

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Stephen's Church of England Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Helen Wright
Pupil premium lead	Frankie Greenhalgh
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,395

Part A: Pupil premium strategy plan

Statement of intent

St Stephen's is a unique school in regards to its context and community. It is essential this context is accounted for, alongside current research and effective practice when planning the expenditure of the Pupil Premium funding. We seek to understand the circumstances each child experiences and the subsequent challenges faced. This alongside research conducted by the EEF, has been and will continue to be the main driver behind the spending of the funding. Common barriers to learning our disadvantaged children can face include: limited support from home, language barriers, poor speech, language and communication skills, behaviour difficulties, additional needs and attendance and punctuality issues. There are also many instances of complex family situations that expose children to adverse childhood experiences which can prevent children from reaching their potential.

Our values underpin all that we do and we strive to allow all children to **ASPIRE** to greatness (**a**chieve highly, **s**elf-belief, **p**ersevere, **i**nclude, **r**espect and **e**njoy learning). We ensure that teaching and learning opportunities meet the needs of all the pupils; ensuring that appropriate provision is made for pupils who belong to vulnerable groups.

Ultimately, we aim to improve the lived experience of our disadvantaged children in order to ensure they meet their full potential; academically, socially and emotionally. We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data to ensure all children reach their full potential and aspire to greatness.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor levels of literacy: early phonics, reading, writing and vocabulary.
2	Poor mathematical fluency and grasp of mathematical concepts
3	Entering school significantly below age related expectations
4	Social and emotional impacts of adverse childhood experiences
5	Low attendance levels

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes for children in phonics, reading and writing.	<ul style="list-style-type: none"> • Improved outcomes for Year 1 & Year 2 in their phonics screening check. • Improved outcomes for Year 2 in the statutory SAT assessments at the end of the academic year. • Improved outcomes for Year 6 in the statutory SAT assessments at the end of the academic year. • Improved outcomes for children in all year groups in reading, writing and phonics in internal end of year assessments.
Poor mathematical fluency and grasp of mathematical concepts	<ul style="list-style-type: none"> • Improved outcomes for Year 2 in the arithmetic & reasoning statutory SAT assessments at the end of the academic year. • Improved outcomes for Year 4 in the statutory times tables assessment. • Improved outcomes for Year 6 in the arithmetic & reasoning statutory SAT assessments at the end of the academic year. • Improved outcomes for children in all year groups in mathematics in internal end of year assessments.
Entering school significantly below age related expectations	<ul style="list-style-type: none"> • Improved outcomes for Reception children in the statutory EYFS assessment. • Progress analysis from the baseline and at each internal formal assessment point internally within school.
Social and emotional impacts of adverse childhood experiences	<ul style="list-style-type: none"> • Improved outcomes for pupils in end of year internal and statutory assessment. • Improvement to children's lived experience in school; meeting the basic needs ensuring their attention and focus are maximised. • Implementation of Communication Friendly Spaces Approach on a whole school level focusing on creating optimum learning

	environments using a Trauma Informed lens.
Low levels of attendance	<ul style="list-style-type: none"> • Increased parental engagement evidenced in meeting logs/ home visit logs/ communication records on Dojo & CPOMs. • Persistent Absence rate to be in line with or lower than national averages. • Attendance matters tracked effectively by the office team, pastoral team and PAST team.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & learning focus on evidence-based strategies to support Quality First Teaching.	<p>Rigorous monitoring by SLT, SMT and subject leads to target staff CPD accordingly.</p> <p>Focus on improving teaching for all as good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF).</p>	1, 2, 3
Feedback CPD	<p>The EEF outline six principles for using feedback to improve pupil learning. If done effectively, feedback can lead to an additional six month of progress. The six principles are;</p> <ol style="list-style-type: none"> 1. Lay the foundations for effective feedback 2. Deliver appropriately timed feedback that focuses on moving learning forward 3. Plan for how pupils will receive and use feedback 4. Carefully consider how to use purposeful, and time-efficient, written feedback 5. Carefully consider how to use purposeful verbal feedback 6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback 	1, 2, 3
Increasing time allocation of teaching assistants to facilitate effective, timely, in class feedback to maximise progress.	<p>Ensuring there is a teaching assistant with each class for the full day, facilitates effective feedback for all children, in all areas of the curriculum. When implemented effectively, feedback can increase progress by six months. Having a teacher and a teaching assistant to offer live feedback, will double the amount of children receiving that quality feedback in a timely manner in order to move their learning forward.</p>	1, 2, 3

Metacognition CPD	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning (EEF).</p> <p>When implemented effectively, Metacognitive approaches have the most impact out off all of the approaches in the EEF Teaching & learning Toolkit. If implemented effectively, children can make an additional 7 months progress.</p>	1, 2, 3
Additional staff in EYFS	<p>Additional staffing in EYFS has been implemented to ensure staff focus on the individual progress of each child; particularly disadvantaged children and those who enter school significantly behind age-related expectations. In 2020 the baseline concluded that 74% of children were behind or significantly behind in some or all of the areas. To eradicate this already forming gap, children need to be making more than one year of progress within the year.</p>	1, 2, 3, 4
Implementation of Mirodo education platform for KS2, to assess knowledge, identify gaps created during the COVID pandemic and plug those in school, in intervention settings and at home in self-practice. Including devices for PP children to access at home.	<p>Mirodo is a web-based platform which uses formative and summative assessment and mark-by-mark analysis to provide in-depth information about each and every pupil so that teaching can be adapted accordingly. Mirodo can be accessed by staff and pupils alike. For staff, assessments can be set, analysed and intervention groups identified quickly and efficiently. For pupils, the programme informs them of their strengths and areas for improvement of which they can focus on in self-regulated learning at home. The programme will also inform teacher assessment as it shows how pupils and cohorts compare against the national standard</p>	1, 2, 3
Implementation of new phonics structure including training, more frequent assessment and quality assurance.	<p>Phonics is a body of knowledge that is necessary for children to learn to read and spell (DFE). One of the key focus' for EYFS and KS1 is to improve the structure, delivery and assessment of systematic synthetic phonics. This will take place through a combination of implementing the Phonics Bug scheme effectively for a sustained period of time each day, staff CPD, frequent assessment and re-grouping.</p>	1, 3

<p>Implementation of Communication Friendly Spaces approach through consultant Elizabeth Jarman. Focusing on using a Trauma informed Lens to create optimum environments for children to thrive.</p>	<p>Communication Friendly Spaces (CFS) is an approach created by consultant, Elizabeth Jarman focusing on creating optimum environments for children to thrive.</p> <p>This work will focus on using a Trauma informed approach to create safe spaces for children; enabling them to feel secure enough to learn. The research focused on using colour, texture and lighting to reduce the cognitive load of children and create the optimum conditions for learning. This nurture focus will be beneficial for all children in school but particularly those who have experiences adverse childhood events.</p> <p>The implementation will involve a whole school approach with a combination of whole- staff input, audits to contextualise input, seminars, consultancy and development tasks.</p>	<p>4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 Phonics structured intervention to recover lost learning through the COVID pandemic.</p>	<p>Quality interventions have been addressed in the EEF 'Improving Literacy Guidance report' as key.</p> <p>Children are to be assessed every 6 weeks in phonics and re-grouped accordingly to maximise progress. The gaps in learning here are to be addressed directly by a dedicated teaching assistant using the Phonics Bug scheme.</p>	<p>1, 3</p>
<p>KS1 Reading and writing intervention to recover lost learning through the COVID pandemic.</p>	<p>Quality interventions have been addressed in the EEF 'Improving Literacy Guidance report' as key.</p> <p>End of 2020 academic year data shows the starting point for KS1 classes are significantly lower than age-related expectations. This is particularly apparent in reading and writing. Therefore one additional member of staff is to work with an identified group of children who are disadvantaged and significantly behind. This is to develop fluency when blending/reading and ability to segment to write words.</p>	<p>1, 3</p>

Recovery catch up intervention-releasing teachers to assess and address gaps in learning caused by the COVID pandemic.	<p>Evidence indicates that one-to-one tuition can, if utilised effectively, add five additional months progress for disadvantaged pupils (EEF).</p> <p>Staff to focus on gaps in learning for reading, writing and maths. Staff can use Mirodo education to assess the gaps or address gaps identified in class.</p>	1, 2, 3
Talk boost in KS1	<p>For children aged 4-7 with delayed language, Talk Boost KS1 narrows the gap between them and their peers. It has been proven to boost children's progress in language and communication by an average of 9 – 18 months after a ten-week intervention. The EEF Teaching & Learning Toolkit concludes that when conducted effectively oral language interventions can accelerate progress by an additional six months.</p> <p>This is delivered as a one-to-one intervention throughout KS1 to develop children's language, which underpins the development of their literacy.</p>	1, 3
Welcomm assessment in EYFS	<p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. Each year, a large proportion of children are assessed in the baseline as below or significantly below age-related expectations. Last year, for example, 74% of children who arrived in Reception were below age-related expectation in some or all areas. The baseline is currently being conducted for this academic year.</p> <p>The Welcomm assessment, created by the G.L Assessment team, assessed the language gaps and identifies next steps for staff to work on to develop those key early language skills. The EEF Teaching & Learning Toolkit concludes that when conducted effectively oral language interventions can accelerate progress by an additional six months.</p>	1, 3
Educational Psychologist support	<p>For pupil premium children with special educational needs, their barriers to learning are increased significantly. The most efficient way to tackle their barriers is to access support from educational psychologists. The Lancashire County Council allocation does not fulfil the volume of need at St Stephen's and so additional, private, Educational Psychologist support is funded. This allocation will ensure 4 pupil premium pupils have access to that support to help overcome their barriers and make the progress they are capable of.</p>	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors	The role of the learning mentor is significant in improving the lived experience of the children at St Stephen's. Their main role is to identify factors posing a threat to children's safety, progress and potential; ensuring these are addressed with parents and relevant services.	4, 5
Attendance team	Attendance is historically and currently, lower for the pupil premium cohort than non-pupil premium cohort. The learning mentors, alongside the office team, liaise with parents, external agencies and the PACT team with the local authority to improve attendance. The focus of the learning mentors is to identify the underlying issues regarding attendance such as social & emotional barriers, poor aspirations, parental disengagement or physical barriers such as transport. They look to improve attendance, reward good attendance and also sanction poor attendance.	4, 5
School dinners for PP children entitled to the daily free school meal.	Funding from the PP grant enables children eligible for free school meals to have a free hot meal provided each day by the school.	4
Free morning snack	Food deprivation is high in the St Stephen's catchment and children often report feeling hungry. Research shows hungry children do not perform as well and as a result, a morning snack is provided for all pupil premium children. Where hunger is reported, the learning mentors look to support families with budget management and access to food banks and the food market.	4
Drop in breakfast club	Similarly to the free morning snack, children often report they have attended school without having breakfast. The learning mentors work with families to ensure there is enough food at home and children are being suitably nourished. However, there are cases where families rely on school support to access food banks and the food market to feed their families. As a result, a free breakfast club will be held each morning where children can receive some warm breakfast before they make it into class. This is to maximise their concentration, focus and wellbeing in order to reach their learning potential. This is also intended to have a positive impact on attendance, as children will be	4, 5

	at school earlier than necessary with the incentive of free breakfast.	
Uniform supplies for PP families	A stock of uniform is held to ensure children in families who are struggling financially can still attend school. Ill-fitting or incorrect uniform can lead to children not wanting to attend or parents keeping children at home.	4
Parental engagement	Positive parental engagement with schools is instrumental in the positive experience a child will have at school; from engagement with reading, homework, attendance, events and being open to that open dialogue with school staff. Another focus for the learning mentors is to ensure parents of pupil premium pupils feel safe and confident in engaging with school to ask for support and to share information effectively. This shall be done through a range of informal meetings such as coffee mornings, breakfast meetings and individual targeted conversational meetings. The offer will also include short courses from Lancashire adult learning service where parents can engage with their child in a positive activity, whilst building the relationship with the school community. There will also be some targeted specifically for parents such as on how to develop your own wellbeing.	4, 5
Wider experiences and participation opportunities	Another focus is to develop the cultural capital of pupils at St Stephens. Often, children in the St Stephen's catchment have limited experience outside Preston. This impacts their vocabulary and understanding of the world. Trips to develop this cultural capital, such as to the countryside, the beach, nature reserves, farms along with places to develop the specific topic-based tier 3 vocabulary.	4, 5
Wider opportunities- Robin Wood. Resilience building, Teamwork developing.	At St Stephen's we strive to provide our children with wide, rich, memorable experiences which develop resilience, teamwork and expand their horizons. Many children, until attending residential with school, have had limited opportunity to stay away from the family home, prepare food, participate in team building or adventurous activity. It is essential that all children are afforded this opportunity; despite the financial status of their families. As a result, funding is allocated towards the subsidisation of the residential for pupil premium families.	4

Total budgeted cost: £ 124,395

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Current attainment – figures for end of KS2 attainment and progress in	
<ul style="list-style-type: none"> Based on Spring 2020 data no National Average available due to COVID 	<i>Pupils eligible for PP St Stephen's</i>
% achieving in reading, writing and maths	62%
% making progress in reading	62%
% making progress in writing	62%
% making progress in maths	62%

Expenditure						
Pupil Premium supported activity	Rationale	Summary of activity	Specific intended outcomes	Monitoring	Effect	Evaluation and lessons learned.
Quality feedback as part of quality first teaching. Continued	Research proves that high quality feedback as part of quality first teaching provides the biggest boost to PP pupils' attainment levels.	Staff will provide relevant, informative feedback to pupils.	As a result of quality feedback and quality first teaching pupils with PP will improve their progress from Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2<)	SLT walkthroughs and book looks demonstrate that class time is maximised by teacher and TA to give sharp feedback to pupils on next steps and in	Pupils will be motivated and better equipped to take control of their next learning steps.	<p>T2 Pupil feedback is that they aren't clear on their next steps. Staff will ensure this is not the case.</p> <p>T4 Quality First teaching approaches discussed in SMT and handed out to teaching staff and used in teams.</p>

			62% PP pupils made 3 terms progress in reading and writing and Maths 2019,. This to increase to 70% in 2020	a positive way.		T6 Via book look and planning scrutiny most classes are using the approaches outlined. New staff will be provided with QFT strategies.
Support Staff time to allow teachers to deliver quality feedback during class teaching £53,705 Continued	Research proves that high quality feedback as part of quality first teaching provides the biggest boost to PP pupils' attainment levels. Support staff are required to monitor the class whilst feedback is delivered and to additionally feedback positively to children with low confidence/self esteem	Support staff to work with class teachers in teams to deliver feedback. Teachers to deliver quality feedback to every child every week and additionally to disadvantaged children	As a result of quality feedback and quality first teaching pupils with PP will improve their progress Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2<) 62% PP pupils made 3 terms progress in reading and writing and Maths 2019,. This to increase to 70% in 2020	SLT walkthroughs and book looks demonstrate that class time is maximised by teacher and TA to give sharp feedback to pupils on next steps and in a positive way.	Pupils will be motivated and better equipped to take control of their next learning steps.	T2 Pupil feedback questionnaire suggests that they aren't clear on their next steps. Staff will ensure this is not the case. T4 Monitoring by teams showed that feedback was in line and will continue. T6
Metacognition and self-regulation.	Research shows that Metacognition has large positive impacts particularly for low achieving pupils.	Staff will embed metacognition strategies into their teaching and learning. New staff will be given access to training materials supported by SENCO	Pupils to be equipped with different strategies and skills to choose from when presented with different tasks.	Planning will evidence use of strategies taught and implemented by pupils. (Y1 and Y5 focus year groups)	Pupils will take ownership of their learning and develop positive approaches to differing tasks therefore, improving their attainment.	T2 Staff are implementing strategies, new staff are working through training documents. T4 Zoom meetings to be arranged T6 Refresher given by head teacher, metacognition documents available on one drive. Will need monitoring to ensure sustained.

<p>Developing the reading material and climate for reading for PP children £500 Continued</p>	<p>To develop children's empathy and emotional intelligence through a love of reading and narrative.</p>	<p>Reading materials purchased for PP children to be made available through a KS1 book club and display in The Nest where KS2 children can snuggle up with high quality books, share with other children and enjoy being read to.</p>	<p>Children to develop reading skills, a love of books, develop social skills through sharing books and develop empathy as well as emotional intelligence.</p>	<p>Eng leader and Learning mentor to ensure that the books are utilised for nurture and that this is timetabled.</p>	<p>Children's reading skills will improve and they have access to better quality resources thus developing self esteem and a love of books.</p>	<p>T2 Books have been purchased.</p> <p>T4 Books in place and accessed by pupils receiving nurture support. Book club set up and running in Autumn term 2020.</p>
<p>Learning Mentors Overseen by SENCO £38,875 pro rata (61 hours per week)</p> <p>Learning Mentors £38,875 pro rata</p>	<p>Pupils benefit from a trusted adult with who they can discuss issues such as behaviour or family difficulties and who is not directly involved with their academic life. Direct Nurture work as a result of PIVATS PSED is proven to impact on pupils' wellbeing and readiness to access learning.</p>	<p>Manages CLA pupils. Completes PIVATS and directs TAs in nurture work to be carried out. Contributes to IEPs and IBPs where appropriate. Lead professional for CAFs and TAFs. Back up DSL. Runs breakfast club and lunch clubs. Lead with Elsa training to enable emotional language to develop of targeted pupils.</p>	<p>Incidents of disruption in class/outdoors from pupils with SEMH will fall from 99 to 80> Incidents of an aggressive nature continue to be reduced. 70%+ children make progress in PIVATS assessments.</p>	<p>Monitoring of CPOMs behaviour incidents. Termly assessments of PIVATS and academic progress.</p>	<p>Pupils with SEMH issues will improve their engagement with learning. Pupils will be settled and ready to learn, equipped with strategies for regulating their emotions.</p>	<p>T2 Serious incidents are less than this time last year. Pupils are settled and understand the boundaries in place. 13 CAFs open.</p> <p>T4 Pupils are showing progress against PIVATS One pupil has had one a fixed term exclusion.</p> <p>T6 No serious incidents in school.</p>

(61 hours per week)	Current parental engagement is low. Having a dedicated Learning Mentor has shown to lead to an increase in parental engagement which in turn impacts positively on pupils' attainment. Family Support Workers can access additional support for pupils and families through the CAF/TAF process and family workshops	26 hours per week and includes attendance, nurture, family support, attendance, pupil/staff liaison, lunch club support. Breakfast drop ins and parent workshops and groups in partnership with Lancashire Adult Learning Service. Leads on CAFs and TAFs.	Parental engagement improves and children's attendance improves as a result. PP pupils attendance improves to 5% from 6% 20% Persistent absence of PP children reduces to 15%>	Attendance monitoring half termly, registers taken to record parental attendance. Initiatives to improve attendance and engagement through the CAF/TAF process.	Families accessing the support they need to remove barriers to learning which PP pupils are experiencing. PP pupils coming to school on time and ready to learn. Parents feel comfortable and confident approaching school staff to access support.	<p>T2 Attendance down by 2.2% on this time last year from 96.7% to 94.5% This includes families self isolating and being tested for COVID-19 and 2 pupils who continued to be on roll despite now attending school in Warwickshire.</p> <p>T4 Lockdown Spring 2021</p>
BPVS all PP pupils £450 6 days Continued	Assessing pupils annually using the British Picture Vocabulary Scale will give a measure for all PP pupils regardless of academic ability.	A TA will be trained to deliver the test. It will take 3 days to test 75 pupils.	A quantitative measure of progress made by PP pupils regardless of ability.	Test scores compared annually.	Evidence to show progress for pupils who may struggle to show progress in other areas.	<p>T2 The second cycle is currently underway due to COVID preventing July testing.</p> <p>T4 41.5% achieved a lower score 51.5% achieved a higher score 7% remained on the same score.</p>
WRAT/NVR SEN PP pupils with Cognition and Learning issues. £SENCO Time Continued	Quantitative assessment giving standardised scores across Reading Spelling and Maths will show progress made reliably.	SENCO will WRAT/NVR test SEN PP pupils annually.	Progress of SEN pupils can be reliably measured and will show progress according to the pupils' strengths and weaknesses	Test scores compared annually.	SEN pupils will show progress made over a year against standardised scores.	<p>T2 Ongoing</p> <p>T4 WRAT testing has taken place for 4/11 pupils to be continued.</p>

<p>PIVAT PSED SEN PP pupils with SEMH issues. Nurture support in class and at lunchtimes £Time Continuing</p>	<p>SEMH pupils are assessed using PIVATS PSED to enable targeted support to be given to pupils where SEMH is a barrier to their academic engagement.</p>	<p>Learning Mentor will review PIVATS PSED targets annually. Nurture work will be carried out by class TAs.</p>	<p>in their learning. Pupils will develop areas of their SEMH which will impact positively on their academic progress and reduce incidents of poor behaviour. 70%+ children make progress in the identified focus areas of Boxall Profile measures</p>	<p>Termly PIVATS PSD and Academic assessments. Termly monitoring on CPOMs of behaviour incidents.</p>	<p>Pupils with SEMH issues will improve their engagement with learning. Pupils will be settled and ready to learn, equipped with strategies for regulating their emotions. Behaviour incidents will reduce.</p>	<p>T6</p> <p>T2 All SEMH pupils converted from Boxall to PIVATS PSED for the beginning of Autumn term.</p> <p>T4 Pupils are showing progress against PIVATS targets for Autumn term 2020</p> <p>T6 Pupils continue to show progress against PIVATS targets from Spring/Summer terms</p>
<p>Morning snack for every PP pupil. £ 2000 Continued Amended £250 for pupils in school during lockdown 3</p>	<p>Pupils learn best when their basic needs are met. Often pupils come to school without having had breakfast.</p>	<p>Breakfast items will be provided in class for all pupils. Snacks to be eaten while pupils complete 'Early work'. It is important that PP pupils don't feel singled out for breakfast so a universal breakfast basket will be provided in each class, so it is seen as the norm.</p>	<p>PP pupils will be fed and ready to learn.</p>	<p>Record of pupils having breakfast will be cross referenced against PP pupils and their progress and engagement.</p>	<p>PP pupils who have not previously had breakfast before they come to school will be fed and will start the day in the same place of comfort as their peers. They will not be hungry and will be able to focus.</p>	<p>T2 A plan is being drawn up for ordering and presenting the breakfast items.</p> <p>T4 Vouchers purchased but Morrison's have not activated vouchers – Bursar is persuing.</p>
<p>Drop in breakfast session £ 400 –add to breakfast voucher scheme To be continued when</p>	<p>The intention of this is to promote positive engagement with school life, encourage com-</p>	<p>Wednesday morning sessions run by Learning Mentor, providing breakfast for parents and</p>	<p>This extended positive engagement will enable more open interaction and provide regular,</p>	<p>The engagement of these parents in the other family work and session offered by</p>	<p>Parents will be more confident in approaching school and attending parents' eve-</p>	<p>T2 COVID</p>

<p>COVID restrictions lift Please see below.</p>	<p>munity cohesion and build relationships with the school Learning Mentor Team.</p>	<p>younger children.</p>	<p>predictable opportunities for parents to discuss issues that may be causing barriers to their children's learning.</p>	<p>school – see next initiative.</p>	<p>nings. Parents will learn new skills to pass onto their children and further develop their relationships with both their children and other parents.</p>	
<p>Coffee and Catch up virtual meeting with parents lead by AL and JR.</p>	<p>An opportunity for parents to meet and liaise with other parents to provide an opportunity for parents to be supported by the Learning Mentors and one another.</p>	<p>Dojo message posted on whole school dojo and PP class dojo to enquire about interest.</p> <p>A google meet will be organised and parents who have shown interest will be invited to attend.</p> <p>AL and JR will encourage parents of PP pupils to attend.</p>	<p>Positive parental engagement in home learning</p> <p>AL and JR to identify any parents who require additional support from school or outside agencies</p> <p>Children will engage in home learning-parents will feel empowered to support their children</p> <p>Children and parents identified who require support with their well-being and support put in place.</p>	<p>Attendance monitored</p> <p>AL/JR will liaise with class teachers to assess whether the meetings are having a positive impact on the children and families engagement with home learning</p>	<p>The meeting will be used as a safe space to meet, discuss worries about lockdown, home learning and well-being of family and pupils and to share advice and support one another.</p>	<p>COVID</p>
<p>Lancashire Adult Learning Service:</p>	<p>See attached</p>	<p>See attached</p>	<p>See attached</p>	<p>See attached</p>	<p>Parental engagement will improve</p>	<p>T2 COVID</p>

See attached for details. £Free To be continued when COVID restrictions lift.					for parents' evenings and Dojo responses. 74% of parents respond to and read Dojo messages July 2019.	
IT equipment to be given to those who do not have it at home. No cost. Amended Lockdown 3 £1200	Pupils need access to technology in order to complete remote learning in event of a lockdown or self isolation situation. Many of our pupils do not have access to technology at home and fall further behind. Some families reluctant to borrow devices from school due to concerns about repairing damage.	School equipment that is no longer needed will be wiped and restored and given to those families most in need. School has used social media to ask for unused technology donations to school for this purpose. Purchase devices families can keep for pupils to complete remote learning with.	Disadvantaged pupils will have technology at home to support them with their remote learning.	Class teachers will monitor work and progress remotely.	Disadvantaged pupils will not fall further behind their peers due to a lack of technology.	T2 16 iPad minis have been given out to date. T4 Linx tablets given to 15 families during Spring term. 18 DfE devices loaned out to families in need. T6 All pupils who need technology at home have been able to borrow from school from lockdowns/self isolation.

Work packs including sequential intuitive work books for Maths and English and	Pupils face many barriers to learning at home, such as parents with EAL, poor mental health or poor cogni-	Supply TA bought in to cover whilst school staff put packs together to be given to PP pupils.	Pupils will develop their independence and work independently.	Pictures sent in via dojo for teachers to mark and provide feedback on. Books to be handed back into school upon return	Pupils will be confident that they have not missed crucial learning and will be happy to return to class and re-join learning.	T2 Books being ordered, packs being made up. T4 Packs provided
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stationary. £1,000	tion. Providing sequential learning away from technology will support and encourage pupils to engage with their learning.			after lockdown/self isolation for monitoring.		T6
Playground equipment £ 435	Unable to run our successful zoning of the yards due to COVID-19. When pupils choose their equipment they value it more. Equipment for pupils to use within bubbles at break and lunch times to support active brain breaks.	Pupils will have things to play with at break and lunch times.	Pupils will be purposely occupied during break and lunch times.	CPOMS	Behaviour incidents reduced.	T2 Equipment purchased by classes
						The playground equipment boxes need to be replenished.
Bookbags £220	Pupils without relevant school equipment feel different from their peers which impacts negatively on their self esteem.	Pupils have book bags to carry reading books, letters and other resources.	Pupils begin their day seeing that they have the same things as their peers. Resources are organised and can be sent home and returned easily.	Pupil engagement with resources sent home will improve – KS1 teachers to monitor.	PP pupils will take ownership of their home learning, they will get into a routine of bringing it each day and looking in it each afternoon/evening for their book.	T2 Bookbags purchased
Morrison's vouchers £150	When bubbles close or pupils need to self isolate families in receipt of FSM may not have the capacity to feed them	Pupils entitled to FSM in periods of self isolation receive vouchers to allow them to have access to food	Pupils will be fed during self isolation.	Bursar will keep a record of vouchers sent out.	Pupils will not go hungry due to isolation and families will not have the added concern of how to feed their children.	T2 Provided to all in need

	lunch. It is imperative that pupils entitled to FSM do not go hungry.	whilst at home.				
Learning Mentor Phone £44	To reduce contact in school learning mentors work from home twice a week.	Learning mentor is always contactable in school hours.	Families supported at all times.	N/A	Families supported at all times.	T2 Phone purchased
Robin Wood £1600	Studies have shown that outdoor pursuits and education positively impact pupils' outcomes and aspirations. Families have been affected by COVID financially and providing food for their children has caused stress and anxiety.	10 PP pupils attend 3 night residential. School staff to encourage and support pupils and their families to attend. Super market vouchers of £5 per pupil/family per week could be provided to cover breakfasts in the Easter and half term holidays and some of the summer holidays of the academic year.	10 PP pupils can attend Robin Wood paid for by PP funding 90x£5 = £450 9 weeks x £450 = £4050 £146 for extra food parcels when needed.	PP lead Learning Mentors Bursar Learning Mentors	Pupils given opportunities which impact on their future self aspirations. Lessening of stress and anxiety for PP families, PP pupils have breakfast in the holidays.	COVID
Breakfast vouchers for summer term for Easter and summer half term holidays and the summer holidays. £1600 + £2196 (money left after all PP supported activities paid for) =£3796 plus £400 from drop in breakfast session = £4196						
Counselor and Omar for Yr6 pupils	The local community has experienced some	Omar has offered 10 weeks alongside a	Repurposing money for breakfast basket food –	Learning Mentors Year 5/6 and 6 teachers.	Pupils can work through the traumatic events which	This has taken place and

£560	very traumatic events recently and pupils need some specialist support.	counsellor to work with vulnerable pupils in Year 6	10 weeks support can be provided.		have happened, process them and a similar situation can be prevented.	some pupils are beginning to demonstrate assertiveness in challenging situations outside of school.
Total: 101,185						

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider