

# East Worlington Primary School Pupil Premium and SEND Funding Evaluation

School	East Worlington Primary School				
Academic Year	2020-2021	Total PP budget 2020-2021	£2,345	Number on SEN register	7
				Children with EHCP Children with EHCP	3 (7%)
		SEND element 2 and 3 funding 2020-2021	£28,700	Percentage of children SEND	17%
		Covid catch up funding	£3,060		
		TOTAL	----- £34,405		
Number of pupils on site	34	Number of pupils eligible for PP	3	Vulnerable children including SEND, PP and SG	12
In year 6	8	Percentage of PP	7%	Percentage of Vulnerable due to C19 - regular and rigorous home learning not taking place and did not attend school from June 1st	10%
Total number of pupils	----- 42			Percentage of children needing catch up or Targeted Support due to C19	33%

## Areas for development

1. To improve progress from KS1 to KS2

1. To continue to improve standards in writing with a focus on SPAG and vocabulary

2. All children to access age appropriate mathematics curriculum through Mastery

3. To ensure that all parents are engaged with supporting their children's learning especially children with SEND, Vulnerable and PP

4. To ensure that all children have understand an age appropriate range of vocabulary

## 5. To narrow the attainment gap created as a result of Covid 19

### Barriers to future attainment

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Historical teacher absence in KS1 and 2 effecting 3 years of learning which has meant gaps affect mastery in children's learning, making it more difficult to build a secure understanding in KS2 ( year 4,5,6 were in KS1 for at least 2 of these years)
<b>B.</b>	Lower levels of literacy and language on entry into the school results in vocabulary not at age appropriate levels for all children particularly vulnerable – which affects language processing, understanding and progress from KS1 to KS2
<b>C.</b>	Lower levels of home support – for reading and homework in of 10% of families
<b>D.</b>	Barriers to learning such as SEND and emotional needs effect children's ability to access age appropriate learning and make good progress
<b>E.</b>	Lower attendance or lack of home learning during Lock down for 10% of vulnerable pupils creates gaps in learning

#### Additional barriers

<b>F.</b>	Mobility into school means potential gaps in learning
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#### Intended outcomes *(specific outcomes and how they will be measured)*

Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Intended outcome
<b>A.</b>	To give all children access to equitable classrooms; classrooms where they can all participate and be influential and classrooms where they are encouraged and supported to develop a deep connected and sustained understanding of mathematics being explored. Quality first teaching is the schools priority all children getting access to a broad and balanced curriculum.	Children reach expected for age
<b>B.</b>	Improvement in understanding of spoken and written language and reading comprehension enables children to access age all aspects of an age appropriate curriculum and make good progress from KS1 to KS2- for SEND children measured using language link for SEND children and for others using Star Tests/NTSA (National Test Style Assessments)	Junior and infant language link will show children's percentile score have improved  Accelerated Reader will show progress in comprehension levels for non SEND and C19 Vulnerable

<p><b>C.</b></p>	<p>Parents actively engaged with their children's home learning. Children reading for 20 minutes 5 x per week with an adult- evidence in homework diaries – and using Star Tests/NTSA (National Test Style Assessments) to track progress using standardised scores and reading ages.</p> <p>Both during and after lockdown parent's support with home learning set being done regularly to consolidate learning in class.</p>	<p>Children's reading age standardised scores improve/ children's reading age improves by more than AR target</p> <p>Tracking on FFT shows that the gap has been narrowed from September NTS scores to end of Autumn term ones</p>
<p><b>D.</b></p>	<p>SEND needs are identified and barriers are addressed through Targeted Support and pre teaching and decision making spelling project –STAR TESTS/NTSA maths and reading ages improve, all children are able to access age appropriate learning SATs progress is in line with national standards.</p>	<p>Children's standardised scores and ages show a narrowing of the gap between chronological age and real age allowing all children to access and master the curriculum.</p>
<p><b>E.</b></p>	<p>Attendance during school and use of home learning in the event of another Lockdown, improved for vulnerable pupils which reduces gaps in knowledge and understanding Star Tests/NTSA assessments</p>	<p>Attendance is good and above 96%</p>
<p><b>F.</b></p>	<p>Gaps in learning on entry to the school are quickly identified and addressed</p>	<p>GLD at national standards</p> <p>Mobile children with no SEND reach age expectations within 2 years of entering school</p>

# Areas for Development Academic Year 2020-2021

## i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	RAG rating – progress towards Intended outcome No progress <span style="color: red;">■</span> Some progress <span style="color: orange;">■</span> Good progress <span style="color: green;">■</span>
Early Years Advisor and SIP	Teaching and learning continue to improve. Children are independent learners New Early Years Curriculum implemented	SIP suggested Early Years Advisor to support mixed age class with 2 curriculums and an PFSU unit	<ul style="list-style-type: none"> <li>Early Years Advisor to make visits and progress tracked using tapestry and baseline</li> </ul>	S Pinn EYA M Johnson	Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>

<p>Illsham Literacy Hub Audit</p>	<p>Phonics First taught rigorously and with fidelity to the LCP program – Reading books match the learning</p> <p>Writing is at age expected by end of EYFS KS1 and KS2 and are within national standards</p>	<p>Support from SLA and NLA’s from NDTSA has had a high impact on spelling and is beginning to impact on vocabulary these have now been in place for 2 years so embedded in practice. Next step needs to be identified. Books sorted and labelled for supporting phonics and AR</p>	<ul style="list-style-type: none"> <li>• Babcock writing assessments used to assess writing</li> <li>• Phonics screening at end of Autumn term and Summer term shows is at or above national levels</li> <li>• Moderation show standards in line with national standards</li> </ul>		<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p>Time tabling of curriculum designed to ensure mastery and quality first learning for all</p>	<p>Vulnerable and SEND pupils narrow the attainment gap</p>	<p>Literacy teaching is used to cover the topic and science curriculums. Children’s writing is of a high standard across the curriculum Knowledge organisers are used to ensure good coverage for all of the curriculum</p>	<ul style="list-style-type: none"> <li>• Deep dives by curriculum leaders show writing is age appropriate and contains age appropriate SPAG and Vocab</li> <li>• Babcock writing assessments used to assess writing</li> </ul>		<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p>Children are taught mastery of age approximate methods of calculation and mathematics using mastery</p>	<p>To improve SATs outcomes for SEND children with dyslexia/dyscalculia and ensure that all children are accessing age appropriate methods of calculation and understanding of maths taught</p>	<p>Children who master the ability to reason are able to apply their mathematical knowledge to new concepts and tackle challenges with resilience. Evidence shows that use of concrete, abstract and pictorial resources allow for learning for all learning styles and needs and promote a deeper understanding.</p>	<ul style="list-style-type: none"> <li>• Book scrutinise, SIP, CPD, moderation, learning walks, Deep dives, talking to children</li> <li>• Take part in Jurassic maths hub research project for 2nd year</li> <li>• To use NTSA assessment to track progress as has arithmetic and reasoning papers</li> </ul>	<p>S Pinn C Pugsley J De’fyck K Eames - Hub advisor</p>	<p>Termly and at Jurassic Hub meetings and school visits</p> <p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>

<p>Decision making spelling is rigorously timetabled and taught</p> <p>Staff CPD on FFT reading intervention</p>	<p>Staff are better able to support children with SEND in literacy – children with dyslexic tendencies improve SS in NTSA assessments and writing</p>	<p>Dyslexic traits were a significant barrier to attainment in some year groups particularly in year 6. Dyslexic friendly approaches to spelling, comprehension and vocabulary will address this</p> <p>Children use problem solving and reasoning to improve spelling in writing</p>	<ul style="list-style-type: none"> <li>Targeted Support, teaching and support for these children will be monitored through NTSA tests taken in September and then termly. Years 2-6 will also use AR star reading tests</li> <li>1:1 in class through conferencing</li> </ul>	<p>S Pinn C Pugsley R Cummins</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
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<p>Direct vocabulary instruction in class embedded across the school and explicit</p>	<p>To improve language skills and widen vocabulary across the school particularly for children with low vocabulary for age</p>	<p>Literacy and language skills and levels are falling nationally, a focus on vocabulary, oracy, problem solving and reasoning as well as metacognitive and collaborative learning is proven to impact on outcomes Children with smaller vocabularies have poorer comprehension and so find age appropriate learning from reading more difficult which impacts on progress Children with lower levels of Vocab on entry into schools struggle to make expected progress across the curriculum in KS1 and will not make expected progress if left unaddressed in KS2</p>	<ul style="list-style-type: none"> <li>• SIP visits, Deep dives, learning walks, lesson observations and talking to the children</li> <li>• Speech and language assessments using junior language link show an improvement in percentile scores, Star Tests/NTSA results</li> <li>• 1:1 in class through conferencing</li> <li>• Use language link assessment on entry to school to identify vulnerable children</li> <li>• Babcock writing assessments used to assess writing</li> </ul>	<p>S Pinn J Dymond B Cummings C Davis</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p>Take part in FFT project to track impact of Covid 19 Lockdown and use of catch up funding</p>	<p>The attainment gap between is narrowed</p>	<p>Assessments and teaching and learning show that the largest gaps have been formed in writing so catch up funding used to narrow this gap</p> <p>Timetable changed to ensure quality first and conferencing used across whole curriculum</p>	<ul style="list-style-type: none"> <li>• Year 2-6 to take summer term NSTA in Autumn term and teachers to complete questionnaires</li> <li>• End of Autumn term assessments for 2019 and 2020 compared</li> </ul>	<p>FFT aspire site S Pinn</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p><b>Total budgeted cost</b></p>			<p>Income £750</p>		<p>outgoings £3500</p>

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	RAG rating – progress towards Intended
Catch up funding used to provide tutoring 1.5 hours per week for 7 weeks	<p>The 10% of children who did not have access to good home learning narrow the gap with their peers</p> <p>Vulnerable, PP and SEND children narrow the gap to in line with where they were at the end of the spring term</p>	Evidence shows that 2 hours a week for 6-12 Weeks of targets teaching support can make 6 months progress	NTSA assessments used to assess at the beginning and end of tutoring. Babcock writing assessments used to standardise writing and track progress.	S Pinn M Johnson J D'fyck C Davis	Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>
Targeted Support	Gaps in children's learning addressed	SMART targets for Targeted Support, better targets progression in learning	Monitored through NTSA results and AR Star Tests	S Pinn C Pugsley R Cummins	Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>



<p>Pre teaching – KS2 Maths KS1 Phonics and SPAG</p>	<p>To narrow gaps in attainment</p>	<p>Children who take part in pre-teaching sessions make develop fewer gaps than children on Targeted Support alone</p>	<p>Monitored through NTSA results</p>	<p>S Pinn C Pugsley R Cummins</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p>Accelerated Reader for year 2-6 pupils  Daily reading for all</p>	<p>Children read more often</p>	<p>Reading 5x per week for 20-35 minutes is essential for children to keep up with age expectations</p>	<p>Track using program software</p>	<p>S Pinn C Pugsley C Davis</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p>Nessy reading and spelling support package</p>	<p>Children’s reading and spelling improve and are at year group expectations</p>	<p>Multi-sensory methods of learning and over learning for spellings and reading are shown to have high impact on retention and application of rules for those with barriers to learning</p>	<p>Time on intervention tracked weekly target 80 mins</p>	<p>C Pugsley R Cummins</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>

To secure good handwriting in all year groups	Spelling and writing fluency improve	Poor handwriting and formation mean that children are not able to recognise correct spellings and cannot achieve the fluency need to achieve age expectations for writing and spelling	<ul style="list-style-type: none"> <li>• Support outside of lessons in 2's to start and address hand grip, formation and reversals</li> <li>• Small group daily practice for both classes</li> <li>• Whole class support during lessons to ensure skills learnt being used daily while writing across the curriculum</li> <li>• Fun fit used to target support</li> <li>• OT program for specific pupils</li> </ul>		Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>
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<b>Total budgeted cost</b>	£30,200
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**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>RAG rating – progress towards Intended</b>
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<p>In the event of a local Lockdown - Regular Phone calls for welfare checks for all, More regular phone calls for Vulnerable pupils</p> <p>To be agile with home learning incorporating Seesaw, White Rose, BBC Bitesize, Oak Learning Academy and Teams Live</p>	<p>To ensure quick effective problem solving of home learning issues during lockdown</p> <p>To ensure that all pupils have access to home learning through videos and lessons</p> <p>Allowing teachers to set and mark work</p>	<p>Some parents lacked the knowledge to support their children but with home learning videos the children can continue to work on a time table designed to teach and not just consolidate.</p> <p>Some parents were working all of the way through lockdown so found consistent support with learning challenging</p>	<p>Seesaw/class charts/Teams monitored for responses and numbers accessing.</p>	<p>S Pinn C Pugsley</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>
<p>Weekly homework and home learning in KS2 for maths and reading to be monitored rigorously and set on Seesaw or class charts to ensure access for all</p>	<p>Children who do little or no home learning read regularly and do set work to consolidate learning</p>	<p>Evidence shows that children need to read for 20-35 mins at least 5 times a week to maintain age appropriate reading abilities.</p> <p>Children to do home learning to support learning in school make significantly better progress compared to peers who do not</p>	<p>Monitoring of class charts/seesaw/mathletics to check responses – work completed during lunch time if not</p>	<p>S Pinn</p>	<p>Termly:</p> <p>Autumn <input type="checkbox"/></p> <p>Spring <input type="checkbox"/></p> <p>Summer <input type="checkbox"/></p>

Rigorous monitoring of attendance every 2 weeks – all children with attendance falling below 96%	Vulnerable and Disadvantaged pupils attendance improves – target to achieve above 96% attendance in whole year	Evidence is that children with poor attendance perform poorly compared to peers	Attendance is monitored every 2 weeks, 3 letters drafted with guidance and increasing levels of support/intervention by Head of school. After 20 sessions absent doctor's note required for all absences. Fines implemented for school term holidays EWO contacted for children not doing home learning or	S Pinn A O'Callaghan	Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>
Referrals made to SALT and through doctor to for processing difficulties	Barriers to learning identified	Difficulties with processing spoken language are a significant barrier to learning	Junior and Infant language link	S Pinn C Pugsley R Cummins	Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>
Vulnerable children are supported emotionally through staff training	Children are able to manage their own mental health better	Good mental health enables children to be better independent learners and to tackle challenges with resilience. Training for whole staff on attachment	Track Targeted Support, book scrutinises, STAR TESTS/NTSA results, monitoring behaviour and behaviour care plans	S Pinn C Pugsley S Chipman R Cummins	Termly: Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>
<b>Total budgeted cost</b>					<b>£1000</b>




# Review of Areas for Development from Previous Academic Year 2019-2020

Highly effective 

Moderately effective 

Ineffective 

## i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the Intended outcome? What as the impact of this strategy?	Lessons learned (and whether you will continue with this approach)	Cost	Impact
School improvement partner both independent and from Babcock	Monitoring of quality of teaching improved	Identified strengths in KS2 but some weaknesses learning in literacy in EYFS and KS1  SEF needs to be more concise	SIP recommended using Early Years Advisor and Accessing Literacy Hub	£0	
Mastery maths Jurassic maths project implemented through curriculum and lesson design, CPD and a focus on problem solving and reasoning	Children are all given access to age appropriate mathematical teaching and learning and trained to use reasoning and problem solving skills to apply mathematical learning taught	All children are demonstrating in their books their ability to reason and solve problems. Narrowing of the gaps for children who were below expected last year but only one or two have hit the boundary for expected. Use of concrete, pictorial and abstract resources and heavy focus on arithmetic and place value addressing gaps in KS1 so that children come out at age expected KS1 80% Expected.  Across the school the children improved from 51% accuracy in Mathletics to 85%	Continue next year more CPD in staff meetings to monitor progress for both staff and pupils	£0	
Vocabulary a focus across the school	To improve language skills across the school particularly for disadvantaged, SEN and EYFS	2 children came off the SEN register due to progress, the school is now meeting their needs through class and Targeted Support. Language and Vocabulary was a big barrier for these children due to lack of reading in Early Years and SEN needs.	Continue to use the principles across the curriculum from EYFS onwards– as the earlier we intervene the more impact this has	£100	

Partnership with North Devon Schools Teaching Alliance

Improvement in teaching standards through support and CPD

SLE Ossian pleasance provided CPD for teachers on spelling and literacy – Impact regular lessons, which were better structured supported improvements in spelling

Decision making spelling project – significant improvements in children achieving age expected based on NFER spelling tests. Different year groups had varying degrees of success with an improvement of between 10%- 33% in the number of children achieving expected. And 72%-100% of children improving their score from Entry assessment to final assessment. Over all the data from the project showed that the consistent and rigorous teaching of spellings had a significant impact on outcomes compared to the control schools. In year 6 the improvement was negligible but it is hoped that by continuing the program in 2019-2020 the progress will continue.

POINTS INCREASE				
YEAR GROUP	ENTRY SCORE	EXIT SCORE	% OVERALL DIFFERENCE	CONTROL
2	5.0	10.4	22.5%	9%
3	6.9	12.9	25%	4%
4	6.8	11.3	18.8%	2%
5	9.3	13.6	17.9%	4%
6	12.1	12.3	1%	-17%

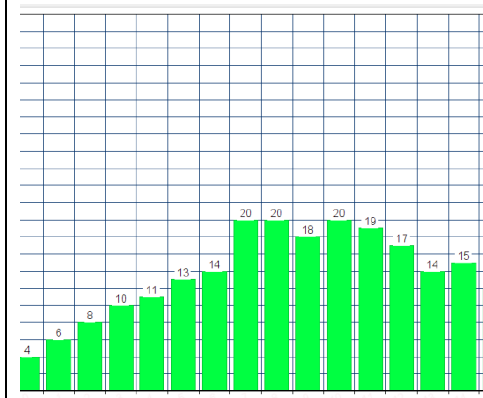
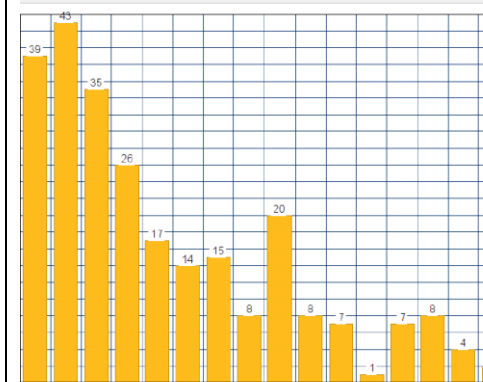
Please see appendix 1 for data results from all schools and for all year groups.

Collaborative teaching – impact good – model to be used in future lesson observations and peer coaching

Now embedded – progress good for Autumn and Spring terms – assessments in September and December to be used to monitor ongoing effectiveness.

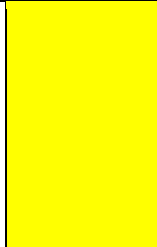

On average moved year groups from 40% at age expected to 65%

Continue collaborative lesson observations and use new lesson observations through Jurassic Hub Maths Project.



£300



<p>Literacy teaching sequences follow a Poetry, Fiction, Non Fiction and free writing sequence</p>	<p>To improve vocabulary and writing across all age groups</p>	<p>70% Expected at KS2 for writing ( 2 EHCPs in cohort of 10)</p> <p>50% for KS1 but impacted by Covid 19 as on track for 65% (2 EHCPs in cohort of 6)</p>	<p>Need to continue to stretch children's expectations around reading different texts to ensure more children reach GD</p>	<p>£200</p>	
<p>Staff CPD on dyslexia</p>	<p>Staff are better able to support children with dyslexic tendencies</p>	<p>Targeted teaching of vocabulary, decision making spelling, phonics and spelling ensured that all staff are using the same vocab and techniques for Targeted Support, conferencing and support in class.</p> <p>The writing has ensured targeted support and conferencing from TA as well as teachers during writing sessions. Rigorous use of correct handwriting grip and formation has ensured that children are writing more fluently and that spelling mistakes are more easily corrected but the writer and their peers. So out of this session the main impact is on fluency and spelling. With 92% of KS2 class now writing fluently and neatly and 66% of KS1 class.</p> <p>The reading intervention has had the most impact on individual level.</p> <p>Writing – Handwriting has become a real focus with trained staff supporting rigorous use of correct pencil grips and formation – this has improved fluency and speed. It has also improved proof reading by the children as they are better able to spot spelling errors. This has made 10% difference to children at Expected across the school. 15% in KS2 SATs</p> <p>Reading – FFT training undertaken but halted due to C19 so will complete in 2020 and implement for year 1 onwards using phonetically decodable books for year 1 and AR books for year 2 if passed phonic screening test.</p>	<p>This mostly reinforced practice but helped to tighten expectations and reinforced pace and progression</p> <p>This gave the TAs confidence to put into place 2 new Targeted Support 1 on reading and the other on handwriting which have both been high impact</p> <p>Accelerated reader to be rolled out across the school</p> <p>Letters and sounds and LCP planning used to sorts early readers to ensure phonics first teaching – new books to be purchased</p>	<p>£150</p>	

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the Intended outcome? (Include impact on pupils not eligible for PP, if</b>	<b>Lessons learned (and whether you will continue with this</b>	<b>Cost</b>	<b>Impact</b>
Pre teaching	Narrowing of the gap in attainment by enabling children to access age appropriate learning during lessons	Children in this group have improved scores in Puma tests by up to 20%	Continue with this approach in KS2  Use it in KS1 for SPAG	£757	
Targeted Support	Attainment gap narrowed	Improvements in reading, spelling and maths attainment Targets met and very few rolled over– See SEN audit for breakdown of Targeted Support and impact	In creasing pace, reducing the number of Targeted Support per child and making them more targeted produced much better progress and more focused	£6,200	
Speech and language training for specialist staff member	Children make accelerated progress	Yes – children on S&L Targeted Support made significant progress compared to previous percentile score on Junior language link	Children’s needs are mostly met in KS1 so by the time they are in KS2 they don’t need a boost until upper KS2	£400	
Accelerated Reader for year 6 pupils	Children read more often	Mixed – technical difficulties with quizzing within 24 hours made ongoing monitoring difficult but excellent progress for SEND and other pupils meeting reading targets	Rolled out across the school	£60	
Nessy reading and spelling support package	Children’s reading and spelling improve	Program being used effectively. All children given time in school to complete the spelling part and for those who need it the reading part. 85% of children at year group expectations for reading but 65% for spelling	Continue	£20	



<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the Intended outcome? (Include impact on pupils not eligible for PP, if</b>	<b>Lessons learned (and whether you will continue with this</b>	<b>Cost</b>	<b>Impact</b>
Homework and home learning in KS2 monitored rigorously	Children who previously did little or no home learning read regularly and do homework set	High impact as rigorously enforced. Children not home learning reduced from 30% to 10% and this was sustained over lockdown	Seesaw or Class charts to be used to set home learning that the parents can access and work can be uploaded for marking	£0	
Rigorous monitoring of attendance every 2 weeks – all children with attendance falling below 96%/ 20 sessions absent/ 5 sessions unauthorised will receive letters and support to improve	Vulnerable and Disadvantaged pupils attendance improves – target to achieve above 96% attendance in whole year	Persistent absence down to lowest levels in last 4 years. Overall before lockdown average attendance for the school 97.6% and persistent absence down to 4%	Continue	£0	
Referrals made to SALT and through doctor to for processing difficulties	Barriers to learning identified	<p>Mental health is part of the school curriculum and is something that is talked about creating children who are more willing to talk about their difficulties and successes.</p> <p>10 a day – normal magic used to support all children but particularly those who are disadvantaged and vulnerable</p> <p>Fewer referrals to CAHMs – in school support better and more informed</p>	It is important to have this training and an overall school strategy to manage this. There is a strong correlation between vulnerable children and their happiness/attendance in school if they have attended this intervention and support sessions.	£0	

Mental Health Training from last year continues to be built into pastoral support and curriculum	Children are able to manage their own mental health better	50% fewer referrals to CAMHs for anxiety  Particularly high impact from Theraplay for children affected by the lockdown either SG or mental health issues.	Continue to use this – trained staff member to train other staff	£0	
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