

Geoffrey Field Junior School

Pupil Premium Strategy Impact Statement 2020/21

1. Summary information					
School	Geoffrey Field Junior School				
Academic Year	2020/21	Total PP budget	£194,808	Date of most recent PP Review	Ofsted May 2018
Total number of pupils	350	Number of pupils eligible for PP	139 (40%)	Date for next internal review of this strategy	July 2021

Current attainment									
End of KS2 outcomes	2017/18			2018/19			2019/20 & 2020/21		
	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading (higher standard)	73% (14%)	64% (18%)	80% (33%)	73% (14%)	64% (18%)	80% (33%)	No data collected due to school closure during pandemic		
% achieving ARE in writing (higher standard)	69% (15%)	67% (11%)	83% (24%)	69% (15%)	67% (11%)	83% (24%)			
% achieving ARE in maths (higher standard)	52% (11%)	64% (14%)	81% (28%)	52% (11%)	64% (14%)	81% (28%)			
% achieving ARE in grammar, punctuation and spelling (higher standard)	74% (26%)	67% (23%)	82% (39%)	74% (26%)	67% (23%)	82% (39%)			
% achieving ARE in reading, writing and maths (higher standard)	48% (5%)	51% (4%)	70% (12%)	48% (5%)	51% (4%)	70% (12%)			
progress in reading	-3.0	-0.6	+0.3	-3.0	-0.6	+0.3			
progress in writing	-1.0	-0.4	+0.2	-1.0	-0.4	+0.2			
progress in maths	-3.1	-0.6	+0.3	-3.1	-0.6	+0.3			

2. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A	Poor learning to learn skills, independence and resilience as learners means that pupils are quick to seek support and give up easily when they face challenges		
B	Weaker basic skills in reading, writing and maths compared to non PP pupils on entry		
C	Weak oracy skills to support learning and limited vocabulary		
D	Self-management of emotions and behaviour for significant number of PP boys		
E	Lower % PP pupils reaching greater depth learning compared to non PP		
F	Engagement in wider school life		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
G	Lower attendance of PP pupils with SEND		
H	Low aspirations		
I	Mental health conditions which impact on self-esteem and learning		
J	Poor health & fitness		
K	Engagement of parents in supporting learning		
3. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Impact Rating</i>	<i>Success criteria</i>
A	Improved learning to learn skills and emotional resilience as learners		Pupils settle to work quickly and complete tasks in time give Pupils do not give up easily when faced with new challenges Pupils are able to complete well-pitched tasks independently
B	Accelerated progress in reading writing and maths		Attainment gap between PP and nonPP pupils reduced in all cohorts for reading, writing and maths
C	Weak oracy skills to support learning and limited vocabulary		Pupils are able to effectively explore their thinking Pupils are able to challenge others' ideas Pupils are able to choose their words carefully to suit an audience or purpose Pupils are able to recognise tuaght words and apply them in a context
D	Improved behaviour and emotional resilience of targeted pupils		The proportion of behaviour incidents involving pupil premium children is relative to the percentage of the school. Pupils demonstrate tolerance inside and outside of the classroom.

E	Increased focus on stretch for higher attaining pupil premium pupils		Increased % pupils working at greater depth in reading, writing and maths. Increase % of pupils working at the combined for RWM.
F	Engagement in school life		Increased in number of PP pupils attending after school clubs Increase in PP pupils engaging in whole school opportunities outside of the classroom (digital leader, eco-committee, inspiring writing team, sports leaders, library team) Improved attendance (see G)
G	Increased attendance rates for pupils eligible for PP, particularly with SEND		Continue to ensure that persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils) Increase overall PP attendance to 96% (in line with school all pupils)
H	Raise future aspirations		Pupils have raised awareness of future learning and job options
I	Early identification and pastoral support for PP pupils with mental health conditions		Successful completion of pastoral support programmes Improved engagement of pupils with identified mental health conditions Embed mental health as a strand of learning in the PSHE curriculum
J	Poor health & fitness		More pupils involved in physical activity outside of PE Increase in children choosing healthy snacks Engage parents with healthy eating initiative
K	Engagement of parents in supporting learning		Parent attendance at school events and workshops increases Parents feel that the school is offering support in learning at home

4. Planned expenditure				
Academic year		2020/21		
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.				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	RAG	Impact
B Accelerate progress in reading, writing and maths	<p>Year 6 Reduce class sizes Reduced class sizes to provide a higher ratio of adults to children allowing for more direct assessment and feedback.</p> <p>Maths Surgeries Surgeries for identified pupils after lessons to reteach, give practice time or apply learning.</p> <p>Mental maths To improve mental maths across the school, CPD to be provided to all staff to support the focused teaching of mental strategies in collaboration with the maths no problem DfE endorsed scheme. Misconceptions are addressed prior to next lesson.</p>	Upper KS2 has higher PP % than lower. Impact of reduced class sizes and quality feedback. EEF Feedback studies show that gains of 3-4 months are possible, whilst reduced class sizes can see gains of up to 3 months.		Due to Covid restrictions, especially the school's attempt to limit unnecessary staff mixing, reduced class sizes in year six was not possible.
		We want to create a philosophy for learning of 'keep up' not 'catch up'. Daily timetable slots for pupils who need additional practice or teaching		Additional staff coaching on the practical implementation of daily assessment within the classroom helped to support a whole school approach to immediate surgeries. The impact of the 2020 and 2021 lockdowns, meant that the focus of surgeries shifted to diagnosis and teaching to pupils' gaps.
		We want to ensure good conceptual understanding in maths leading to deep learning. GFJS is using DfE endorsed Singapore Maths scheme– Maths No Problem. When teaching maths for mastery using Maths No Problem, pupils are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures, leading to greater understanding and progress.		Mental maths CPD delivered to all teaching staff, with additional support provided by maths coordinators. Prior learning checks widely used across the school to structure planning, identify common misconceptions and maximise the impact of learning time within lessons. Progression of mental maths strategies produced in collaboration with WEC (Whitley Excellence Cluster) to ensure mental maths teaching is progressive across school.

Targeted Interventions

Formative and summative assessments used to identify common gaps in learning and targeted small group and or 1-1 interventions planned.

Reading

Phonics

Focused phonics teaching for pupils who still require teaching of segmenting with reading and spelling in small groups or on a 1-1 basis.

Reciprocal reading

To support pupil's development of reading comprehension strategies and to improve their ability to discuss their opinions about a text and the vocabulary they encounter.

1:1 /small group TA interventions

Focused reading sessions to increase the amount of reading pupils encounter each day.

Raise profile of reading

The EEF research shows that targeted interventions in one-to-one or small group settings show a consistent impact on attainment of approximately three to four additional months' progress.

The DfE (2011) report on phonics screening, states that 'systematic teaching of synthetic phonics is the best way to drive up standards in reading. Phonics is the most effective way for children to read words.' The school's approach ensures that pupils who are not secure with their phonics by the end of KS1, are not missed and given the focused phonics teaching they need.

Literacy Hub Project on Reciprocal Reading run by West Dunbartonshire Psychological Service in 2014 shows that gains of up to 11 months in reading are possible over four months.

Small group tailored interventions to individual needs. Allows for 'keep up' as well as 'catch up'

OUP (2017) guidance on outstanding reading suggests that celebrating reading and raising its profile within the school is one of the six main strategies for improving reading on a whole school level.

Targeted interventions were completed in Autumn term focusing on the recovery of pupils who had regressed following the previous academic year's lockdown. Careful identification of pupils who had gaps within the previous year's curriculum were made by teachers, supported by SLT, and targeted interventions were carried out.

64 pupils were targeted for interventions across year 4, 5 and 6 in reading, writing and maths. Interventions were led by teaching staff and were provided on a high frequency, short duration basis. 53% of the pupils were able to recover to their pre-pandemic standard, with pupils' recovery in numeracy being the most effective (67% recovered).

Those pupils who had not managed to recover were to be targeted in Spring 2021 but unfortunately, a second school closure prevented these occurring. Instead, pupils were prioritised for the National Tuition Programme in Summer 2021.

Focused phonics reading assessment and teaching across the school led by two trained TAs and overseen by the head teacher. Additional phonics texts have been purchased and new staff have had phonics CPD as part of their induction.

Reciprocal reading training provided to all TAs allowing interventions to be run across the school.

Pupils identified as in the bottom 20% of readers within the school and others who would benefit have had daily 1-1 reading sessions with their class teacher or TA.

	Decoding				Fluency				Comprehension			
	Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6	Y3	Y4	Y5	Y6
Book Band Average +/-	1.6	1.7	0.8	1.0	0.7	2.1	1.3	2.0	2.0	1.4	1.1	1.1
Benchmark Scores Average +/-	2.7	3.0	1.8	1.2	0.9	3.8	2.5	1.3	2.0	3.1	2.7	0.3

	<p><u>Writing</u></p> <p>Phonics Focused phonics teaching for pupils who still require teaching of segmenting spelling in small groups or on a 1-1 basis.</p> <p>Small group/1:1 editing Small focused writing</p> <p>Raise profile of writing Increase the profile of writing</p>	<p>UK and international research shows overwhelmingly that systematic phonics is the most effective way of teaching reading to children of all abilities and educational backgrounds</p> <p>Action research such as ‘The Butterfly Effect’ indicate that pupils make above average progress when given the opportunity to draft, receive feedback / peer assessment and redraft.</p> <p>We aim to make writing as high profile as reading and maths across the school through innovative approaches and competitions</p>	<p>24 of the bottom 20% pupils made accelerated progress in reading.</p> <p>Focused phonics reading assessment and teaching across the school lead by two trained TAs and overseen by the head teacher.</p> <p>To help raise the profile of writing across the school, the inclusion of termly writing competitions have been included in the academic calendar. The competitions topics are chosen to appeal to pupil groups identified as underachieving in writing (for example, a Sports Writer of the Year Competition).</p>
<p>C Improved oracy for learning skills and programme to expand pupils useable vocabulary</p>	<p><u>Oracy</u></p> <p>Train two oracy leaders Train two new oracy leaders to work as part of the oracy team to promote exploratory and presentational discussion across the curriculum.</p> <p>CPD for staff Additional training for teachers and TAs so that role out of oracy teaching is consistent and effective.</p> <p>Oracy Posters</p> <p><u>Vocabulary</u></p> <p>CPD for whole staff Introduction of whole school approach to vocabulary, identifying, teaching and consolidating tier 2 vocabulary.</p> <p>Training Research-based specialist training on infusing vocabulary into the curriculum.</p>	<p>EEF reports that there is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments.</p> <p>The Chartered College of teaching research also supports the use of oracy in improving cognitive processing, personal and social skills and civic engagement and empowerment.</p> <p>Research from amongst others Oxford University Press suggest that a pupil’s range of vocabulary is tightly related to their achievement in all areas of learning. Amanda Spielman describes reading as ‘the linchpin of a good education’.</p> <p>There is also much research, including Hirsch (2013) and from the University of Sheffield (Clegg et al,2017), highlighting a vocabulary gap between pupils from differing socioeconomic groups.</p>	<p>The implementation of the school’s oracy plan has been impacted by the pandemic so several targets from this year have been suspended to the next academic year.</p> <p>Two new oracy leaders are in the process of being trained, meaning that every year group in the school has an oracy specialist to help support planning and teaching using exploratory and presentational talk.</p> <p>The school Oracy leads, working alongside Voice21, produced a clear audit of the school’s development of oracy skills and a detailed action plan of next steps.</p> <p>All teaching staff have received bespoke vocabulary training throughout the 2020-21 academic year and the implementation of a whole school approach to the teaching of tier 2 vocabulary has been started.</p> <p>The vocabulary lead within the school has also attended online CPD on impactive vocabulary</p>

				teaching and quality assured the embedding of the vocabulary plan within the school.
E Increased focus on stretch for higher attaining pupil premium pupils	<p>Raise awareness of PP GDS Teachers will be provided detailed analysis of their greater depth pupils</p> <p>Embedding previous year's CPD on stretching the highest attainers Adaptations made to lesson planning so that greater depth pupils are challenged in sessions.</p>	<p>We have ambitious expectations for all of our pupils.</p> <p>All staff need to know whom their HA PP were at KS1 to ensure that work is always challenging.</p> <p>Teachers know how to stretch HA pupils through questioning and tasks in reading and maths</p> <p>Percentage of pupils working above expected in reading higher than national in the majority of year cohorts</p>		<p>Planning shows evidence of previous year's staff CPD provided focusing on stretching pupils working beyond the expected standard delivered.</p> <p>Careful use of questioning in lessons require high level thinking from pupils, fostering the kind of engagement and critical thinking skills that pupils will need to process and address new problems.</p> <p>Identifiers are used on books to help inform teaching staff of KS1 outcomes for all pupils.</p> <p>The percentage of pupils working at the higher standard fell slightly against previous year figures.</p>

Total budgeted cost £ 125,344

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	RAG	Impact
A. Improved learning to learn skills and emotional resilience as learners	<p>1:1 coaching sessions Depending on the need, PP pupils 1:1 coaching can be focused on improving learning skills (i.e. independence, contribution, etc...).</p> <p>One page profile – supported by school SENCo All SEN pupils have a one page profile detailing current targets and provisions being made in the classroom to support their achievement.</p> <p>School Values Acknowledgement of resilience in learning through the school values reward system.</p> <p>ELSA support Targeted ELSA support available where appropriate.</p>	<p>We want to enable our pupils to take charge of their own learning and have sufficient self-help strategies to be confident and independent learners.</p> <p>Successful strategy employed by PP National Award winning school Springfield Junior School. Allows teachers and pupils to explore barriers to learning and discuss learning targets</p> <p>PHE research project on building children's resilience in schools evidence shows that resilience could 'contribute to healthy behaviours, higher qualifications and skills, better employment, better mental Wellbeing' and that schools have 'a key opportunity to build resilience among children'</p>		<p>1:1 coaching delivered for all pupil premium children, comprising of a target session with their class teacher each term and weekly coaching conversations delivered by their class-teaching assistant.</p> <p>TAs received additional training and sharing of best practice. All TAs coaching conversations quality assured by deputy head teacher.</p> <p>Although delivery of 1:1 coaching sessions were disrupted, over three hundred individual targets were set, developed and achieved over the course of the year.</p> <p>School one page profiles for all SEN pupil premium pupils impacting classroom practice. All teachers have termly one page profile meetings with the school's SENCo to assess and update pupil targets. Profile targets are allocated in collaboration with the pupil, teacher, parent/carers and the SENCo.</p> <p>School Values are an integral part of school life:</p>

			<ul style="list-style-type: none"> • Monthly value with year group and whole school weekly assemblies • Reward system based on identifying and promoting values • Consequences linked to values • Bi-yearly pupil self-evaluation against the school values • Area displays 																		
<p>B. Accelerate progress in reading, writing and maths</p>	<p>Third Space Learning Weekly, remote maths tuition on a 1:1 basis for targeted PP pupils</p> <p>1:1 coaching Pupils receive weekly coaching sessions with a class TA focusing on improving targeted areas in reading, writing or maths. Targets are reviewed by the child and their class teacher on a termly basis.</p> <p>Y6 Boosters After school booster sessions for reading and maths</p>	<p>Successful strategy employed by PP National Award winning school Springfield Junior School. Allows teachers and pupils to explore barriers to learning and discuss learning targets</p> <p>EEF research shows that 1:1 tuition can add on average 5 months progress when sessions are shorts and regular</p> <p>Successful strategy already used by school</p>	<p>Third Space Learning proved particularly successful in providing tailored maths tuition to facilitate accelerated progress. Of the 20 pupils who completed their course of sessions with Third Space, 70% made accelerated progress from their initial teacher assessment over the course of the academic year.</p> <table border="1" data-bbox="1559 568 2119 783"> <thead> <tr> <th colspan="3">Progress between Autumn 2020 – Summer 2021</th> </tr> <tr> <th></th> <th>Expected Progress</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100%</td> <td>70%</td> </tr> <tr> <td>Y4</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> <td>67%</td> </tr> <tr> <td>Y6</td> <td>100%</td> <td>50%</td> </tr> </tbody> </table> <p>Although disrupted by school closures, 1:1 PP coaching sessions were able to take place in Autumn and Summer term.</p> <p>Y6 Boosters were not held due to the school closures.</p>	Progress between Autumn 2020 – Summer 2021				Expected Progress	Accelerated Progress	All	100%	70%	Y4	100%	100%	Y5	100%	67%	Y6	100%	50%
Progress between Autumn 2020 – Summer 2021																					
	Expected Progress	Accelerated Progress																			
All	100%	70%																			
Y4	100%	100%																			
Y5	100%	67%																			
Y6	100%	50%																			

<p>G Increased attendance rates for pupils eligible for PP, particularly with SEND</p>	<p>Family worker and SENCO support</p> <ul style="list-style-type: none"> - Engaging pupils in wider aspect of school life e.g. clubs, responsibilities - Setting individual termly targets for each pupil - Pupil self-registration - Weekly liaison with parents - Liaison with EWO - Tracking and reward resources 	<p>Pupil's opportunities to learn are reduced if they are not in school - attendance is therefore a priority. NfER briefing for school leaders identifies addressing attendance as a key step. DfE research (2016) shows a clear correlation between attendance and attainment: 'pupils need to attend school regularly to benefit from their education'.</p>	<p>As with all schools, Covid isolation guidance impacted pupil premium and whole school attendance figures, especially immediately following the national lockdowns in Spring term. In spite of these barriers, targeted support was delivered to PP pupils who were identified as attendance concerns: targeted club/school group places, termly attendance challenges, weekly liaison between school pastoral worker and parents/carers, EWO involvement and rewards programme.</p> <table border="1" data-bbox="1559 432 2092 719"> <tr> <td></td> <td></td> <td>All pupils</td> <td>PP pupils</td> </tr> <tr> <td rowspan="6">Overall attendance %</td> <td>T1</td> <td>97.0</td> <td>96.9</td> </tr> <tr> <td>T2</td> <td>95.6</td> <td>93.8</td> </tr> <tr> <td>T3</td> <td>81.8</td> <td>86.2</td> </tr> <tr> <td>T4</td> <td>93.8</td> <td>92.1</td> </tr> <tr> <td>T5</td> <td>94.6</td> <td>93.4</td> </tr> <tr> <td>T6</td> <td>95.0</td> <td>93.5</td> </tr> </table>			All pupils	PP pupils	Overall attendance %	T1	97.0	96.9	T2	95.6	93.8	T3	81.8	86.2	T4	93.8	92.1	T5	94.6	93.4	T6	95.0	93.5
		All pupils	PP pupils																							
Overall attendance %	T1	97.0	96.9																							
	T2	95.6	93.8																							
	T3	81.8	86.2																							
	T4	93.8	92.1																							
	T5	94.6	93.4																							
	T6	95.0	93.5																							
<p>I. Early identification and pastoral support for PP pupils with mental health conditions</p>	<p>Identification behaviour tracking Consistent whole school approach to tracking behaviour allowing the identification of pupils requiring additional intervention.</p> <p>ELSA support Targeted emotional support for pupils delivered by school family worker or trained ELSA.</p> <p>ELSA Training Additional ELSA training to increase the capacity to deliver emotion support to pupils where needed.</p>	<p>Russell (2011) identified a significant improvement in the students' emotional literacy within the school after students had received ELSA support. The school has been using the ELSA programme for several years and have seen the positive impact of these targeted interventions on pupils' social behaviour, self-esteem, friendships, emotional confidence, behaviour and learning skills.</p>	<p>Behaviour tracking and staff /parent referrals helped to identify pupils who would benefit from Emotional Literacy Support within school.</p> <table border="1" data-bbox="1559 876 2128 1107"> <tr> <td colspan="7">Type of support</td> </tr> <tr> <td>Anxiety</td> <td>Friendships</td> <td>Positive mind set</td> <td>Emotion Management</td> <td>Self Esteem</td> <td>Nurture</td> <td>Divorce</td> </tr> <tr> <td>4</td> <td>9</td> <td>0</td> <td>6</td> <td>2</td> <td>2</td> <td>0</td> </tr> </table> <p>ELSA programmes ran throughout the Autumn and Summer term, offering tailored support to pupils requiring pastoral support with a wide range of needs affecting their wellbeing or academic progress.</p> <p>The school continues to support the CPD of our trained ELSAs which includes their attendance at LA meetings to share best practice.</p>	Type of support							Anxiety	Friendships	Positive mind set	Emotion Management	Self Esteem	Nurture	Divorce	4	9	0	6	2	2	0		
Type of support																										
Anxiety	Friendships	Positive mind set	Emotion Management	Self Esteem	Nurture	Divorce																				
4	9	0	6	2	2	0																				
			<p>Total budgeted cost £ 54,383.18</p>																							

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	RAG	Impact																				
<p>E. Increased participation in wider school life</p>	<p>Targeted places trips/clubs Increase attendance in extra-curricular opportunities for PP pupils.</p> <p>Targeted places for school groups Increase PP representation in school groups, giving PP pupils are greater say in the direction that initiatives in school are run.</p> <p>Family worker supporting parents Helping to facilitate pupils involvement in wider school life.</p>	<p>Pupils who 'buy in' to school are more likely to attend school. In addition to learning inside the classroom, children learn a great deal through exposure to external learning experiences. It is important that all children have equal access to these opportunities. After school clubs provide opportunities outside of many of our pupils experiences. School is able to fund these at a lower cost.</p> <p>EEF research into sports participation indicates that pupil participation in sports activities even when not directly linked to academic interventions can have a positive impact of an additional two months.</p>		<p>Due to Covid restrictions, year group bubbles meant that whole school mixing for clubs was not possible but appreciating the value clubs have in pupil/school 'buy in', 17 year group limited clubs were offered in Summer term.</p> <table border="1" data-bbox="1559 427 2123 683"> <thead> <tr> <th></th> <th colspan="3">Pupil premium children attending clubs</th> </tr> <tr> <th></th> <th>Sum 2021</th> <th>Aut 2019</th> <th>Sum 2019</th> </tr> </thead> <tbody> <tr> <td>Number of Club Spaces Attended</td> <td>153</td> <td>261</td> <td>264</td> </tr> <tr> <td>Number of PP Children Attending</td> <td>87</td> <td>77</td> <td>86</td> </tr> <tr> <td>Percentage of PP Children Attending</td> <td>56%</td> <td>30%</td> <td>33%</td> </tr> </tbody> </table> <p>The school's enrichment coordinator in collaboration with the class teachers identifies and allocates priority spaces to pupil premium pupils based on their interests and assessments made by their teachers. 35 targeted places were offered to pupils who were identified as disengaged or pupil premium children/</p> <p>The restrictions did limit the number of places we were able to offer across the school, but an increase in the actual number and percentage of PP pupils attending shows the continued impact of our strategy.</p> <p>School groups are an essential route for pupils to engage in school life. Geoffrey Field Junior School offer a wide range of school groups, each with its own set of responsibilities within the school. There are 114 school group places currently filled, comprising of digital leaders, office helpers, eco-council, sports leaders to name a few. 32% of the school group places are held by PP children.</p>		Pupil premium children attending clubs				Sum 2021	Aut 2019	Sum 2019	Number of Club Spaces Attended	153	261	264	Number of PP Children Attending	87	77	86	Percentage of PP Children Attending	56%	30%	33%
	Pupil premium children attending clubs																							
	Sum 2021	Aut 2019	Sum 2019																					
Number of Club Spaces Attended	153	261	264																					
Number of PP Children Attending	87	77	86																					
Percentage of PP Children Attending	56%	30%	33%																					
<p>G. Raise future aspirations of pupils</p>	<p>Workshops for parents Helping parents to support their child's learning at home.</p> <p>Inspire week</p>	<p>Pupils become familiar with the concept of further education</p>		<p>Unfortunately, due to Covid restrictions the school limited the number of non-essential persons on site during the school day, meaning that face-to-face parent sessions, interschool competitions, Inspire week and Enterprise week were not possible.</p>																				

	<p>A career week to give pupils experience of possible career options in the local area, incorporating visits out and visitors into school.</p> <p>Inter-school competitions Increased opportunities for pupils to engage in competitive sport with other schools.</p>	<p>Raising awareness of jobs/life outside of immediate community</p> <p>Parents that are well informed about the curriculum and methods of learning are better able to support pupils at home</p>		<p>However, the school recognised the need to support parents remotely, especially in terms of our pupils' mental and physical wellbeing. The school website's 'Parent page' was subsequently updated, including useful resources for parents as well as recorded meditation, breathing and yoga sessions. Many whole school events were also recorded or streamed to parents to keep the link between school and home strong while actual visits were not possible.</p>
<p>J. Improve the health and fitness of targeted PP pupils and engage parents with healthy eating initiative</p>	<p>Parent Child Fitness Sessions Parent and child club to promote health and fitness through cooking</p> <p>School Allotments Planned unit around a 'Pop-up' café using food grown in the school allotments to make healthy snacks</p>	<p>Research suggests a strong link between socioeconomic status and health/fitness.</p>		<p>Based on the Y6 weights and measurements, our pupil's health sits slightly below the national average. Given the school context and the level of health deprivation amongst our pupils families (between 2nd and 3rd lowest decile based on the 2019 Indices of Deprivation data), promoting a healthy lifestyle must be a priority of ours.</p> <p>The school's 'Health & Fitness Team' meet termly to discuss initiatives to promote health and fitness across the school.</p> <p>Unfortunately, a parent child fitness club and the 'Pop-up Café' were not able to run in 2020-21 due to Covid restrictions.</p>
<p>K. Engagement of parents in supporting learning</p>	<p>Virtual parent workshops Helping parents to support their child's learning at home through virtual sessions for upper and lower school.</p> <p>Afternoon parent sessions Afternoon craft/project sessions for parents to come and work with their children in the classroom (<i>Coivid restriction dependent</i>)</p> <p>Website Videos guides to support learning at home.</p>			<p>As restrictions inhibited parents/carers entering the school building, virtual sessions were arranged online to support engagement with school life alongside an increased school social media presence. School assemblies and performances, including club shows and seasonal productions were moved online.</p> <p>The school also moved to Parent Mail, an online platform to handle communication, trip/club bookings and parent consultation. The platform is notably cheaper than the previous alternative and allows the school admin team to monitor the level of engagement of parents/carers with information shared.</p> <p>The platform also supports our parents' consultations which moved entirely online, offering a choice of video conferencing or phone conversation.</p>

				<table border="1"> <thead> <tr> <th colspan="4">Year on Year</th> </tr> <tr> <th></th> <th>Term</th> <th>Number</th> <th>% of school</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Appointments Scheduled</td> <td>Sum 21</td> <td>335</td> <td>94%</td> </tr> <tr> <td>Aut 20</td> <td>302</td> <td>86%</td> </tr> <tr> <td>Aut 19</td> <td>333</td> <td>94%</td> </tr> <tr> <td>Spr 18</td> <td>345</td> <td>96%</td> </tr> <tr> <td>Aut 18</td> <td>350</td> <td>98%</td> </tr> <tr> <td rowspan="5">Appointments Attended</td> <td>Sum 21</td> <td>290</td> <td>81%</td> </tr> <tr> <td>Aut 20</td> <td>238</td> <td>63%</td> </tr> <tr> <td>Aut 19</td> <td>294</td> <td>83%</td> </tr> <tr> <td>Spr 18</td> <td>298</td> <td>83%</td> </tr> <tr> <td>Aut 18</td> <td>290</td> <td>81%</td> </tr> </tbody> </table> <p>The new platform contributed to a higher number of consolation bookings than in previous years and, in spite of technical difficulties, the second highest appointment attendance.</p> <p>A new parent section has been added to our school website, giving parents instant access to curriculum overviews, online safety advice and a new area on parent and child wellbeing.</p>	Year on Year					Term	Number	% of school	Appointments Scheduled	Sum 21	335	94%	Aut 20	302	86%	Aut 19	333	94%	Spr 18	345	96%	Aut 18	350	98%	Appointments Attended	Sum 21	290	81%	Aut 20	238	63%	Aut 19	294	83%	Spr 18	298	83%	Aut 18	290	81%
Year on Year																																												
	Term	Number	% of school																																									
Appointments Scheduled	Sum 21	335	94%																																									
	Aut 20	302	86%																																									
	Aut 19	333	94%																																									
	Spr 18	345	96%																																									
	Aut 18	350	98%																																									
Appointments Attended	Sum 21	290	81%																																									
	Aut 20	238	63%																																									
	Aut 19	294	83%																																									
	Spr 18	298	83%																																									
	Aut 18	290	81%																																									
			Total budgeted cost	£ 14,612.20																																								