

Westhouses Primary School

Pupil Premium Summary Report 2019-2020

September 2020

1. Summary Information					
School	Westhouses Primary School				
Academic Year	2019-20	Total disadvantaged pupil budget	£32,580.00	Date of the most recent PP review	September 2020
Total number of pupils July 2020	84	Number of pupils eligible for PP grant	13	Date of next internal review	September 2021
Total number of disadvantaged pupils	17	Number of other disadvantaged pupils	5		

1. Previous Attendance							
Academic Year * Up to school closure due to COVID-19*	Number of PP pupils	School % average attendance - PP pupils	National % average attendance - PP pupils	School % average attendance- Non PP pupils	National % average attendance- Non PP pupils	School Difference between PP and Non PP	National Difference between school PP and National PP
2019-2020	21 (+1 Forces)	95.76%	Not available	95.86%	Not available	-0.1%	Not available

2. Attainment (Data for academic year 2019-2020 *Up to school closure due to COVID-19*)			
	Pupils eligible for PP	All Pupils	National Other 2019
EYFS (2 disadvantaged pupils)	2	10	
% of pupils achieving a Good Level of Development	50%	70%	Not Available
KS1 (6 disadvantaged pupils)	5	23	"
% of pupils meeting expectations in Maths	31%	63%	
% of pupils meeting expectations in Reading	31%	56%	
% of pupils meeting expectations in Writing	31%	56%	
KS2 (13 disadvantaged pupils)	13	51	"
% of pupils meeting expectations in Maths	54%	73%	
% of pupils meeting expectations in Reading	62%	71%	
% of pupils meeting expectations in Writing	54%	69%	

Outline of Pupil Premium income

- We had 21 pupils in receipt of Pupil Premium funding. This is 16.8% of the school population (this includes some pupils adopted from care).
- In addition, we also had 1 pupil in receipt of Forces Premium this is 1.3% of the school population.
- Total percentage of disadvantaged pupils = 23.4%. We will receive £32,580.00 in Pupil/Forces Premium and LAC funding for 2019-20.

Attainment of pupils including Pupil Premium children 2019-2020

RECEPTION:

(Number of children: 10 All 2 Disadvantaged)

On track to achieve a good level of development (GLD)				
	September 2019	December 2019	April 2020	July 2020
All	60%	60%	70%	
Disadvantaged	50%	50%	50%	

KEY STAGE 1

YEAR 1:

(Number of children: 7 All 2 Disadvantaged)

NOTE: One child joined in the autumn term having stayed at nursery throughout reception year. Significantly below in all areas - no phonic knowledge and cannot write his name.

On track to be working at or above expected standard					% pupils on track to make expected
Autumn:	July 2019	December 2019 +1	April 2020	July 2020	
Reading					
All	67%	57%	57%		100%
Disadvantaged	100%	100%	100%		100%
Writing					
All	67%	57%	57%		100%
Disadvantaged	100%	100%	100%		100%
Mathematics					
All	83%	71%	71%		100%
Disadvantaged	100%	100%	100%		100%
Phonics					
All	67%	57%	71%	86%	
Disadvantaged	100%	100%	100%	100%	
57%	* Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.				

YEAR 2:

(Number of children: 9 All 3 Disadvantaged)

On track to be working at or above expected standard					% pupils on track to make expected progress (3 points per year) from their starting points.
	July 2019	December 2019	April 2020	July 2020	
Reading					
All	44%	44%	56%		100
Disadvantaged	50%	50%	33%		100
Writing					
All	44%	44%	56%		100
Disadvantaged	50%	50%	33%		100
Mathematics					
All	56%	56%	56%		100
Disadvantaged	50%	0%	33%		100
Phonics					
All	89%	89%	89%		100
Disadvantaged	100%	100%	33%		100
Re, Wr, Ma					
All	33%	33%	56%		
Disadvantaged	0%	0%	33%		

KEY STAGE 2

YEAR 3:

(Number of pupils: 12 All 3 Disadvantaged)

On track to be working at or above expected standard					% pupils on track to make expected progress (3 points per year) from their starting points.
	July 2019	December 2019	April 2020 -1	July 2020	
Reading					
All	75%	67%	73%		100
Disadvantaged	75%	75%	100%		100
Writing					
All	67%	67%	73%		82
Disadvantaged	75%	75%	100%		100
Mathematics					
All	67%	67%	73%		100
Disadvantaged	75%	75%	100%		100
EGPS					
All	83%	67%	64%		100
Disadvantaged	75%	50%	67%		100
Re, Wr, Ma					
All	67%	67%	73%		
Disadvantaged	75%	75%	100%		

YEAR 5:

(Number of pupils: 15 All 4 Disadvantaged)

Two new pupils in Y5 – both below expected in all areas and one is EAL (reflected in Dec dip).

On track to be working at or above expected standard					% pupils on track to make expected progress (3 points per year) from end of KS1.
	July 2019	December 2019 +2	April 2020	July 2020	
Reading					
All	77%	67%	67%		93
Disadvantaged	67%	50%	50%		75
Writing					
All	77%	67%	67%		87
Disadvantaged	67%	50%	50%		75
Mathematics					
All	85%	80%	80%		100
Disadvantaged	100%	75%	75%		100
EGPS					
All	69%	67%	67%		87
Disadvantaged	67%	50%	50%		73
Re, Wr, Ma					
All	69%	67%	67%		
Disadvantaged	67%	50%	50%		

YEAR 4:

(Number of pupils: 11 All 3 Disadvantaged)

On track to be working at or above expected standard					% pupils on track to make expected progress (3 points per year) from end of KS1.
	July 2019	December 2019	April 2020	July 2020	
Reading					
All	55%	64%	64%		64
Disadvantaged	33%	33%	33%		67
Writing					
All	55%	64%	64%		73
Disadvantaged	33%	33%	33%		67
Mathematics					
All	67%	64%	64%		73
Disadvantaged	33%	33%	0%		67
EGPS					
All	55%	55%	55%		64
Disadvantaged	33%	33%	33%		67
Re, Wr, Ma					
All	55%	64%	55%		
Disadvantaged	33%	33%	0%		

YEAR 6:

(Number of pupils: 13 All 3 Disadvantaged)

On track to be working at or above expected standard					% pupils on track to make expected progress (3 points per year) from end of KS1.
	July 2019	Dec 2019	April 2020	July 2020	
Reading					
All	62%	62%	85%		92
Disadvantaged	0%	0%	67%		67
Writing					
All	54%	54%	77%		92
Disadvantaged	0%	0%	33%		67
Mathematics					
All	69%	69%	77%		92
Disadvantaged	0%	0%	33%		67
EGPS					
All	54%	54%	77%		92
Disadvantaged	0%	0%	0%		67
Re, Wr, Ma					
All	54%	54%	77%		
Disadvantaged	0%	0%	0%		

Progress of pupils including Pupil Premium Children 2019-20

4 points progress over the year would be expected progress in Reception and 5 points would be good progress (2.67 up to School Closure)

Reception Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1.1	1.1	-	2.2	Maths all	1.3	1.3	-	2.6
Reading Disadvantaged	1	1.5	-	2.5	Maths Disadvantaged	1.5	1	-	2.5
Writing all	1.1	1.3	-	2.4	Shape Space Measure all	1.1	1.5	-	2.6
Writing Disadvantaged	1	1.5	-	2.5	SSM disadvantaged	1	3	-	4

NB: Reception pupils often make more progress in the latter part of the school year once they have settled in (they were not in school after March).

Reception (Now Year 1 pupils) will need support and reinforcement to make rapid progress after missed learning due to school closure.

2 points or more indicates good progress due to school closure in Spring term (COVID-19)
(using Classroom Monitor system)

Year 1 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1.2	1	-	2.2	Maths all	1.2	0.9	-	2.1
Reading Disadvantaged	1	1	-	2	Maths Disadvantaged	1	1	-	2
Writing all	1.1	1	-	2.1	SPAG all	1.1	1	-	2.1
Writing Disadvantaged	1	1	-	2	SPAG disadvantaged	1	1	-	2

Year 2 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1.2	0.8	-	2	Maths all	1.4	0.7	-	2.1
Reading Disadvantaged	1	0.5	-	1.5	Maths Disadvantaged	1.5	0.7	-	2.2
Writing all	1.1	1	-	2.1	SPAG all	1	1	-	2
Writing Disadvantaged	1	1	-	2	SPAG disadvantaged	1.3	1	-	2.3

Disadvantaged pupils in this group will need support with Reading in the future to close the progress gap with their peers.

Year 3 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	0.9	1	-	1.9	Maths all	1	1.1	-	2.1
Reading Disadvantaged	1	1	-	2	Maths Disadvantaged	1	1	-	2
Writing all	1	1	-	2	SPAG all	0.9	1	-	1.9
Writing Disadvantaged	1.1	1	-	2.1	SPAG disadvantaged	1	0.8	-	1.8

Pupils in this group will need to work on SPAG in the future to close the progress gap with their peers.

Year 4 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	0.9	1	-	1.9	Maths all	1	1	-	2
Reading Disadvantaged	1	1	-	2	Maths Disadvantaged	1	0.8	-	1.8
Writing all	0.9	1.2	-	2.1	SPAG all	0.9	1	-	1.9
Writing Disadvantaged	1	1.5	-	2.5	SPAG disadvantaged	0.5	1.3	-	1.8

Pupils in this group will need work on Maths and SPAG in the future to close the progress gap with their peers.

Year 5 Progress	Points progress per term			Total points progress throughout year		Points progress per term			Total points progress throughout year
Reading all	1.1	1.1	-	2.2	Maths all	1.2	1.1	-	2.1
Reading Disadvantaged	1	1.3	-	2.3	Maths Disadvantaged	1	1.4	-	2.4
Writing all	1.1	1.1	-	2.2	SPAG all	1	1.1	-	2.1
Writing Disadvantaged	1	1	-	2	SPAG disadvantaged	1	1.4	-	2.4

Year 6 Progress	Points progress			Total points progress throughout year		Points progress			Total points progress throughout year
Reading all	1	1.5	-	2.5	Maths all	1	1.3	-	2.3
Reading Disadvantaged	1	2	-	3	Maths Disadvantaged	1	1.7	-	2.7
Writing all	0.9	1.5	-	2.4	SPAG all	1	1.5	-	2.5
Writing Disadvantaged	1	2	-	3	SPAG disadvantaged	1	1.8	-	2.8

Points progress over the Key Stage

Adjusted expected points progress due to school closure (COVID-19)

	Reading		Writing		Maths		SPAG	
KS1	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year 1 <i>(expected 2)</i>	2	3.8	2	4.5	2	4.2	2	4.3
Year 2 <i>(expected 5)</i>	7.3	5.3	7.5	6.4	7.3	5.9	7.3	5.8
KS2	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year 3 <i>(expected 2)</i>	1.8	1.8	1.9	1.7	1.8	2	1.6	1.7
Year 4 <i>(expected 5)</i>	4.8	4.3	5.3	4.8	4.5	5.1	3.8	4.8
Year 5 <i>(expected 8)</i>	7.9	7.4	7.6	7.4	8.5	6.9	7.7	7.2
Year 6 <i>(expected 11)</i>	11	11.5	11.3	11.4	11.3	11.4	13.2	12.1

Year 1 PP pupils made expected progress but there were large gaps between the progress made of PP and Non PP pupils.

Year 2 PP pupils made better than expected progress and made more progress than Non-PP pupils.

Year 3 PP pupils have almost made expected progress and were in line with Non-PP pupils. SPAG was significantly below expected.

Year 4 PP pupils made better than expected progress in Writing but not in other areas.

Year 5 PP pupils made better than expected progress in Maths but not in other areas.

Year 6 PP pupils made better than expected progress.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A. Attitudes to learning		
B. Language skills and vocabulary		
C. Academic ability – READING		
D. Academic ability – WRITING		
E. Academic ability – MATHEMATICS		
External barriers (issues which also require action outside school, such as low attendance rates)		
F. Attendance		
G. Resources / basic needs		
H. Social, emotional and mental health issues		
4. Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Attitudes to learning - Children will be confident learners with positive attitudes to learning. Pupils are ready to learn and make progress. Pupils know the next steps in their learning. Pupil interviews/assessment data/pupil progress meetings	Children will share ideas, ask questions, learn from mistakes, keep trying, and apply learning in different situations. Pupils will be informed of their progress and targets by staff and will self-assess to measure their own learning.
B	Language skills and vocabulary - Children will demonstrate greater vocabulary knowledge and better communication skills. Teacher assessment/feedback from Teaching Assistants/pupil interviews	Children will be exposed to vocabulary beyond which they already know. Vocabulary will be planned in to teaching sequence. Support will be given to PP pupils.
C	Academic ability – READING - Disadvantaged pupils will make at least 3 points progress in reading from their starting points with an aim for accelerated progress. Assessment data/pupil progress meetings/impact review of interventions.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. PP children are enabled to close the gap. PP children make accelerated progress.
D	Academic ability – WRITING - Disadvantaged pupils will make at least 3 points progress in writing from their starting points with an aim for accelerated progress. Assessment data/pupil progress meetings/impact review of interventions.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. PP children are enabled to close the gap. PP children make accelerated progress.
E	Academic ability – MATHEMATICS - Disadvantaged pupils will make at least 3 points progress in reading from their starting points with an aim for accelerated progress. Assessment data/pupil progress meetings/impact review of interventions.	Differences seen on entry are diminished over time. PP children achieve in line with non-PP children. PP children are enabled to close the gap. PP children make accelerated progress.
F	Attendance – The attendance of disadvantaged children is good and is line with other pupils. Aim for 97% attendance of PP pupils. Regular attendance checks and prompt action taken by Headteacher or P4YP.	Reduction in the number of persistent absentees among pupils eligible for PP. Attendance for all disadvantaged children is in line with national at 96% or better. Any absences are short and pupils return to school quickly.
G	Resources / basic needs - Opportunities for enrichment supported/provided. Extra-curricular opportunities such as trips and clubs are attended by PP pupils.	Disadvantaged pupils are involved in enrichment opportunities. Disadvantaged pupils entitled to support with resources, clubs and educational visits. Subsidised Wrap Around Care

H	Social, emotional and mental health issues- Pupil and their families are referred to appropriate external agencies and support if needed. Pupil progress meetings/Boxhall Diagnostic Profile scores (for those on Positive Play). P4YP meeting notes if appropriate	All children and families to access support to develop social and emotional skills. Pupils to have access to support and services which help improve the lives of the pupil and family. Children's Boxhall Profile scores will show an improvement. Attitude and behaviour at home and school will be good.
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Planned expenditure						
Barriers to learning		Implementation	What was the impact?	Lessons learnt	Staff Lead	Cost
A	Attitude to learning - Find it difficult to be positive about learning - Lack of resilience - Lack of aspiration	- Merits and raffle tickets awarded to all pupil ensuring disadvantaged pupils also receive these awards. - Use Jigsaw programme which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. - Ensure PP pupils are chosen for Star of the Week as often as non-PP pupils. - P4YP pastoral officer to work 1:1 with pupils in needed of a confidence boost	- Weekly celebration assemblies to celebrate the use of learning skills in lessons. - Weekly Jigsaw sessions to provide a comprehensive scheme of learning for PHSE for all pupils. - Teachers to be mindful of PP pupils when selecting Stars of the week. - Measured by -Lesson observation evidence Learning walks, Pupil interviews - KC to regularly check the recognition of PP pupils. - P4YP to work 1:1 with pupils and observe them in lessons and other times of the day	PP pupils were equally recognised in Celebration assemblies (until school closure – assemblies are now taking place via Zoom)	Headteacher	£0.00
					All teaching staff	£0.00
				SLT	£55	
				KC	Cost of 2 afternoons cover	
				Jigsaw lessons were taught weekly and pupils responded very well to this. During school closure teachers ensured pupils still had the opportunity to develop PSHE skills through work set, activities and set up a photography competition to encourage mindfulness and reflection. Some PP pupils won the weekly competition.	P4YP	
				P4YP has been working with families but has not been in to school during lockdown.		

B	Language skills and vocabulary - Potential poor speech and language skills among many PP pupils - Lack of vocabulary knowledge	- Whole-class teaching of Vocabulary - Teacher or TA support for PP pupils in vocabulary sessions (EEF average progress of 1 month for addition of TA) - Teachers to refer pupils for Vocabulary related interventions if and when needed - SLT to attend vocabulary project for whole school development	- Vocabulary intervention group - Talk Boost intervention available for pupils in need of a boost. - ECAT programme available for EYFS pupils if they are struggling with vocabulary development. - SLT to filter training down to all staff to improve vocabulary teaching.	Vocabulary was prioritised in all classes and this was evident in the classrooms. Teachers created a tier of vocabulary words for each topic/half term and these were also sent home for parents. Vocabulary was enhanced through whole-class provision with pupils receiving support during the session. Vocabulary interventions were not delivered separately because of this. Vocabulary was the focus of some staff meetings and was given staff meeting time every half-term for staff to generate their key words for the next half-term. Vocabulary was audited by the English leader in Dec '19 and next steps identified. Headteachers went to one school to audit Vocabulary as part of the planned cluster but the rest of the sessions were postponed (COVID-19)	TAs Teaching staff	Vocab group £450 Vocabulary Project with other local cluster schools £300
C	Academic ability – READING Working below age related expectations and 11% below	- Switch-on Reading intervention to improve fluency reading ability. (EEF average progress of 3-4 months) - Reading Detectives (inference intervention) to improve inference skills. (EEF average progress of 6 months following	- Pupils identified for interventions early to allow for accelerated progress. - Impact of interventions measured by SENCO. - Lesson observations of guided-reading.	Almost all year groups made expected progress or better in Reading. Year 2 PP pupils did not make expected progress. These pupils were on Switch-on Reading but were yet to accelerate progress. These	Class teachers JW - SENCO KC - English lead	Switch on £1200 Reading Detectives £1400

	whole school for attainment - Some PP pupils do not make expected progress over Key stage. - Comprehension of text can be weak in some PP pupils - Reluctance in reading and weaker support outside of school.	reading comprehension strategies) - Regular high-quality guided reading sessions. - Small group phonics groups to allow for more focus on each PP child (EEF average progress of 4 months for small group tuition) - Parent workshop on the importance of Reading and Phonics. - Extra daily reading with TA - Precision teaching for reading speed - In class support (1 TA in each class 2 hours a day minimum) (EEF average progress of 1 month for addition of TA) - After-school book club available. - Volunteer readers encouraged and welcomed into school.	- KC to run after-school book club and promote to PP pupils. - Staff to promote reading in school and raise interest through events. - TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. - Pupils grouped after assessment by KC - Measured by Pupil interviews/assessment data/pupil progress meetings	pupils will need to receive extra support again in Year 3. World Book Day was celebrated in March. Other events such as Book Fair, Book Bus were postponed due to COVID-19. Pupils who attended school during lockdown read regularly. Reading was a priority for home learning during lockdown.	SLT KC	KC release time £27 TA for phonics time £1510 Extra reading £410 Precision teaching £200 In class support £6386 £27 (afternoon release)
D	Academic ability - WRITING - Working below age related expectations and 18% below whole school for attainment - Weak spelling – not applying phonics - Poor language and communication skills - Pupils in KS2 are not making expected	- West Houses Own Paper (WHOP) writing group for G&T PP pupils to raise attainment and aspirations. (EEF average progress of 4 months) - Extra-curricular activities and events for WHOP group. Lanyard and badges for the group to raise aspirations and be identified on out-of-school visits. - Phonics booster for KS1 PP pupils who need it. (EEF average progress of 4 months for Phonics) - Catch-up Phonics for KS2 PP pupils who need it. - Targeted support for disadvantaged pupils through intervention e.g. Accelerread/accelewrite.	- WHOP meet regularly to write the school newspaper and plan other events. 2 X 15min Phonics booster for KS1 4 X15min Phonics catch-up for KS2 3 X 20mins Accelerread/accelewrite for several groups - Spelling recap group for PP pupils in KS1 who need more practise. - Impact of interventions measured by SENCO. - Measured by Pupil interviews/assessment data/pupil progress meetings	WHOP group met until March. 75% of PP pupils were on track for attainment and all made expected progress, if not better. Pupils were progressing well in Phonics and new leaning was being monitored by teachers in order to plug any gaps. Unfortunately school closures meant that pupils did not get daily phonics. The National Phonics screening check was postponed to November. Accelerread/accelewrite pupils made 2.4 APS progress in	TAs JW (SENCO)	WHOP £520 KS1 Phonics £180 KS2 Phonics £625 Accelerread /Accelewrite £1370 KS1 Spelling recap group £180

	progress over key stage	In class support (1 TA in each class 2 hours a day minimum <i>as stated above</i>)		writing. One Y2 pupil did not make expected progress and will need more/different support next year. Average progress in writing of all PP pupils was expected or better.		In class support £6386
E	Academic ability – MATHEMATICS - Many PP pupils working below age related expectations - Weaker progress over key stage in years 4 and 6. - PP attainment in Maths was 15% lower than whole school	- Focus on problem solving and reasoning in Maths lessons to raise attainment through more confidence in applying skills. - Targeted support for disadvantaged pupils both in the class (core learning) and through intervention. (EEF average progress of 8 months for feedback) - In class support (1 TA in each class 2 hours a day minimum <i>as stated above</i>)	- Lesson observations of Maths will show that pupils are applying their maths knowledge for problem solving and reasoning. - Number skills intervention 1:1 with a TA (5 X 20mins a week) - Pre-teach Maths 10min session 3 X a week - Impact of interventions measured by SENCO. - Measured by Pupil interviews/assessment data/pupil progress meetings	Application of Maths was audited during a learning walk by the Maths leader in Spring 1 and next steps identified. One pupil did not make expected progress in the time they were in school – will need more support next year. Year 5/6 pupils made better than expected progress in Maths after Pre-teaching. They also made better progress than their non-PP counterparts.	MW - Maths lead Class teachers SENTA Class teachers JW (SENCO)	£800 Pre teach maths £270 In class support £6386
F	Attendance Persistent absences (below 95% attendance) for some pupils in disadvantaged groups.	- Regular attendance reviews - Pupils dropping below 95% attendance are tracked carefully - Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. - Persistent absentees will meet with Headteacher. - Reward (such as extra play time) given to the year group with the best attendance each week. - Regular attendance updates and reminders go out in the school newsletter each half term.	- Headteacher to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops below 95% to be addressed. - Letters and phone conversations will be used to highlight the school concern and then a face to face meeting with families is arranged if needed. - Utilise P4YP pastoral officer to address poor attendance. Liaise with family and go out to pupil's home address if needed. - Strategies have been introduced to celebrate attendance.	Average attendance of PP pupils was in line with the rest of the school. Two PP pupils had significantly low attendance. One pupil did not attend for an extended amount of time before moving to a new school. The other child was offered Breakfast club care to ease drop offs. This pupil then had good attendance and was doing well in lessons as a result. P4YP developed caseloads of families. The worker left the role and a new worker has	JW CN AF JW P4YP	

		Persistently absent PP pupils may be offered morning collection by the breakfast club staff.	Measured by admin staff and headteacher.	taken up the role ready for the 2020/21 academic year.		
G	Resources / basic needs - Lack of opportunity and resources - Hunger - Not eating breakfast before school	- Subsidise uniform and PE kit and give to PP pupils if needed. - Subsidised Wrap Around Care for PP pupils. - Subsidised educational visits when needed. - Families make a contribution towards resources when possible. - School milk funded for PP pupils. - Supply PP families with food parcels using food and drink provided through the Fair Share scheme.	- This decision is made by SLT. Each situation is different and the school will do its best to provide what each child needs. - PP pupils receive daily milk and are offered breakfast or a snack at break time when they are hungry. - Office staff allow for PP subsidisation when billing Wrap Around Care. - Office staff to compile food parcels for PP families on the day of the Fair Share delivery	W.A.C was accessed by 15/22 PP pupils this academic year. Food parcels were gratefully accepted by some PP families. Food parcels and vouchers were given to PP families during school closures. The collection of these meant that staff had more contact with PP families during this time.	SLT CN AF KC CN AF	Subsidised WAC - £2398.50 Subsidised trips - £390 Milk - £329.12 Fair share – 162.50 Uniform – £75
H	Social, emotional and mental health issues - Disruption at home - Mental health - Family illness - Possible child protection concerns - Anxiety - Tiredness	- Provide Positive Play to any PP pupils in need of Social and Emotional intervention. (EEF average progress of 4 months for Social and Emotional learning) - Referral process in place for any concerns about a pupil - Forest Schools for all pupils. One year group per half term. (EEF average progress of 4 months for outdoor adventure learning) - Referrals made to P4YP pastoral officer - Referrals to outside agencies made if needed - Effective liaison and contact with outside agencies e.g. School Health Nurse	- If a class teacher / Teaching assistant is concerned about a child emotional state or health, they will refer to the headteacher who will then work with the child / family to ascertain the support what is needed. Support that can be given in school is then organised and timetabled in. Support that requires more intervention will be referred to P4YP pastoral officer. - Measured by concern forms, notes from meetings (P4YP support meeting etc)	Positive play results – Many pupils did not receive the intended amount of positive play sessions due to school closure. Of those assessed, pupils made on average 6 points progress on their Boxhall profile.	Class teachers/ TA's/ headteacher	Positive play and forest schools - £2878
					Total spend	£32,880.00

Recommendations of the summary:

Continue Jigsaw lessons for all classes.

Enable celebration assemblies to continue in line with current guidelines so that pupils continue to be recognised and rewarded.

Liaise with new P4YP to ensure PP families are being supported.

Continue whole-school focus on Vocabulary.

Participate in Vocabulary cluster group when it is safe to do so.

Use intervention programmes to improve vocabulary of vulnerable pupils.

Accelerate progress of Reading in Year 2 PP pupils.

Continue Positive Play for pupils who missed out due to school closure.

Written by Kristy Coupe (Pupil Premium Leader) September 2020