



Whitnash Primary School

'Learning, growing and succeeding together'

Pupil Premium Action Plan/Review 2020-21

April 2021 – April 2022



The principal focus of the Pupil Premium Review / Action Plan

- ◆ Funding is distributed to ensure a whole school strategy creates an ethos of achievement for all pupils and disadvantaged pupils. Pupil Premium funding is used to benefit all pupil premium children and supports the more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. At Whitnash Primary School we will be using the indicator of those eligible for FSM to ensure that Pupil Premium Funding has the intended impact, but given the schools context, we are also mindful that we may have many pupils who are equally disadvantaged (because of family situations or challenging circumstances) who may not meet the criteria for pupil premium funding but are just as deserving of support. Therefore, we ensure that our support mechanisms and strategies can, where required, similarly benefit whole cohorts of pupils as well as other identified vulnerable groups and individuals, to ensure all our pupils are given the best possible opportunity to achieve highly.
- ◆ Funding supports these children in subtle ways across the school, while planned interventions and support ensure academic and pastoral interventions address areas where these children are making slower progress. In most cohorts, there are a number of disadvantaged children who have severe and complex SEND with EHCP plans or statements or who have a place in the allocated Speech and Language provision. Consequently, for many of the low ability disadvantaged the achievement gap is harder to reduce. However, these children have all made progress against their smaller step targets and have accessed a very full and varied curriculum that has prepared them for the next stage in their education.
- ◆ One key objective in using the pupil premium grant is to diminish the difference in attainment between pupil groups. Our aim is to ensure children make good progress from their starting points and bridge the gap between disadvantaged children and non-disadvantaged children. Careful analysis of internal and external data, progress rates and the use of qualitative data is helping to ensure funding is used to maximum effect.
- ◆ As a school we have invested in ensuring all teachers and teaching assistants have had training in phonics. Money has been invested in appropriate interventions to ensure gaps in learning can be addressed. We have sought to make links with a number of external sources and have identified opportunities for children to have an enriched and enhanced experience of the curriculum. Projects in Science, the inclusion in many sporting opportunities, music and creative arts are some of the enrichment areas on which we focus to engage the children, particularly groups of disadvantaged children. We have also invested in enhancing pastoral care, engaging the most vulnerable families, and taking on board training around mental health and emotional well-being. We have invested heavily in the THRIVE programme, a successfully proven approach to support children's emotional and mental well-being.

◆

School Improvement Plan 1 Year Over-view 2020-21

Development Area	Overall Objectives	Interim Objectives (Autumn Term only)
Leadership and Management	Develop the staffing strategy to ensure that the roles of the senior leadership team are developed to reflect the growing and more complex needs of a two-form entry school.	<p>To develop new strategic roles based on the structure for 2020-21.</p> <p>To undertake performance management at all levels to ensure that the process is robust and targets for the new academic year strongly focus on closing the gaps in pupil progress and attainment caused by lockdown.</p> <p>Robustly manage all matters relating to school attendance in light of the compulsory return of pupils and any impact of COVID-19.</p>
Quality of Education	<p>To ensure that pupils make good or better progress in Reading and phonics. The improvements in EYFS and KS1 are consolidated and built upon and results at KS2 for reading are in line with those for writing and Mathematics.</p> <p>TARGET:</p> <ul style="list-style-type: none"> • Rec 72% GLD • KS1 Reading 80%, KS2 Reading 75% • KS1 Maths 78%, KS2 Maths 79% • KS1 Writing 75%, KS2 Writing 78% • KS1 Phonics 84% KS2 SPaG 79% • Continue to ensure teaching over time in all Year groups is never less than consistently 'good' and at least 50% is 'outstanding'. 	To undertake rigorous baseline assessment to quickly establish and close any gaps in pupil education resulting from lockdown.

Personal development	Reducing the negative impact of the disruption to schooling experienced by pupils because of COVID. To identify and make provision for those pupils who need “catchup” in terms of their academic, social and emotional progress	To undertake a thorough pupil well-being and safeguarding audit to robustly identify any support needed for individual pupils resulting from lockdown.
Behaviour and Attitudes		

Pupil Premium Strategy

1. Summary information					
School	Whitnash Primary School				
Academic Year	2020-21	Total PP budget	£104,720.00	Date of most recent PP Review	January 19
Total number of pupils	289	Number of pupils eligible for PP FSM	77 PP FSM 87	Date for next internal review of this strategy	January 21

2. Current attainment – Pure Pupil Premium Data without SEND pupils.

End of Spring Data 2019-20 Pure Pupil Premium Data

Reading	Age Related Expectations				Progress		
	B	w	E		B	W	E
Rec	30	70	10		20	80	30
Year 1	28.6	71.4	28.6		28.6	71.4	28.6
Year 2	16.7	83.3	33.3		0	100	42.9
Year 3	28.6	71.4	21.4		28.6	71.4	7.1

Year 4	50	50	12.5		55.6	44.4	
Year 5	50	50	20		30	70	0
Year 6		100	100				100

Writing	Age Related Expectations				Progress		
	B	w	E		B	W	E
Rec	30	70	10		50	50	20
Year 1	28.6	71.4	28.6		14.3	85.7	14.3
Year 2	16.7	83.3	33.3		0	100	14.3
Year 3	42.9	57.1	14.3		42.9	57.1	0
Year 4	62.5	37.5			22.2	77.8	
Year 5	30	70	10			100	
Year 6	50	50	25			100	25

Maths	Age Related Expectations				Progress		
	B	w	E		B	W	E
Rec	40	60	10		40	60	10
Year 1	14.3	85.7	28.6		14.3	85.7	57.1
Year 2	16.7	83.3	33.3		0	100	28.6
Year 3	28.6	71.4	28.6		21.4	78.6	7.1
Year 4	37.5	62.5			44.4	55.6	
Year 5	40	60	30		10	90	
Year 6		100	50			100	25

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

The school makes no assumptions about any individual pupil or family's situation, including for those pupils eligible for the pupil premium. We are also very aware that the context of the school means that just because pupils are not eligible to the pupil premium, they may still face significant challenges and barriers to their educational success and therefore are just as entitled to receive high levels of support in order to thrive at school and in life. In very broad terms, we have found the following barriers are common for a number of pupils, including those eligible for the Pupil Premium, for whom the school needs to deploy additional resources in order to ensure that they are able to fully engage in their education and achieve well over time:

A.	PP children with another identified need e.g. SEND are making less progress and working below ARE in all areas. Currently approximately 47% of the PP register have another identified need.
B.	Few PP are working at and above age-related expectations in writing, compared with Maths and Reading.
C.	Currently a significant portion of PP children in school continue to have difficulty with aspects of their social and emotional wellbeing.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	<p>PP children with another identified need e.g. SEND are making less progress and working below ARE in all areas. Currently approximately 47% of the PP register have another identified need:</p> <ul style="list-style-type: none"> Typically, around pupils enter the school with skills and abilities in key areas of development which are below the developmental milestones expected for their age. Pupils entered the school with particularly poor baseline scores in communication, literacy and Reading. SEN/D Pupil Premium children have lower baseline scores on entry within the cohort. This year there is only 1 PP child of the 14 identified who is working comfortably at ARE. As a result of lower starting points on entry, a proportion of children with identified needs in language and literacy, do not pass the phonic screen in Year 1. Whilst the school have many EAL children new to the country forming part of our cohorts, few of these children are identified as PP. SEND / PP not reaching ARE is likely to be exacerbated with the impact of COVID-19 lockdown, unless school is successful in ensuring all SEND pupils continue to attend school during lockdown.
E	Few PP are working at and above age-related expectations in writing, compared with Maths and Reading. This is likely to be exacerbated with the impact of COVID-19 lockdown.
F	Currently a significant portion of PP children in school continue to have difficulty with aspects of their social and emotional wellbeing or in their home life. This is likely to be exacerbated with the impact of COVID-19 lockdown.
G	The lived experience of a significant proportion of PP children means that there is necessary Early Help and Social Care involvement. There is also a number of families with historic involvement. A small proportion of these children also have some attendance/punctuality concerns.
H	A number of our families are difficult to reach and would prefer not to engage with school. They show lack of ambition or drive for school to be successful for their children. Completing homework, attending events and generally being involved in their child's development is not something they willingly participate in and need persistence on the school's part to engage them. This, on occasion, is due to them having had difficulty themselves during their own schooling. Without this partnership, the children's progress rate is slower.

I	Some parents have a lack of financial ability to support their children with our school visits and our residential experiences as well as swimming provision and music provision. They also struggle to provide the correct equipment such as PE kits. A number of children can't afford to engage in extra circular activities	
4. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
Continue to improve the progress and attainment of PP children with an identified additional need e.g. SEND. To reduce the in-school attainment gap between PP pupils in Reading, Writing and Maths		Pupils eligible for PP who are also identified as SEND, make improved progress e.g. make expected progress compared with non PP/non SEND pupils.
To ensure a higher proportion of PP are working at or above ARE in writing, and therefore make good or better progress in writing.		Pupils eligible for PP make good or better progress in writing each half term. Measured in by teacher assessments and moderation.
To continue to increase targeted support for PP children with an identified social and emotional difficulty, specially targeting their learning behaviour and attitudes to learning. To continue to increase the targeted extended school opportunities for PP pupil, with a particular focus on health and well-being, and promoting home learning during lockdown and term time in general.		Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Pupils in receipt of PP are supported with social and emotional aspects of their learning, the impact that lockdown may cause and their wider SEMH needs linked to their own individual circumstances.
To continue to increase the attendance and punctuality of PP pupils through increased monitoring and engagement with families.		Raise attendance of PP children to 95%. Reduce lateness of PP to the same as non-PP children. Reduce the % of authorised and non-authorised absence of PP to bring this in line with non-PP children.

Monitoring and Measuring the Impact of the Pupil Premium

The in-year planning of targeted interventions (based on evaluation of impact) is driven by pupil level data and pupil progress review meetings which take place at least termly, or more frequently (e.g. Year 2 & Year 6), where required, for particular individuals, cohorts or interventions. Decisions about which pupils should be subject to which interventions or additional support is made dynamically, according to need, and always on the basis of evidence. Underachieving pupils are identified, as well as those pupils who may benefit from additional input to achieve higher levels. This utilises both assessment information, which is generated by the intervention itself, as well as assessments of pupils' progress through the school's assessment system (Target Tracker).

In measuring the impact of interventions and strategies funded through the pupil premium, we always give due regard to the following basic expectations for the achievement and progress of disadvantaged (and other underachieving) pupils at our school:

- We expect all pupils to achieve highly and to make at least good or better progress from their starting points.
- Disadvantaged pupils are expected to make similar or better progress over time when compared with other pupils across the school (and where data is available, when compared with other pupils nationally).

- High ability disadvantaged pupils are targeted for attainment outcomes so that they achieve at least in-line with or better than the national average attainment at the end of Key Stage 2. In the majority of year groups, the attainment of disadvantaged pupils is lower, challenging progress and attainment targets should be set so that the gap is closed over time.
- All pupils, including disadvantaged pupils, are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives, broaden their views and equips them with life skills

Planned Expenditure

Funding will be targeted at the following areas:

- 1) Teaching – to improve the overall quality of teaching for PP children
- 2) Targeted Academic Support – to improve the individualised support for PP children.
- 3) Wider Strategies – to support PP children with overcoming barriers linked to their wider experience.

Teaching and whole-school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
<p>Continue to improve the progress and attainment of PP children with an identified additional need e.g., SEND</p> <p>To reduce the in-school attainment gap between PP pupils in Reading, Writing and Maths</p>	Target Tracker	To enable scrutiny of progress data for all pupils, and to analyse, monitor and address the progress gap between PP and none-pp children the school deem it appropriate to purchase an assessment package/subscription that allows this depth of analysis. It is also important that this system is readily available and accessible to teachers as a working tool to continually monitor the progress of groups within their classes.	Pupils eligible for PP who are also identified as SEND, make improved progress e.g. make expected progress compared with non PP/non SEND pupils	DE / DH	<p>Half termly SLT data analysis Weekly / daily input and analysis by teachers</p> <p>Governors to oversee progress data annually.</p> <p>COST: £1,488.00</p> <p>Amended: £1,269.76 + extra capacity (£172.40)</p> <p>£1,442.16</p>

	<p>Accelerated Reader</p> <p>Consortia Fee</p> <p>School Improvement Partner</p>	<p>The school has had a great deal of success with this programme, which is supporting children with their reading comprehension. This programme allows teachers to scrutinise the progress data relating to pupil's reading progress, reading ages and skills gaps and it is supporting the targeted planning of reading provision within classes.</p> <p>It is deemed appropriate that this close monitoring of reading progress will support the children is closing the gap for all pupils, including those with PP.</p> <p>The programme is also motivational in promoting reading engagement for many of our reluctant readers, many of whom are PP.</p> <p>In order for the school to work with the local consortia to benefit from joint training linked to quality first teaching there is a set subscription fee. This subscription also supports the assessment moderation work undertaken across the local schools which supports the school in targeting support and progress barriers for PP in reading, writing and maths.</p> <p>In order to support the school provision for PP, the school intends to utilise the support of the SIP to review the schools current PP provision and support individual staff through a coaching model to make further improvement in the teaching and targeted provision for PP children.</p>		<p>JN / DE / Teachers</p> <p>DE</p>	<p>Weekly scrutiny and monitoring of reading progress for all children. Half termly SLT data analysis</p> <p>COST: £2, 250.00 Amended: £4,134.44</p> <p>Termly moderation supports the work of teachers in making accurate judgements and planning next steps for individuals and groups.</p> <p>COST: £582.00 Amended: £484.00</p> <p>The work will be undertaken in the Spring Term and reviewed accordingly.</p> <p>COST: £3,500.00 Amended £6,500.00 carry forward school moving to DRB</p>
Total budgeted cost					£ 7, 820.00

Evaluation of Impact	Lessons Learnt / Next Steps
<p>Both Accelerated Reader and Target Tracker systems are enabling the school to pinpoint children's strengths and areas for development. We have been able to use this assessment information to target intervention and specific support in-class for all children, inc Pupil Premium children. The Target Tracker Gap Analysis and Accelerated Reader Diagnosis tools/reports are allowing teacher to scrutinise assessment data at a learning objective level, so that the planning is class is carefully differentiated and targeted for all children. This has been particularly important on the children's return to school after the pandemic closures or pupil absence, as it is clear what children have missed and what is needed to catch up. Through this analysis targeted interventions have been planned in all year groups, with particular additional measures being taken where progress is of a particular concern. Booster support and 1:1 tuition have been provided in these circumstances, where possible.</p> <p>The school assessment systems have been supported by the Consortia Moderation. The school has ensured that the impact of this joint analysis of standards across the local schools is supported by our own in-house moderation sessions. This routine of termly sessions have supported teachers confidence and the accuracy of their judgements. The practice established has focused heavily on the children that are working below age-related expectations and on the cusp. This particular focus has benefited our Pupil Premium children, making teachers aware of the gaps and barriers their children have in Reading, Maths and Writing. This support has fed into teachers planning and supported the pitch and focus for learning for these children.</p> <p>This moderation across school was particularly important during this time, as it was vital for schools to communicate to assess the impact of Covid and lock downs. Teachers were able to see that the issues faced by children in our school, were similar to the other schools. This was both reassuring and purposeful, as teachers could talk to each other about the strategies being applied in the various local schools to support catch-up and adapt provision.</p> <p>The Consortia fee also supported ECM training for the Head, Maths and English leads. This ensured that the school kept abreast of Ofsted changes and requirements, and those relating to Pupil Premium provision.</p>	<p>It is felt that the systems in place are underpinning the support being targeted for Pupil Premium children. Target Tracker and Accelerated Reader allow us to take an individualised view of provision and outcomes and, assisted by Pupil Premium Blinks, is ensuring that gaps in children learning and provision are identified as soon as possible. This is a valuable use of Pupil Premium funding.</p> <p>Moderation continues to play an important part in identifying children's next steps and the focus for teaching and learning. Moderating across schools has really supported teachers, as there is a wide professional discussion about children's learning and standards. The school will not need to pay into this consortium this year, as there is sufficient funding to support cross-school moderation in the next financial year. The school will continue to work with schools from April 2022 through to the new financial year, but funds won't need to be committed from the school budget.</p>

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
To ensure a higher proportion of PP are working at or above ARE in writing, and therefore make good or better progress in writing.	Teaching Assistant Support	The school is keen to always ensure that the deployment of adult resource is well-targeted to address children's gaps in learning and catch up. Therefore the school ensure at least 25% of the allocated Teaching Assistant provision is each class is targeted at PP children. The school uses the 'Pupil Premium Blink' monitoring and data analysis and Pupil Progress Meeting to support teachers in ensuring they fully understand the needs of the PP in their class. The school deems it appropriate to direct funding to support this TA allocation from PP funding.	Pupils eligible for PP make good or better progress in writing each half term. Measured in by teacher assessments and moderation.	DE / SLT / TAs	Half termly data analysis and Pupil Progress Meetings Blink reviews ongoing Half termly SEND reviews of targeted interventions. COST: £35,143.82 No Amendment
	Assistant Head Targeted Boosters	Each year the school ensures that Year 6 pupils progress is supported ahead of the Statutory Assessment Tests. This helps ensure remains gaps for PP and other vulnerable groups are supported. The school deem this an appropriate use of PP funding.		DH / LS	Boosters from Dec to May/June – impact reviewed weekly COST: £1, 245.00 plus £184.47 x14 weeks = £2,582.58 for Writing booster supply instead + additional Total - £2,615.58
	Teaching Assistant performance Management	Following a full review of TA deployment, the school will seek to improve the quality and impact of the TA provision in school, particularly in relation to 'closing the gap' for key groups of pupils. It is deemed appropriate to provide release time to		TAs and LMc	TA impact will be reviewed in the Spring Term and this work will be supported by the EP and SENCo COST: £1,520.00

<p>To ensure a higher proportion of PP are working at or above ARE in writing, and therefore make good or better progress in writing.</p>	<p>Educational Psychologist</p>	<p>The school has traditionally trade SEND services from the Local Authority. However, it is evident that the quality of the EP service offers a great deal to our children. Therefore this year the school will not be purchasing support from the Specialist Teacher Service but will be increasing the EP hours instead as this is deemed to have a great impact on our children's provision and wider support. Of these hours purchased, approximately 50% of this provision is spent on children identified on the PP register. Therefore it is deemed an appropriate use of allocated funding.</p>	<p>Pupils eligible for PP make good or better progress in writing each half term. Measured in by teacher assessments and moderation.</p> <p>This provision also supports children SEMH development.</p>	<p>DE / LMc EP Service</p>	<p>Impact will be reviewed in the Spring Term and this work will be supported by the EP and SENCo</p> <p>COST: £6, 672.00 (£13, 344.00)</p>
					<p>£ 52,400.82 (£55,512.00)</p>

Evaluation of Impact	Lessons Learnt / Next Steps
<p>The school has ensured that the deployment of adult resource is well-targeted to address children's gaps in learning and catch up. At least 25% of the allocated Teaching Assistant provision is each class is targeted at PP children as the majority of our school's Pupil Premium register are also have an identified SEND or SEMH need.</p> <p>Following lockdown in 2021, we ensured that all TAs were working with targeted children who were most in need of catch up. These children were identified using a range of factors from absence, SEND and progress. All TAs were also trained during Lockdown in delivering Read, Write Inc 1:1 support to children. This became a focus for catch up support across the school, but particularly in KS1. This decision was also linked to the School Improvement Plan, where raising reading attainment was a key objective. This has led to 76% of the children in Year 2 passing their phonic screening in the Autumn Term 2021-22, and children not reaching this level continuing to have robust, daily Read Write Inc invention and catch up provision. The school is expecting that 90% of children will have passed their phonics by the End of Year 2, which is broadly in line with the Year 2 result in previous years.</p> <p>Teaching Assistant support across the school is complemented by the HLTA provision. The school now has 2 Higher Level Teaching Assistant posts. These adults support children with higher level SEND needs for Social Emotional and Mental Health, as well as Speech and Language. The majority of the children supported are also on the Pupil Premium register. All pupils in receipt of this provision are making excellent progress from their starting points.</p> <p>The Assistant Head (now Deputy Head in the school's restructure, has delivered Year 6 booster support to Year 6 pupils since October half term. This early boosting of Year 6 has increased the rates of progress of Year 6 pupils this year. Whilst the results are still likely to be below national, the school has ensuring that as much support as possible has been provided to this cohort to close the attainment gaps created by lockdown, absence and the ongoing challenging of high SEND and Pupil Premium levels in this cohort. This provision has also been provided by the class teacher. To after school booster sessions have been delivered weekly.</p> <p>In addition, the school have also provided catch up support with additional teaching provisions to the year group through catch up funding and the tutoring programme.</p> <p>Teaching Assistants have worked with the head and SENCo to identify targets and CPD through the performance management cycle this year. The school has a clear idea of the ambitions, strengths and areas for development for all Teaching Assistants and HLTAs. Through this performance review provision, the school is focused on improving the provision for all pupils, however there is a strong emphasis on ensuring the SEND and SEMH needs of our PP children are met robustly.</p>	<p>This school is keen to continue to work established with our Teaching Assistant Team, booster and catch up provision and support from the Educational Psychology Service.</p> <p>The school is keen to building on the success within this financial year, providing more bespoke training to support staff, continuing to embed the expertise of our Higher-Level Teaching Assistant Team and continue to provide catch up support focused on our Pupil Premium children.</p> <p>In the plan for the financial year 2022-23, which spans the academic years 2021-22 and 2022-23, the school plans to utilise our expanding Teaching Assistant provision to support:</p> <ul style="list-style-type: none"> the development of oral language skills in Early Years, as Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills (language and communication) and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. continue to raise attainment and standards in Phonics. Our assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Whilst 76% of children have passed their Phonics Screening in Year 2 in the Autumn 2021-22, on the pupils not reaching the standard, a significant proportion are Pupil Premium. This negatively impacts their development as readers as they move through the school. Continue to boost children's progress through targeted catch up provision. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. continue to embed support for Social Emotional and Mental Health for Pupil Premium children. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.

The school took the decision to increase the funding spent on the Education Psychology Service, and maintained this higher level support in this financial year. It was expected that this would be greatly needed following the impact of lockdown. The EP has worked with the school to provide training in Bereavement, Emotion Coaching, Trauma and Attachment Awareness and Therapeutic Stories. This work and training has been essential for children identified on the PP register and has ensured that our staff and both qualified and confident in supporting the wide and varying needs of all children in our school. This training has also complemented the Thrive Approach that Whitnash already has established. Alongside training, the EP has provided targeted work for children on our SEND and PP register, leading to positive outcomes for these individual children.

Wider strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
To continue to increase targeted support for PP children with an identified social and emotional difficulty, specially targeting their learning behaviour and attitudes to learning.	<p>CPOMS</p> <p>Thrive Training</p> <p>Thrive Subscription</p>	<p>In order to tackle and support children's SEMH needs the school requires a robust monitoring system which allows an individual oversight of children's precise needs and any incidents that have occurred. CPOMS allows this analysis and supports the school in ensuring swift action is taken for children where issues arise. The school deem this an appropriate use of PP funding to target SEMH need.</p> <p>Thrive supports children with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. The Thrive Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Working with parents and class teachers, our Thrive practitioners carry out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children</p>	<p>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).</p> <p>Pupils in receipt of PP are supported with social and emotional aspects of their learning, the impact that lockdown may cause and their wider SEMH needs linked to their own individual circumstances.</p>	<p>DE / DSLs / SLT / Teachers</p> <p>DE and Thrive Lead</p>	<p>Daily oversight Formulates part of the termly safeguarding report to governors and in-school DSL safeguarding reviews.</p> <p>S The school deem this an appropriate use of PP funding to target SEMH need.</p> <p>COST: £900.00 Amended £940.00</p> <p>Termly oversight of whole-class and individual action plans by Thrive Subject leader</p> <p>Subscription COST: £2,000.00 Amended £2.70 x 307 =£828.90 for 1 year</p> <p>Training COST: £2,700.00</p> <p>Amended EB and LH £3,345.60 + 3x courses at £236.40= £3,582.20</p>

		<p>re-engage with learning and life. The school is committed to training staff annually to further embed and improve this provision. The school deem this an appropriate use of PP funding to target SEMH need.</p>		<p>DE / Governors/ Thrive lead</p>	<p>To be reviewed alongside the capital project.</p> <p>COST: £23,000.00 Awaiting expenditure following invoice.</p>
	Thrive Room Development	<p>As the school has invested heavily in Thrive over the last 4 years, we are keen to ensure the Thrive learning environment is a safe, welcoming and nurturing space for children with the highest level SEMH needs. Therefore, alongside allocated Capital Funding for the Thrive Room project for this financial year we deem it appropriate to allocate a one-off lump sum to provide the necessary resources for this space.</p>		<p>DE/ LMc</p>	<p>One off cost: £3,000.00</p>
	SEMH Support	<p>An allocated pupil on role required additional direct 1:1 input for mental health which is not covered within the EHCP funding. As the needs of this pupil are relating to PP factors, it is deemed appropriate to support this cost through the PP funding allocation.</p>		<p>DE / SLT</p>	<p>A termly programme of Forest School is planned for all children. COST: £3,000.00 Amended: £1,250.00 training of 2 staff plus development allocation of £2,000.00 Alfesco Curriculum £320.00 = £3,570.00</p>
	Forest School	<p>Forest School has been a proven SEMH intervention for children in our school over recent years. To ensure that all children are benefiting from this opportunity the school have widened the provision to ensure that every class has an opportunity for a curriculum linked Forest School provision</p>			<p>To support targeted projects the school have allocated funds which will be reviewed after each project.</p> <p>COST: £1,800.00</p>

<p>To continue to increase the targeted extended school opportunities for PP pupil, with a particular focus on health and well-being, and promoting home learning during lockdown and term time in general.</p>	<p>Breakfast Club</p>	<p>Some parents who wish to access Breakfast Club to enable them to work find the costs associated a challenge. In order to support families to be able to access this provision and therefore work, the deems it appropriate to support the costs for this provision. Other families have children in 2 schools and therefore need this support to enable them to get both children to school on time. They are disadvantaged by the costs of this provision, so school deem it appropriate to support families with identified PP with this barrier. Supporting families in this way ensures that these identified children are in school and punctual.</p>	<p>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Pupils in receipt of PP are supported with social and emotional aspects of their learning, the impact that lockdown may cause and their wider SEMH needs linked to their own individual circumstances.</p>	<p>DE / JH</p>	<p>Reviewed as part of termly finance meetings and cost centre analysis £665.00 x 7 children</p> <p>COST: £4,655.00</p>
	<p>School Milk</p>	<p>School Milk is a paid for from PP funding. Children are entitled to free milk up until they are 5 years old. Parents can pay for it after this date. So not to disadvantage PP children, the school continues to offer this free provision for milk to support the health and well-being of PP children.</p>		<p>JH</p>	<p>Reviewed as part of termly finance meetings and cost centre analysis</p> <p>COST: £150.00</p>
	<p>Sundries support</p>	<p>Many families need support during term time for issues relating to a range of financial difficulties from taxis, uniform, after-school provision etc. It is deemed appropriate to ear-mark a proportion of PP funding to support these occurrences.</p>		<p>SE / SLY / JH</p>	<p>Reviewed as part of termly finance meetings and cost centre analysis</p> <p>COST: £500.00</p>
	<p>Trips and Residential</p>				<p>Reviewed as part of termly finance meetings and cost centre analysis</p> <p>COST: £500.00</p>

<p>To continue to increase the attendance and punctuality of PP pupils through increased monitoring and engagement with families.</p>	<p>Office Assistant – Attendance Monitoring</p>	<p>The school know the importance of tracking and monitoring school attendance. This is often a time-consuming task and requires daily monitoring. Therefore, the school deem it appropriate to assign a proportion of the Office Assistants time to undertaking this role (1 hour per day)</p>	<p>Raise attendance of PP children to 95%. Reduce lateness of PP to the same as non-PP children. Reduce the % of authorised and non-authorised absence of PP to bring this in line with non-PP children.</p>	<p>NT / DE /</p>	<p>Reviewed daily – checking first day absence, patterns and persistent absence.</p> <p>COST: £70.00 per week = £2, 730.00</p>
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Evaluation of Impact	Lessons Learnt / Next Steps
<p>CPOMS continues to be the school's robust reporting and recording system for all behaviour, safeguarding incident and parental contact recording. CPOMS has been an invaluable tool throughout the pandemic and this academic year again. It is allowing us to track and individual child's experience and is subsequently allowing us to identify patterns of concern relating to friendships, attendance, mental health, parent contact, behaviour, as well as safeguarding. This enables the school to take early steps to intervene and offer support and make referrals where it is deemed appropriate. Most importantly, it allows us to track and individual child's journey, and securely maintain robust records of support/incidents and actions.</p> <p>The school have continued to utilise Pupil Premium funding for the Thrive Approach. This approach to mental health and social emotional support for children is well-embedded at Whitnash. We have been able to train 3 further members of staff this year. The school has created a position for a SEMH Higher Level Teaching assistant which has also supported the delivery of Thrive to the children most in need of this structure intervention. These developments have been enhanced by the building work and transformation of the Thrive Room. The school now has a high-quality, inviting, and nurturing environment for the delivery of SEMH work to children. This improvement to the environment has helped to raise the profile of Thrive, especially given that Thrive Approach logo and rainbow representation of children's developmental stages have been integrated into the redecoration scheme throughout the school.</p> <p>Thrive is allowing classes and individual children to be screened for their SEMH needs. The PSHE lead has supported staff with embedding Thrive sessions within classes and as interventions, supported by Thrive scrapbooks to capture children's work, class displays and a Thrive timetable. This has been enhanced further this year with a focus week on PSHE/Thrive and Safety in the curriculum planner and the continued focus on Protective Behaviours.</p> <p>New resources to enhance the Thrive programme and the Thrive environment have also mean that important SEMH sessions are interactive, meaningful, well-resourced, and enjoyable for children.</p> <p>As a result of this approach the school has been able to maintain it excellent record for supporting vulnerable children.</p>	<p>CPOMS has been an invaluable tool throughout the pandemic and this academic year again. It is allowing us to track and individual child's experience and is subsequently allowing us to identify patterns of concern relating to friendships, attendance, mental health, parent contact, behaviour, as well as safeguarding. This enables the school to take early steps to intervene and offer support and make referrals where it is deemed appropriate. This is therefore to be identified again from Pupil Premium funding for the following financial year.</p> <p>The school is currently trying to re-recruit to the role of higher-Level Teaching Assistant as we recently received a resignation. This recruitment has been challenging, but the school is committed to filling this important position in the school. It is a role that has proven to have had impact. As a result of the HLTA support for SEMH, we have successfully supported children back to school following the pandemic, with reluctant learners now able to access whole class teaching without support.</p> <p>Both Thrive and the HLTA role are vital components of our school for Pupil Premium children and part of our school's unique approach to supporting children with SEMH needs. This commitment to this work is an embedded part of our school ethos, and continued investment in these resources in 2022-23 for Pupil Premium children will support all children on the register with identified SEMH needs. The school will continue to embed this, whilst continuing to promote quality first teaching, curriculum enrichment and our strong supportive ethos of 'unconditional positive regard' – all of which are aimed at ensuring all children be supported to overcome barriers to learning and make good progress.</p>

Forest School has not been able to run in the way intended due to Covid. This is because we have not been able to have visitors into school as we typically did. However, this presented a new opportunity for our school. We took the decision to no longer depend on an external provider for this provision. Instead, we have opted to train our own Forest School Team. One Teaching Assistant and our Outdoor Learning Leader are now embarking on professional Forest School training. This will enable us to run Forest School more robustly and regularly across the school.

This has been supported by new resources and the introduction of a whole-class alfresco/outdoor scheme to support outdoor learning across our standard curriculum topics.

The school has been successful historically in providing enhanced learning opportunities to children in Art. This has targeted pupils with Art talents on the PP register. The sense of achievement and wider enrichment from this provision is to the benefit of many PP children. This is deemed an appropriate enhanced learning opportunity funded by PP. This year this has taken the form a local gallery opportunity and wider enrichment linked to nature and the outdoors. This also entailed a successful nature photography competition. Children were able to take part in a whole-school Art Day and produce a range of high-quality skills

The school has invested in Anti-bullying and wider SEMH support for children. The OneDay Creative workshops held in the previous last year were the ideal way to promote key messages and deliver a quality resource relating to Anti-Bullying. For the subscription the school has access to resources to support the targeted work on wider SEMH needs. This subscription has supported Online Safety Week this year, as well anti-bullying week and provided curriculum enhancement across a range of subjects. Given that schools have not been able to invite the normal range of visitors into school due to the pandemic, this OneDay resource with access to live, fun and interactive teaching videos is an invaluable way to support curriculum enrichment.

7 families have benefited from this targeted support this year with Breakfast Club, and this has allowed children to attend the club. school continues to offer this free provision for milk to support the health and well-being of PP children.

The school is passionate about ensuring that the curriculum in our school is enhanced for all learners, however we recognise the additional benefits of attending a Forest School and a well-planned outdoor curriculum. We believe this approach strongly supports children's personal and social development. Wider benefits include:

- Learning about the natural environment.
- Learning problem-solving skills.
- Building positive relationships.
- Improving communication skills.
- Encourages emotional wellbeing.
- Improves the capacity of learning.
- Encourages children to have a positive impact on the environment and to respect and care for the natural world.

The school has been successful historically in providing enhanced learning opportunities to children in Art. This has targeted pupils with Art talents on the PP register. The sense of achievement and wider enrichment from this provision is to the benefit of many PP children. The school will seek to build on this provision in the financial year 2022-23.

The school is keen to continue to invest in provision for Anti-bullying and wide SEMH support for children. The OneDay Creative workshops held last year were an ideal way to promote key messages and deliver a quality resource relating to Anti-Bullying, and enrich the general curriculum. The school will continue to invest in this resource, however it may not be committed from Pupil Premium funding.

The school deem it appropriate to continue support families with identified PP with this barrier. Supporting families in this way ensures that these identified children are in school and punctual.

<p>School Milk is a paid for from PP funding. Children are entitled to free milk up until they are 5 years old. Parents can pay for it after this date. So not to disadvantage PP children, the school continues to offer this free provision for milk to support the health and well-being of PP children. This has proven to be a financial support to all families on the PP register in Early Years.</p> <p>Many families have needed support during term time for issues relating to a range of financial difficulties from taxis, uniform, after-school provision, trips, supermarket vouchers etc.</p> <p>The managed to successfully able to build an Attendance Lead role into the office structure. This was the result of careful financial management over the last 6 years, which has now allowed the school to now focus on identifying what is needed in the wider school structure. It was felt that the children with persistent absence were also on our Pupil Premium register. The school were keen to address this issue, given that this issue was, in some cases, widening the disadvantaged gap and preventing children from reaching their full potential. Given that the pandemic has also placed considerable strain on schools with regards to the tracking and management of attendance and the SIMS system, this role became even more crucial. The appointment has not been without some disruption due to ill health/Covid, changes in personal and staff absence. However, this role is now working well and had, despite the interruptions, supported the school in ensuring children's absence is being robustly managed.</p> <p>Bayleaf Cookery provision was unfortunately disrupted due to the pandemic and couldn't run in its usual form e.g. by external providers in school. However, the school were very keen to protect this enrichment experience as the school nursing surveys for out school have strongly identified that many children do not eat a balanced diet and do not enjoy a wider variety of fruit and vegetables. It is therefore deemed vital that the school broadens children's enjoyment and understand, both of where food comes from, and how tasty healthier food choices can be. As a result, the decision was taken to continue with Bayleaf through a 'Go Fresh' style model. Healthy, delicious recipes are now provided by Bayleaf, with all of the ingredients and the teachers deliver these cookery sessions once a half term to their classes. They have proven to be really popular with staff and the children.</p>	<p>This continues to be deemed an appropriate use of PP funding to support vulnerable families. This will therefore be included in the 2022-23 financial PP plan.</p> <p>It is deemed appropriate to ear-mark a proportion of PP funding to support these occurrences in the next financial plan for Pupil Premium funding.</p> <p>Moving forward the school will be applying the school attendance policy with much greater rigour. This has been challenging throughout the pandemic as a key priority has had to be preventing the virus from spreading and disrupting the education of all children. However, this has meant that some families and perhaps struggling to readjust to the expectation for pupil attendance. The school has now re-established the key trigger points identified in the policy and applying these with greater consistency. The aim is to ensure that no child is disadvantaged by unnecessary absence.</p> <p>Alongside this, the new plan for the financial year 2022-23 will continue to focus on the Keeping up/Catch up support for any children who have missed a significant proportion of their education to Covid and other factors.</p> <p>Bayleaf is a really successful provision in our school. It is fulfilling the schools aim at improving children's understanding of food. Children are enjoying exploring and engaging with a range of exciting ingredients and recipes and developing their taste for new foods. The school is keen to ensure that this provision continues to feature in our Pupil Premium Action Plan for the financial year, 2022-23. Due to Covid, it is likely that it will continue on the same model. However, the school is keen to re-establish the Family Cookery Courses as further enrichment activity. The school will also be promoting Change Makers again, focused again on increasing children and parents understanding of healthy eating.</p>
Total budgeted cost £47, 395.00	

Total allocation from this plan	£99, 795.82
Allocated £101, 202.50 PP Funding	£1,406.68 contingency
Amended Total budgeted cost	£48,846.10
Amended total allocation from this plan	£104,358.10
Allocation adjustment due to increased PP numbers (73.5 based on initial plan now 90 pupils) £125,740.00	£21, 381.90 contingency

Decisions regarding £21, 381.90 has formed part of the budget implications document being issued to governors. The end of financial year reporting will confirm the exact carry forward for Pupil Premium in 2022-23.