FILTON AVENUE
PRIMARY SCHOOL

PUPIL PREMIUM REPORT 2019-20

3 Year Plan - Pupil premium strategy statement

What is the Pupil Premium?
The Pupil Premium is additional funding for Reception children through to aged 16, that is allocated to schools and academies to help support socially disadvantaged pupils. Its purpose is to close the attainment gap between them and their peers.

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a supportive environment. As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop his/her full potential, irrespective of need.

The school has high numbers of pupils (35.6 %) whilst monies are directed towards distinct interventions and work a significant amount of pupil premium is targeted at quality first teaching.

Background
The Pupil Premium targets extra funding for those from deprived backgrounds. Research shows these pupils underachieve compared to their peers. The premium is provided in order to support these more vulnerable groups of pupils to reach their potential.

The Government have used pupils entitled to Free School Meals (FSM), children of service personnel and Children Looked After (CLA) as an indicator for deprivation and have provided an additional fixed amount of money to schools per pupil to further support their education.

The Government have not dictated to schools how to spend this money, but are clear that schools need to employ strategies that they know will support these pupils to increase their attainment and narrow the gap.

Responsibilities
We maintain an on-going programme of support and monitoring for pupil with Pupil Premium support. This programme will be subject to oversight from the Local Governing Body via the Pupil Premium Lead.

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and

support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionally affected by poor quality teaching.

Reporting
It will be the responsibility of the designated member of the Wider Leadership Team (Komilla Datta) to produce a report to senior staff and to Governors which includes:
- An outline of the provision in place to support pupil premium pupils/students
- The progress of pupils/students supported by pupil premium funding
- An evaluation of the programme including the impact of initiatives and personnel
- A plan for the academic year that links funding to interventions
The Local Governing Body will ensure that the web site includes reference to pupil premium spending and outcomes.

Barriers to Learning
We have identified a number of barriers to learning which need to be overcome in order for all children and pupils to make progress and succeed.
Since pupil premium funds became available the school has strategically targeted our pupils for enhanced intervention and resources in order to overcome key barriers in:

- Speech and language development
- Emotional and behavioural development
- Low prior attainment on entry to reception
- Maths
- Reading (including phonics)
- Attendance and punctuality
- Parental engagement
- Special Educational Needs (SEN) – a high proportion of pupil premium children are also identified as SEN
- Disruption to routines and structure due to COVID and school closures
- No technology at home to complete remote learning activities

In addition to intervening academically we continue to provide therapeutic support where necessary as many of our children who receive pupil premium funding can be subject to experiences that are traumatic and destabilising. This includes support through Thrive.

Educational Research and rationale for strategies
Research conducted by the Educational Endowment Foundation and Sutton Trust indicates the average impact (in months) on academic progress of effective practice. The school is conscious of this practice based research and takes notice of it when identifying appropriate and cost effective actions.

Key areas for the school and which resource is allocated include:

Strategy	Cost	Impact
Behaviour interventions	Midrange cost	4 months
Collaborative learning	Low cost	5 months
Early Years Intervention	High cost	6 months
Quality feedback by teachers	Low cost	8 months
Understanding how to learn	Low to mid cost	9 months
1 to 1 tuition	High cost	5 months
Speech & Language intervention	Low to mid cost	5 months
Outdoor learning	Mid cost	3 months
Phonics	Low cost	5 months
Small group tuition	Mid cost	4 months
Reading comprehension strategies	Low cost	5 months

An outline of the provision in place for disadvantaged pupils 2020/21

Leadership

1. High quality first teaching and a relentless focus on learning. VEO (video tagging software) to be implemented this year to improve quality first teaching.
2. The Leadership team has a responsibility for tracking PP interventions and in ensuring all senior staff are fully aware of school wide actions and strategies for supporting PP pupils. For SEND pupils this is done through Edukey.
3. The Local Governing Body has identified a PP Lead and Link Governor to link directly with senior staff in relation to PP funding, interventions and impact.
4. All middle leaders are made aware of their responsibilities to track, monitor and support PP pupils.
5. All Teachers are required to use our information management systems to track the progress of PP children and to ensure that they plan lessons to support these pupils. To use assessment and feedback to identify and teach the gaps. Feedback needs to be modelled and personal.
6. A collective ownership and everyone understands their role in improving the outcomes for all pupils, especially PP pupils.

Behaviour and inclusion

1. Pupils with poor attendance and punctuality will be supported by the phase leads and heads of school. This will be tracked and monitored through SOL Attendance.
2. The staff, including the Learning Mentor, will support vulnerable learners and their parents.
3. Purposeful Play/OPAL to continue (See individual action plans).
4. Phase Leads will track and analysis behaviour data on SIMs.

Speech and Language (S & L) support

1. S & L therapy support 2 days per week. S & L therapist to provide support to teachers and support staff, that continue work with individuals and groups. Sirona providing whole class strategies to support all children.
2. Use of the Speechlink program in EYFS to identify gaps for individual pupils.
3. Small group speech and language programmes led by SENCOs and Teaching Assistants.

4. Additional phonics support and training in place for Reception and Year 1. All staff across all age ranges will be trained in Read, Write, Inc.
5. Oracy strategies implemented across the school (see our school priorities) through Voice 21. A strategic lead has devised a programme to embed strategies over 3 years.
6. Sound training in Year 5 and 6 for further phonics support.
7. Representation School Pupil Voice

Therapeutic support

1. Thrive, Play Therapy, Drawing Therapies and the Nurture Group
2. Mindfulness and PSHE scheme Jigsaw
3. Unique Voice support through PPA
4. Assemblies
5. Parental support and engagement activity through Community Partnership and other approaches (e.g. coffee mornings and FFA)
6. Primary Mental Health Therapist, supporting schools in issues surrounding mental health
7. Mental Health Lead in school

Academic Interventions

Use the National Tutoring Programme and Catch Up premium, targeting disadvantaged pupils. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

1. Deployment of staff to provide 1-1 additional support and small group work to support core subjects particularly reading, writing and maths. Targetting PP HAPs as well.
2. Additional support provided such as a rapid Literacy catch up programme for early years
3. 2 x Reading Recovery teachers
4. Reading Wise
5. Accelerated Reader
6. Times-table Rockstars
7. Mathletics

8. Teaching assistants supporting key interventions across the school
9. Brilliant Club Tutor More able year 5/6
10. Targeted Reading Interventions
11. NELI The Nuffield Early Language Intervention for reception children

Evaluating Impact

- Pupil Voice
- Data
- Children engaging in Purposeful Play
- Attendance
- Learning Reviews show teachers planning for all learners, including progress in books

**Pupil Premium Funding and Expenditure 2020-21**
In the academic year 2019-20 the value of the Pupil Premium for primary pupils is £1345. The total Pupil Premium funds for academic year 2020-21 is: £357,770 (£1,345 per pupil, 36.7%).

Summary information					
School	Filton Avenue Primary School				
Academic Year	2019-20	**Total PP budget**	£353,760	**Date of most recent PP Review**	November 2018
Total number of pupils	754	**Number of pupils eligible for PP**	268	**Date for next internal review of this strategy**	February 2021

Three Year trends

KS2 attainment for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma) ⌄

Legend: School (FSM6) · School (Not FSM6) · National (Not FSM6)
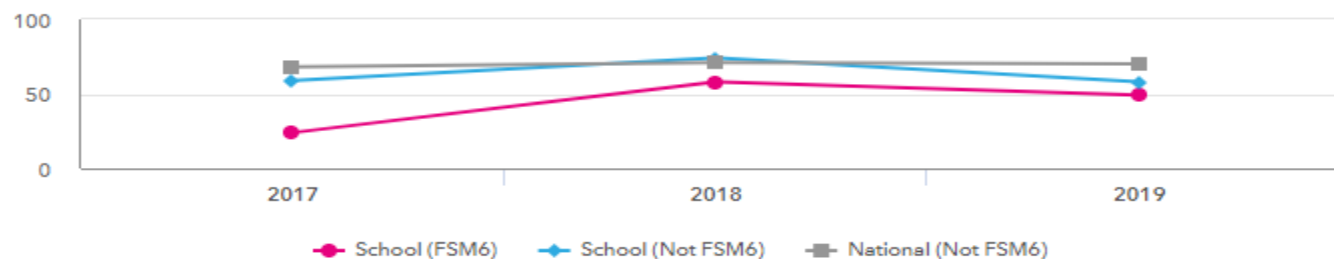
FFT data shows that more children on average are reaching expected standard every year and that the gap is closing year on year.

Overview of standards 2016-2019 PP Data

Key Stage 2	2016/17		2017/18		2018/19	
	School	LA	School	LA	School	LA
Reading	40	57	69	-	56	57

Writing	51	64	78	-	79	66
Maths	36	60	61	-	67	67

Attainment March 2020 – End of KS1		
	Non Pupil Premium/ Pupil Premium (your school) 48 pupils from MARCH 2020	2018/19 Bristol Disadvantaged
% expected + Reading	**70 % / 41 % / 60 %**	57 %
% expected + Writing	**77 %/ 49 % / 67 %**	66 %
% expected + Maths	**77 % / 51 % 68 %**	65 %
Attainment March 2020 – End of KS2		
		2018/19 Bristol Disadvantaged
% expected + Reading	**83 % / 56 %/ 72 %**	57 %
% expected + Writing	**86 % / 53 % / 73 %**	66 %
% expected + Maths	**83 % / 51 % / 70 %**	65 %
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*		
A	Poor literacy skills, especially reading	
B	PP children have lower levels of Oracy at their starting points. This leads to poor reasoning and mathematical development	

C	PP children have more social and emotional issues due to home life. This leads to lower resilience and lower attendance (see below)
D	Children have reduced educational experiences and have parents/carers who are less engaged in supporting learning at home

External barriers *(issues which also require action outside school, such as low attendance rates)*	
E	Low attendance rates PP gap analysis shows that there is a gap in attendance (see below).
.F	Lack of routine and structure during school closures may have contributed to further widening of the gap.
G	Lack of technology at home meant some children could not engage in home learning effectively or consistently during school closures.

Desired outcomes *(Desired outcomes and how they will be measured)*	**Success Criteria**
1. Disadvantaged attendance and PA continues to improve and increased to bring it in line with national	Monitor attendance weekly, following this with letters to parents and meeting to discuss strategies on how to improve attendance. Increase attendance for PP children to national expectation. Decrease the number of broken weeks particularly in light of COVID.

2.	Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data Y6 will have accelerated progress to raise attainment bringing it closer to national non-PP data	To increase our PP Year 6 RWM outcomes to national. Trends show that we have started to close the gap (see above). A focus on increasing our Year 6 outcomes in Reading and to achieve National Expectations.
3.	To close the gap between PP and Non PP in Year Groups 3-5 – no greater than 10%	Monitor at each data group to identify the gap between PP and Non PP. Data shows that we have improved data for all pupils. For the period 2017-2019, attendance improved by 0.6 %. A focus on closing the gap between PP children and all children. Currently the gap of 1.15 %. Success at the end of the year will be to close this gap 0.9 %

Planned expenditure				
Academic year	**2019-20**			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
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**
For PP pupils to make (or exceed) nationally expectations for progress and attainment. ALL staff to have high expectations and aspirations of all pupils regardless of their starting point and prior learning. Teaching to be at least effective across the school. To embed Formative Assessment strategies from staff training – including effective feedback, peer/self assessment and questioning. Some of these delivered through phase training sessions. Use of Teaching and Learning hub to coach identified teachers and support quality first teaching.	Staff training on No More Marking, New Feedback Policy and use of moderation. Coaching training for Teaching and Learning Hub. New Enquiry Based Curriculum Oracy training (Voice 21). New Oracy Lead in school to have Oracy training to share to all staff, including TAs.	PP gap in Maths and Reading Collaborative learning research Metacognition approaches (to be introduced at staff training 2018-19)	PPMs PPA Insight QLA CPD Learning walks/observations	Class teachers LT PP lead SLT

The school monitors and evaluates the impact of intervention and support provided to PP pupil frequently and is reported to SLT during Pupil Progress Meeting. Gaps are identified early through learning reviews, learning walks, NFER, Comparative Judgement and PiXL assessments. All interventions monitored centrally and impact assessed frequently on EduKey. Continued training for TAs in formative assessment strategies. One to one reviews in English to be trialled over the summer term. Teachers using enquiry based learning approach in all subject in the curriculum. The curriculum reflects our setting and context. Oracy resources used throughout the school (School 21) to enhance use of productive talk in lessons from Reception to Year 6. Rich language and vocabulary to underpin lessons.				

Cost/Impact:	
Comparative Judgement – The Year 2 APW report in March showed that the writing age in school was 7y 9m, compared to all schools that was 7y 8m. PP children had a writing age of 7y 2m this was approximately in line with All school who had a writing age of 7y 3m. Judge quality showed 100 % in consistent judges and 0.89 reliability.	
Year 6 APW report shows that the average age 10 y 4 m, all school 10 y 5 m. PP writing age was 9 y 7 m for all schools this was 10 y 1 m. Judge quality shows that consistent judges is 78.6 % and 0.88 reliability.	
In January average writing age in Year 4 was 9y1 and 9y and 1m in all schools. PP average writing age was 8 y11 m and all schools was 8 y7m.	
In Year 1, the average writing age was 6y 0 m, compared to all schools 6y 3m. PP average writing age is 5 y 8 m, compared to 6 y 0 m in all schools.	
In December Year 5 APW was 10 y 0 m and in all schools it was 9y 9m. PP average writing age was 9 y 11 m compared to all schools 9 y 3m.	
In October Year 3 average writing age was 8 y 9m and in all schools it was 7 y 11 m. PP average writing age was 8 y 0m and all schools 7 y 6m.	
Following lockdown we will implement writing elicitation tasks to identify gaps plan for how to address the gaps in their learning. Teachers were asked to plan these gaps as a priority, key spellings of age-related words and the year group KPIs.	
Teachers were also directed to the comparative judgement reports conducted prior to lock down to further support their planning.	
The parental questionnaire at the end of the year had an increase in parent comments about our Enquiry based learning and how effective it was.	
Teachers have observed other members of staff teaching NPM in order to share best practice.	
The staff end of year questionnaire showed that staff particular found phase specific CPD useful. Phonics, Lighting Up Learning, Oracy and writing moderation were identified as some of the most impactful.	
Total budgeted cost	**£286,638**

(i) 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**
AR embedded in years 4-6 and now for free readers in year 3. Staff have had training led by KL and by the AR team. AR tests are monitored regularly and teachers are emailed if their class is falling behind. Teachers have been reminded to speak to specific learners if they are not reading as often as they should. Termly competitions have taken place. The most successful being the individual target competition for a trip to the FAP ice cream parlour this term. This competition meant a 69% increase in the amount of children reading and	As a result of frequent monitoring intervention for children underperforming in are identified early: Intervention identified must be monitored during the 6 week cycle and then reviewed at the end. Interventions to include: • Reading Recovery x daily • Accelerated Reader • Reception additional phonics support x 2 including Early Literacy Programme • Reading Wise (priority given to higher ability PP children) • Reading gladiators • PP focus with reading volunteers • Specific interventions by Assistant Heads • Brilliant Club for higher ability PP children (given priority) Reading Gladiators for higher ability pupils (PP given priority)Continued CPD for reading hats (See English Action Plan). Hub have specific responsibilities Monitoring cycle completed by English Hub A focus on reading weekly with PP children Workshop for parents Focus during PPM	Education Endowment Fund (EEF): On average, reading comprehension improve learning by an additional 5 months progress over the course of the year. Comprehension strategies appear to be particularly effective for older readers (aged 8 and above) who are not making expected progress.	PPMs PPA QLA Planning support Monitoring of teaching and learning English data (NFER, SATs) shows accelerating progress. Planning Learning reviews Learning walks Summative assessments show learners using visual representations to support attempts to solve problems Staff training English data shows accelerating progress	Class teachers English lead (KL) PP lead SLT

completing quizzes with more than 85% accuracy. KL worked with different year groups to map out medium term plan for the term. Restructured how reading lessons are taught in years 3-6. Spelling is improving across the school, through both the feedback sessions and spelling lessons. When looking at books, it is clear that spelling is improving over time. All teachers now take pride in the learners' presentation. Reading Eggs impact report shows 3 months progress in reading on average (see report for further details). Brilliant Club impact report shows that children make great progress from starting points. Evidence of richer language and reference	Maths lead and English lead creates QLA for each teacher after Insight tests. During PPA year group leads look at planning and feedback Rising aspiration through Enabling Enterprise and Brilliant Club.			

to articles that were above their reading ages. Reading Gladiators – GD group for MA readers and continuing next year due to impact. The texts have shown to be challenging and pupils have shown a greater confidence in lessons and their attainment (see data).				

Cost/Impact:

Monitoring individual reader logs and feedback Term 2 – feedback given to teachers and good practice shared within year groups / phases.

Phase One: there needs to be a weighted focus of comments about decoding and the early reading skills alongside red hat, white hat skills.

Reading diaries being used in EYFS as reading and communication tool. Teachers able to communicate with parents – advice, word lists, phonic support etc.

Accelerated Reader data shows average time spent reading for each pupil and allows teachers to track reading at home. Reading records no longer expectation. Pre Lockdown, interventions taking place in school:

A-Z (Orchard campus)

Early Literacy Programme (LR) KS2.

Reading Wise.

RWI intervention groups previously in Year 2, will extend to Year 3 20-21.Trained but inconsistent use of AR data to monitor pupils. Being used effectively to target extra reading provision.

Accelerated Reader programme established across years 4-6, with teaching staff accessing data reports on app to track progress and monitor targeted groups.

Reading competitions highly successful, motivating learners and prompting a love for reading. Individual target competitions better received than class competitions as deemed fairer and smarter targets.

Reading curriculum and progression in reading plans supporting all teachers in planning effective comprehension skills using reading hat focus.

Monitoring of spelling data, handwriting, no pens marking shows progress across learning groups (see Learning Review Days).

No Pens Marking becoming embedded across school – support for new members of staff and those who need (see Learning Review Days).

Working walls reflect the learning in classrooms and are regularly changed according to new learning, appropriate spellings, key vocabulary and marvellous mistakes. Pupil voice shows that working walls are supporting pupils.

Sentence stems and oracy skills observed in lessons as expected culture.

Total Budgeted cost	**£53, 000**

(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**
PP gap to close in Maths and HA maths.	As a result of frequent monitoring intervention for children underperforming in Maths are identified early: Intervention identified must be monitored during the 6 week cycle and then reviewed at the end. Interventions to include: TT Rockstar Specific interventions by Assistant Heads Develop use of planning to ensure consistency in expectation across the school To improve the quality of task design to ensure progress for all Develop mathematical fluency across the school	Education Endowment Fund (EEF)	PPMs PPA QLA Planning support Monitoring of teaching and learning Mathematics data (NFER, SATs) shows accelerating progress Planning Learning reviews Learning walks Summative assessments show learners using visual representations to support attempts to solve problems	Class teachers Maths Lead (NH) PP lead SLT

| | Develop oracy across the maths curriculum
To improve the quality of feedback in maths. | | Staff training
Mathematics data shows accelerating progress | |

Cost/Impact:

Teachers are confident using a range of concrete and pictorial resources (learning review days in lessons and books).

What it is and what it's not (examples and non-examples) was explored during INSET 25.10 and also forms part of working wall displays in classes. This is helping learners to develop conceptual understanding of key mathematical ideas.

Teachers are increasingly confident using the White Rose Maths SoL and adapting this to meet the needs of learners, for example teachers take longer to cover a particular small step if they identify that learners' need additional time to practise and consolidate understanding.

Teachers completing NFER marking and QLA spreadsheets allowed for detailed understanding of gaps and ensured learners' needs could be met e.g. through Quick Maths as seen on learning review days.

Community Partnership meetings continued this year at LR and OC have enabled those parents who attended to hear about new Enquiry Curriculum and Oracy.

Sentence stems are used routinely in classes and this is supporting learners' ability to reason mathematically and understand new concepts.

Teachers are beginning to use, No Pens Marking in maths, although it is being used more effectively in some classes than others We have used Maths QLA to inform teaching.

SEND learners are often named on plans.

25.10 INSET session – teachers explored how variation can support development of conceptual understanding. Time was spent exploring a range of high quality resources and considering their use.

Marvellous mistakes were used across year groups to highlight key learning points and ensure that children fully understood key concepts (learning review days).

Numbots is increasing teacher confidence in the teaching of number bonds in particular; teachers are using the online resource to support modelling of key ideas.

Many learners are using numbots regularly.

Children in year 1 are confident subitising (learning review day).

TTRS Rock Star party was popular with learners and increased the time spent on TTRS.

Successful TT Rockstars (TTRS) competition (Oct 19) with a Rock Star party motivated learners to use TTRS regularly.

Rock Hero badges are encouraging learners to practise regularly and improve their speeds on TTRS, Bedtime story meetings introduced, the program, Maths with Parents.	
Letters went out to parents introducing Maths with Parents and sharing class codes. Year 1 parent/carers have shown particularly good engagement.	
In terms 1 and 2, 551 activities were completed (with comments left), with many positive comments from learners and their parents /carers. Staff training on 11.12 explored useful strategies for oracy in maths and particularly the use of talking frames.	
Talk frames seen in Y1 learning review day Dec '19.	
Sentence stems being used regularly in maths in all year groups (Learning review days).	
Some year groups identifying and defining key vocab at beginning of lessons (Learning review days).	
Vocabulary progression document developed with staff during training on 11.12 and shared Dec '19.	
Talk frames and sentence stems are enabling learners of all abilities to discuss mathematical ideas with confidence.	
Learners are confident using precise mathematical vocabulary. Maths hub identified examples of effective feedback in maths for saving on T drive as a point of reference.	
Feedback sessions in year 4 are having a positive impact with misconceptions being addressed promptly and effectively (learning review days)23.10 staff training explored ways of delivering feedback sessions at the start of maths lessons.	
23.10 staff training – teachers had opportunity to look at feedback books alongside children's work to discuss progress in No Pens Marking in Maths.	
Effective Feedback Policy has been amended and updated to reflect changes.	
Total Budgeted cost	£50, 075

(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**
Provide access to full range of educational experience to improve emotional and	Weekly Homework Club Subsidise enrichment and engagement activities	Improving emotional and behavioural choices We develop more positive attitudes to self and to	Thrive assessments	All staff

behavioural choices To increase engagement in learning and provide a breadth of experiences. To improve attendance for all groups in line with national trends	Trips to local museums including opportunities like Year 6 Take Over Day, Science Week, Aspiration Day, Year 2 Café, Summer Fair, Heritage event. To incorporate Enabling Enterprise with new enquiry curriculum. Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc. Further community event to engage with coal community and provide a sense of belonging for the children. To ensure our curriculum reflects our local area and our context. Brilliance Club to raise aspirations. To have a range of extra curricular activities provided through including sports clubs, to provide children with opportunities to develop peer relationships and social skills. Learning mentor for targeted long term support Thrive Unique Voice Holiday club Breakfast club provision Mindfulness Nurturing group started LR OPAL/Purposeful Play to engage learners in imaginative play. An OPAL/Purposeful Play hub created so there is a strategic overview in this area.	learning in core groups or individuals. Reducing challenging behaviour Early intervention Research shows that all of these will increase engagement in learning especially after school closures.	Behaviour reports on SIMs CPOMs CPD Pupil Voice	changes as shown in staff training 19/6/19 Monitoring of learning in books and floor books has many strengths as shown in staff training 19/6/19 Pupil Voice from OPAL/Purposeful Play questionnaires show that children are engaged in imaginative play and there are much fewer first aid incidents. Attendance has improved (see Attendance data review).

	SOL attendance tracker used by phase leaders and heads of school to monitor trends in attendance closely and respond in a timely way.			

Cost/Impact:

We received 98 more responses than the previous year's parent/carer questionnaire. Under every metric, and for every question asked last year, more parents strongly agree, in some areas parent/carer approval has almost doubled.

Also in every area, less parents/carers have said that you disagree with the statement.

Positive comments about our Enquiry Curriculum shows that our changes are having an impact and children are speaking about States of Being and their experiences at home (please see Parent/carer questionnaire).

Brilliant Club was cancelled and rescheduled to next year in November.

Attendance was continuing to improve till March 2020.
Overall attendance – All school/PP %

2017 -18   94.1 / 93.72
2018 – 19   94. 7 / 93.55

2019 – March 2020
94.5 / 93.51
Over lockdown, vulnerable families were called at least fortnightly to check in with the family. All children received a timetable to enable parent/carers to follow a routine and have a structure for the day in place. Teachers also called every child twice during lockdown and shared any concerns they had on CPOMs. Foodbank vouchers were being regularly distributed during this period alongside the nations FSM programme. Ipads were given out to families that did not have tech at home so they could access to home learning. Teachers were updating and regularly accessing Class Dojo.
Wellbeing packs, were delivered to fifty of the most vulnerable children, during a socially distanced visit.

Total budgeted cost	**£ 11,000**