	<p>Pupils join Oriel with lower than expected oracy skills and a lack of vocabulary which inhibits their progress in phonics, reading and writing.</p> <p>It is recommended that schools should prioritise the development of communication and language as language provides the foundation of thinking and learning (Preparing for Literacy; Improving communication, language and literacy in the early years. EEF 2018)</p>	<p>Impact measured from start to end point of intervention programs.</p> <p>Close monitoring on the impact of interventions chosen and delivered. Interventions are changed or improved program if tracking data shows desired outcome is out of reach.</p> <p>Through meetings between teachers, TAs, S&L Therapist and SENCO to ensure children are making at least expected progress.</p> <p>SLT and Phase Leads to direct teachers to complete CPD in Literacy skills</p> <p>Staff inset and drop-in sessions on effective Marking and Feedback</p> <p>Work scrutinies Learning Walks (Guided Reading and English lessons)</p>	<p>SENCO</p>	<p>On-going, as part of the Academy monitoring cycle</p>
Total budgeted cost					£22,147.30
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>Rates of attendance are improved, particularly Pupil Premium children</p> <p>Children enjoy learning and want to come to school</p> <p>Parents fully understand the importance of good attendance and punctuality and the impact that poor attendance and punctuality has on a child's education</p> <p>Children have positive relationships with staff and peers as a result of excellent attendance</p> <p>Additional adults are available for children to work with and talk to about anything that may cause them to be absent from school or late in the mornings</p> <p>Parents and the school actively work together to ensure that children are able to attend school every day</p> <p>All children feel safe and cared for in school</p>	<p>Parental engagement: The Attendance Officer will work closely with parents. The Attendance Officer will track regular absentees and contact targeted parents of re-offenders on their first day of absence Parents will be taught to understand the difference between minor ailments and the kind of illnesses that warrant a day off school Regular reporting to parents during Parent Consultations, mid-year and end-of-year reports and termly letters for poor attendance. This will keep parents fully informed about their child's attendance in order to rectify issues or celebrate achievements. The school's Attendance Policy will be shared with parents whose children are regularly absent from school. Information about how persistent absenteeism or lates can impact a child's learning to be shared with parents via a termly letter to those concerned.</p> <p>Wrap-around care: Individuals will be offered free of charge or with financial support, using the Pupil Premium, to those who find it difficult to get to school on time or attend school. Breakfast will be</p>	<p>The Sutton Trust reports that the poor attainment of pupils who are disadvantaged is reinforced by a combination of their own low aspirations and poor levels of engagement in school.</p> <p>The links between attendance and achievement are strong, pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p> <p>Evidence shows attending school regularly can help pupils maximise their own life chances and the potential contribution they can make to society and future economy</p> <p>A report by the Sutton Trust found that poor attendance is linked to poor parental engagement</p>	<p>The Attendance Officer will meet regularly with the Principal and Inclusion Lead to discuss attendance, issues with attendance and targeted families to ensure that school systems are in place and run smoothly</p> <p>The Attendance Officer will maintain regular contact with families, particularly those whose children are regularly not attending school</p> <p>Calls or visit will be made daily to ensure that attendance is addressed immediately</p>	<p>Principal Attendance Officer VPs</p>	<p>On-going throughout the year and as part of the Academy monitoring cycle</p>

	<p>available to these children, taking one pressure away from the morning routine. After school provision will be offered to children free-of-charge or with support, if paying for childcare means that the family are in financial difficulty or if paying for childcare has a financial implication on other aspects of their childhood development (e.g. housing issues, food etc.).</p> <p>Extra-curricular clubs will be offered, free of charge using the Pupil Premium, so that all children have the opportunity to experience these activities and develop related skills and so that parents have another option for childcare. Children will enjoy these clubs and attend school to take part</p> <p>Adult support: Interventions will take place for those children who often miss out first thing in the morning due to being late for school Teachers will ensure that work can be, where possible, caught up (by those who have missed it) without requiring additional adult support if this was not planned to be used for the original task. This may involve creating additional resources to enable the child to catch up independently</p> <p>Curriculum planning: A curriculum review will ensure that exciting and relevant learning opportunities and</p>				
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	<p>experiences are planned to ensure children enjoy learning and want to come to school</p> <p>Additional opportunities, exciting trips and enrichment days will help develop children's interests in learning and will ensure that they want to come to school</p> <p>Parents whose children receive Pupil Premium funding will be offered free school trips (using the premium) to ensure their child attends without it having an impact on other financial matters at home</p> <p>The use of the Outdoor Classroom and introduction of Outdoor Learning activities will motivate children and engage them in learning in a way that they haven't experienced before</p>				
<p>Oriel provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning</p>	<p>The school office, SENCO and Home School Link Worker take responsibility for ensuring that all parents of Pupil Premium pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after school clubs and trips.</p> <p>Parents utilise the skills of the Home School Link Worker (Jason Lancy) when support vulnerable families.</p>	<p>Not all Pupil Premium families are aware or take advantage of the extra-curricular opportunities that are available to them.</p> <p>Ofsted publications and research by the NFER all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p>	<p>SLT to review use of Pupil Premium funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at key points during the school year.</p> <p>Office staff to monitor breakfast club /extra-curricular / enrichment participation for Pupil Premium pupils</p> <p>Tracking of Pupil Premium pupils applying for financial support</p> <p>Weekly briefing meetings ensure Pupil Premium children are a priority and all staff know who they are</p> <p>Tracking of breakfast club, after school clubs and wrap around care participation level</p>	<p>Principal VPs SENCO Office Staff Bursar</p>	<p>On-going throughout the year and as part of the Academy monitoring cycle</p>

<p>Parents are reengaged with school and their child's learning; they are secure in the school's ability to keep their child safe</p> <p>Staff actively engage with and listen to parents in order to fully understand the needs of our community and engage pupils in the transitioning of learning back into school</p> <p>Parents are aware that teachers are addressing gaps in learning. Staff engage with parents and pupils to identify and address gaps</p> <p>Parents receive support and training when dealing with their own, their child and their family's' needs following the impact of Covid-19</p>	<p>Parents and children receive a personalised response to their needs</p> <p>Parents receive the appropriate emotional wellbeing support from the Principal, Home School Link Worker and SENCO to enable to ensure they receive appropriate support or referrals to outside agencies</p> <p>Open mornings/workshops are held with parents to engage in information and to fully understand the impact of the last few months</p> <p>All staff receive CPD training that includes trauma</p>	<p>Complex family situations have been heightened during the pandemic and lockdown and lack of parental engagement with children's learning and school life (loss of income, loss of family members)</p> <p>The parents with whom the Welfare Officer had previously worked with, had a more positive relationship with the school.</p> <p>Parents who engage with schools are more trusting of accepting support from outside agencies</p>	<p>The Principal and VPS ensure that the importance of family and pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>VPS and the Principal work closely with teachers and parents to identify the emotional needs of the school and its community</p> <p>The Principal, VPS, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff and parents</p> <p>The Principal, VPS and Phase Leaders monitor pupil progress in lessons to identify key areas and gaps in pupils' understanding to improve pupil outcomes</p> <p>The Mental Health and Safeguarding Policy reflects and helps to establish rules and procedures to meet the personal and learning needs of pupils following the Covid-19 Pandemic</p> <p>All children, parents and families needing targeted individualised support to identify</p> <ul style="list-style-type: none"> • The needs of the family • How the family will be supported • Actions to provide that support • Any special requirement <p>Children and parents/carers will be involved in the plan.</p> <p>The support will be closely monitored, reviewed and evaluated to assess its impact</p> <p>tay and Learn Workshops (e.g. Phonics in EYFS and KS1, Maths across the school, etc) are well attended.</p>		<p>On-going throughout the year and as part of the Academy monitoring cycle</p>
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Total budgeted cost					£34,147.30

