

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mary's Catholic Primary school				
Academic Year	2020-21	Total PP budget	£55,765	Date of most recent PP Review	06.09.2019
Total number of pupils	152	Number of pupils eligible for PP	41 (51 since sept)	Date for next internal review of this strategy	January 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	58%	64%
% making expected progress in reading (as measured in the school)	58%	75%
% making expected progress in writing (as measured in the school)	67%	78%

% making expected progress in mathematics (as measured in the school)		75%	76%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Poor oral language skills		
B.	Teachers CPD around effective reading		
C.	Social and emotional mental health due to covid-19		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
D.	Parental engagement / parents with poor literacy skills		
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria

**A.**

To improve pupils language and comprehension skills:

Children that need speech and language catch up support and weekly intervention groups will be arranged accordingly.

To increase motivation and enjoyment of reading across the school:

Reading awards such as tea party for most readers. New library focus – library in new space, librarians at lunch breaks. Whole class novel for all year groups. Reading buddies. Parents reading morning once a week (book worm club) once covid-19 restrictions are eased. Introduce story sacks. Measured by monitoring reads recorded.

To improve pupils ability to comprehend any given text, regardless of genre:

Guided reading to take place daily in all classes with increased book talk. The use of Accelerated reader for KS2 and Oxford Owl to enable blended learning in line with potential covid-19 restrictions where children may not be able to attend school. Reading comprehension activities will be provided on google classroom for remote learners.

To be at least in line with the national figure for reading and writing.

Children are confident to read a variety of genres and have a comprehensive bank of vocabulary to draw upon for both reading comprehension and writing through traditional and online blended learning.

Accelerated reader records progress and challenges children to improve scores and uplevel their skills. This is carried out every time with termly assessments to show progress.

Reading will be in line or greater than the national average of 75% at KS1, with a current predicted target of 88% achieving ARE.

In KS2 all pupils will achieve at least 73% national average in reading, with the current predicted target being 79%. The gap in children achieving ARE for pupil premium will be closed from 63% to at least the national average.

<p><b>B.</b></p>	<p>Teacher CPD around effective reading:</p> <p>Staff meetings to have a focus on how to effectively teach reading.</p> <p>Accelerated reading training for all staff. Computer in each classroom to access the Star reading assessment and Accelerated reader online resources.</p> <p>Train teachers on how to teach guided reading sessions for maximum results.</p> <p>Measured by teachers confidence in teaching reading and peer working to share effective teaching methods.</p> <p>3 weekly pupil progress meetings to ensure catch up reading is effective due to covid-19 slippage</p>	<p>Teachers are confident to teach reading and results are at least in line with the national figure for reading.</p> <p>Using reading comprehension strategies in addition to accelerated reading, the EEF states that children will develop strategies with an impact of +6 with a relatively low cost.</p>
<p><b>C.</b></p>	<p>Social and emotional resilience:</p> <p>Children will have social and emotional needs identified early and interventions in place to support given by family liaison worker. Social speaking intervention groups taken by teaching assistants in each class for identified pupils. Additional wellbeing support interwoven in everyday teaching and a rota of outdoor learning opportunities linked to curriculum needs. This will be measured by improved behaviour monitored by incidents in the behaviour book and through focussed learning walks.</p>	<p>Children are engaged and motivated. Children use metacognition in their learning and are more independent in their approach. Pupils results improve as a result of improved motivation.</p>
<p><b>D.</b></p>	<p>Parental engagement / parents with poor literacy skills. Parent meetings – phonics, reading, SATS</p> <p>Parent evenings termly with termly reports</p> <p>Dojo for parents to see their child's awards and engage in their learning</p> <p>Topic assemblies to engage with their child's learning.</p> <p>Online daily communications through class dojo with class teachers.</p> <p>Online virtual parent meetings</p> <p>Measured by questionnaires, feedback forms.</p>	<p>Parents are more engaged with their child's learning. They have a greater understanding of what their child is learning in school. As a result, attendance is raised and children are supported both at home and school.</p>

## 5. Review of expenditure

**Previous Academic Year**

£76,560

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned	Cost
Baseline for speech and language for all year groups	Clear understanding of S&L needs in the school. Children are being supported in an effective way	Children below ARE in KS2 that were identified to need interventions were assessed using ACE. Teachers did class assessments for all children to identify needs.  8 children put onto intervention focus groups and assessed at 3 weekly ALP meetings resulting in improved understanding and small steps progress.	Children who were identified were assessed and worked with TAs on speech and language and through precision teaching. Further embedding of targeted support to continue through virtual small group sessions to ensure rapid progress outcomes.	£1,180
Tailored CPD for teaching staff around effective guided reading and accelerated reading.	Reading scores are at least in line with the national figure	All pupils in KS2 accessing Accelerated Reading resulting in greater engagement with reading, identifiable challenge through quizzes and clearer baseline judgements.	Following reviews of reading in other schools Accelerated Reader will be used to measure and develop comprehension.  Oxford owl reading online is free and can be accessed remotely during lockdown.	£500

			Teachers will continue to assess and challenge children through online lessons and small group interventions.	
Staff Training Meta-cognition and self regulation AFL marking Planning for metacognition	Children make expected or better progress in reading, writing and maths  Children become more independent learners	Staff are marking using AFL distance sheets resulting in greater feedback and next steps. Children are beginning to show more independence as work is being scaffolded and teachers are using more effective questioning.	Metacognition is beginning to embed and staff are starting to use Rosenshine's principles of instruction. Distance marking informs next steps and interventions for catch up focus. As a result children can be supported or challenged according to need.	£ 500
Active learn and phonics bug subscription	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Children to make expected or better progress in Reading and writing across the school	Active learn has been successfully used in EYFS and KS1 resulting in children being able to access books during lockdown, allocated by their class teacher at their appropriate level. This has been changed to Accelerated Reader for KS2 to challenge the comprehension and inference of texts.  Online engagement with reading averaged 80% or above in all year groups.	Active learn was found to have a significant impact on children in KS1. From KS2, children will be challenged through the accelerated reading programme which can inform teacher assessment and next steps planning. Due to the success of both online reading platforms, they will continue next year.	£1,391
<b>ii Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b>	<b>Cost</b>

<p>HLTA to support with children's emotional and social well being.</p>	<p>Children will become more resilient, secure and confident, ready for learning.</p> <p>Children will learn to manage emotions through self regulation and metacognition.</p>	<p>HLTA supported 15 pupils with social and emotional needs. This resulted in improved behaviour for learning.</p>	<p>Additional extra-curricular clubs will be offered to support children's social skills in the next academic year and TAs will support sensory breaks.</p> <p>Online sports coaching for children available for remote learning to encourage a healthy lifestyle and support mental wellbeing.</p> <p>2 members of support staff will be training in TIS to support children's mental wellbeing. Additional external agencies will continue to work in school and remotely for identified children.</p>	<p>£19,214</p>
<p>Targeted pupils will have 1:2 support aimed to maximize their progress and improve outcomes</p>	<p>Children to make expected or better progress in reading, writing and maths and meet their individual progress milestones.</p>	<p>TA support for 3 pupils in year 3.</p> <p>TA support for 2 pupils in year 4.</p> <p>TA Support for 1 pupil in year R</p> <p>TA support for 1 pupil in Year 1</p> <p>TA support for 1 pupil in Year 2</p> <p>TAs have been able to support children's learning ensuring they make individual progress in line with SEN targets. Data indicates that children who have been supported have made expected small step progress.</p> <p>Prior to lock down 79% of pupils were on track to achieve at least Exp in reading writing and maths in KS1 and 74% achieving at least Exp in KS2.</p>	<p>TAs have connected with individual pupils via our school online learning platform - Dojo.</p> <p>If a further lockdown situation should happen, 1:1 TAs will provide individual lessons via Google Classroom. This means break out groups and focused targeted interventions can support children in making small steps progress.</p>	<p>£39,240</p>

Training for an Autism Champion to recognise and support children with Autism	Children with autism to have better access to the curriculum and improved social interactions	<p>SS has attended Autism champion training and she will be undertaking a master in SEN in education finishing with the SENCo qualification. This will result in identifying additional needs earlier to enable targeted support to be put in place to support progress.</p> <p>Training shared through staff meetings to impart knowledge and share strategies that have been used throughout the school as a whole school approach to supporting SEN and improving outcomes.</p>	Simple classroom guides will be implemented into all classrooms with strategies for teachers to support pupils with SEND	£500
Educational Psychologist	Children will become more resilient, secure and confident. Identification of pupils with SEN	<p>Educational Psychologist assessed 2 children and supported successful applications for EHC or mental health support resulting in 10 units for one child and 8 units for another.</p> <p>Due to Covid-19, the psychologists offered mental health and well being services during lock down.</p> <p>Additional support from the statutory SEN service and ASDAT team has built improved professional teams around the children with additional needs</p>	This was a well used resource .SLA has 7 hours of services to be rolled over to the next academic year.	£1,500
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b>	<b>Cost</b>



<p>Dyslexia friendly schools</p>	<p>Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing</p>	<p>Training on how to become more inclusive has been implemented by making the school more consistent and providing children throughout the school with a bank of resources to access if they need it.</p> <p>Liaison with vision support with strategies, successfully supported 1 child in year 5. Subscription to vision impairment large print books.</p> <p>Dyslexia friendly resources including screen filters and print in books successfully used by 5 pupils, available to all pupils if needed.</p> <p>Precision teaching targets provided by trained TAs for daily interventions for 5 pupils has resulted in small steps progress in reading, spelling and writing.</p>	<p>Dyslexia friendly schools inspection was postponed due to covid 19. This will need to be arranged to be completed in 2020/21. Continue with successful actions already implemented</p>	<p>£1500</p>
<p>School visits</p> <p>A percentage of the cost of the residential trips are subsidised</p> <p>'Wonder tent' to introduce a space for quiet thought and Christian meditation. Children have the opportunity for self reflection.</p>	<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>School visits were cancelled due to covid-19.</p> <p>The wonder tent was used for wellbeing and catholic meditation in the Autumn Term for all pupils.</p>	<p>The wonder tent will be used next academic year to maximise value added for the purchase of the tent.</p> <p>A whole school approach to SEMH understanding the impact of the pandemic and modelling coping strategies for children when needed will be implemented.</p>	<p>£1750</p>

<p>Regular meetings with the EWO.</p> <p>EWO clinics</p>	<p>Children will attend school regularly and no child will go unnoticed</p>	<p>EWO met with the family liaison officer and parents .</p> <p>Attendance was regularly monitored up to lockdown.</p> <p>September 2019 - March 2020</p> <p>Whole School 95.1%</p> <p>Pupil premium 94.6%</p> <p>SEN 94.6%</p> <p>EAL 95.5%</p> <p>During lockdown, engagement and attendance of pupils was monitored by SLT with daily checks on pupils engagement and well-being.</p>	<p>Units will be carried over to the next academic year and day to day EWO will be supported by Shelley in Bodmin</p>	<p>£1000</p>
<p>Outdoor Learning</p> <p>Staff will be trained to lead outdoor education sessions.</p> <p>Gardening opportunities will be set up.</p> <p>Forest school teaching and learning to be implemented.</p>	<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>Children were keen to get involved in gardening and were able to use the polytunnel to pick vegetables and use them to make food.</p> <p>All classes were rotated and followed a series of learning activities linked to the curriculum. Children were given an enriching online programme to support wellbeing for remote learning in addition to the core curriculum areas with opportunities for reflection.</p>	<p>The outdoor learning area will be moved to a more sheltered position.</p> <p>Trained TA supporting class teacher with sessions</p>	<p>£1,405</p>

<p>Songfest and Instrument Lessons</p> <p>Certain year groups will be able to participate in these events throughout the year.</p>	<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>Whole class instrument lessons took place for year 4 and year 5 .</p> <p>Online resources for music were available during lockdown through Charanga.</p> <p>Songfest was cancelled due to Covid-19</p>	<p>Continue with Charanga to support blended learning</p> <p>Book more whole class music sessions for the next academic year</p>	£1,500
<p>Breakfast club and after school clubs subsidised for pp children</p>	<p>Children will become more resilient, secure and confident</p>	<p>An average of 20 -25 pupils attended breakfast and afterschool club. This was used to support working families and 33% of pupils of disadvantaged families who had difficulty settling into school or did not have breakfast in the mornings. As a result, pupils were more focussed and engaged in learning if they had attended</p>	<p>Breakfast and after school club to continue to support working families and vulnerable children</p>	£3,380
<p>Free uniform provided for pp children who are in need</p>	<p>Children will feel part of the school and given a sense of belonging</p>	<p>The school supported 7 pupils with school uniform, including school shoes and additional food packages and vouchers for families in need during lockdown.</p>	<p>The school continues to provide additional food packages and vouchers for families in need and will be continued next academic year due to the impact of the pandemic.</p>	£2000

## 6. Planned expenditure

Academic year 2020-2021	£55,765
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**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	When will you review implementation?
Baseline for phonics, speech and language for all year groups.	Identify learning gaps through covid-19 slippage. Plan ALP target groups for interventions and catch up programmes.	<p>Children have missed 'normal' education due to covid-19 with some not accessing online learning during school closures. Moderate impact for very low cost. Sutton trust +5</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion with young children;</li> <li>explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	Book scrutinies, phonics assessments, three weekly pupil progress meetings, monitoring and learning walks.	Sarah Keitch – English lead/ class teachers	Ongoing

Targeted CPD on Metacognition, Rosenshine Principles and Accelerated Reader	Reading scores will be at least in line with the national average	<p>High impact low cost. Sutton trust +6</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p>	Book scrutinies, phonics assessments, three weekly pupil progress meetings, monitoring and learning walks.	Demelza Bolton / Sarah Luff	Three weekly
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<p>Meta-cognition and self regulation</p> <p>AFL marking</p> <p>Planning for metacognition</p>	<p>Children make expected or better progress in reading, writing and maths</p> <p>Children become more independent learners building on prior knowledge</p>	<p>Staff are aware of successful teaching and learning and the impact it has on pupil progress and achievement. The focus on meta-cognition enables children to progress and become more independent in their learning A range of thinking skills and question types are used to promote higher order thinking.</p> <p>Blended learning will enable children to access learning online and within the classroom</p> <p>Sutton trust: Meta-cognition and self-regulation +7 mths, Mastery learning +5 mths</p>	<p>The impact of the use consistent metacognition across the school will be closely monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading, writing and maths.</p>	<p>Demelza Bolton</p>	<p>3 weekly</p>
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Active learn for KS1, Phonics bug, Oxford owl and Accelerated reader	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Children to make expected or better progress in Reading and writing across the school.	Moderate impact, low cost. Sutton trust +4  Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	Reading will be above the national figure across the school. Phonics will continue to be above national.  Accelerated reader will give ARE levels and allow quick identification of children that require intervention.  Children will progress quickly through regular AR quizzes to support comprehension.	Sarah Keitch/ Sonia Girling	3 weekly
<b>Total budgeted cost</b>					£4691
<b>ii. Targeted support</b>					
<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>When will you review implementation?</b>

<p>HLTA to provide daily interventions and small group focused work.</p>	<p>Children will develop greater understanding and build on prior knowledge. Children will become more confident and become more independent through scaffolded learning and metacognition.</p>	<p>HLTA to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable progress with the class teacher. A series of practical sessions in small groups, which will support children's emotional needs. The provision of bereavement and emotional support, music therapy and behaviour support. HLTA to liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning.</p> <p><b>Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>HLTA will attend 3 weekly pupil progress meetings with SLT and give direct feedback to the class teacher.</p>	<p>Demelza Bolton / class teachers</p>	<p>3 weekly</p>
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<p>TA support for 2 pupils in year 4</p> <p>TA support for 3 pupils in year 5</p> <p>TA Support for 1 pupil in year 1</p> <p>TA support for 1 pupil in Year 2</p> <p>Targeted pupils will have 1:2 support aimed to maximize their progress and ensure pupils in year 6 are secondary ready at the end of the academic year.</p>	<p>Children to make expected or better progress in reading, writing and maths and meet their individual progress milestones and/or EHC targets.</p>	<p>Sutton trust: Feedback +8 months; Small group tuition +4 mths</p> <p>TA to support pupils. Progress will be monitored closely and individualised work given to ensure maximum progress over time</p>	<p>Clear baseline and highly individualised learning planned in line with the national curriculum</p> <p>Targets reviewed on APDR cycle</p>	<p>Sarah Luff</p>	<p>3 weekly</p> <p>APDR updated every half term.</p>
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Educational psychologist	Children will become more resilient, secure and confident. Identification of pupils with SEN	<p>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</p> <p>In order to support the SENDCo and individual PP children's needs, the Educational Psychologist is to be available for 5 and a half days across the academic year. Children will be assessed to give them the individual provision for their needs. This will ensure that the children become more confident, resilient and secure, thus enabling good academic process.</p>	<p>The SENDCo, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support.</p> <p>The Educational Psychologist will lead training sessions to facilitate teachers to better support children with SEN to become more independent with their learning. Teachers are given strategies to support the most vulnerable pupils and complete APDR cycles 6 weekly</p>	Sarah Luff	6 weekly
<b>Total budgeted cost</b>					£49,574
<b>iii. Other approaches</b>					
<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>When will you review implementation?</b>

Dyslexia friendly schools	Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing	<p>Training for SENCO to become lead in Dyslexia friendly schools accreditation</p> <p>Sutton trust: Learning styles +2</p>	<p>The impact of accreditation will be monitored through baseline questionnaires for children with dyslexia and pupil conferencing at key points in the academic year.</p> <p>Progress will be measured half termly with assessment of resources and level of use.</p>	SENDCO	Inspection TBC after Covid – 19 restrictions ease
<p>School visits</p> <p>A percentage of the cost of the residential trips are subsidised</p> <p>'Wonderlust timetable for outdoor learning. Children have enrichment opportunities linked with curriculum areas.</p> <p>Online blended learning to maximise learning opportunities</p>	<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p> <p>Mindfulness helps children to understand feelings and focus energies on more positive and engaged learning.</p> <p>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths</p>	<p>Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.</p> <p>Blended learning will enable all children to access daily lessons during the Covid-19 pandemic</p>	Sarah Luff	In line with budget review

<p>Regular meetings with the EWO.</p> <p>EWO clinics</p> <p>EWO cost shared between Plymouth cast Cornwall schools</p>	<p>Children will attend school regularly</p>	<p>EWO meet regularly with the Headteacher and secretary to discuss individual pupils attendance and overall school attendance.</p>	<p>This will be tracked in governor meetings – school will consider issuing penalty notices for unauthorised holidays and quicker identification of PA children.</p>	<p>Demelza Bolton</p>	<p>Half termly meetings</p> <p>Clinics with parents</p> <p>Governor meetings</p>
<p>Outdoor Learning</p> <p>Staff will be trained to lead outdoor education sessions.</p> <p>Gardening opportunities will be set up.</p> <p>Forest school teaching and learning to be implemented through wonderlust</p>	<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Outdoor Learning +3 mths</p>	<p>Through pupil conferencing the children report positive experiences and impact on their learning.</p>	<p>Sarah Correnti / Sarah Luff</p>	<p>Half termly through SEN meetings and Pupil Progress reviews.</p>

<p>Instrument Lessons</p> <p>Certain year groups will be able to participate in these events throughout the year.</p>	<p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>	<p>The impact of arts participation on academic learning has seen improved outcomes. Improvements have been identified in English, mathematics and science learning.</p> <p>Arts Participation +2 months</p>	<p>Through pupil conferencing and parent questionnaires the children report positive experiences and impact on their learning.</p>	<p>Sarah Keitch</p>	<p>Termly</p>
<p>Breakfast club and after school clubs subsidised for pp children</p>	<p>Children will become more resilient, secure and confident</p>	<p>Low impact for moderate cost</p> <p>Sutton trust 2+</p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>Teachers monitoring of pupil engagement in lessons</p> <p>Subsidy for the afterschool/breakfast club will continue.</p> <p>The school will continue to receive a free breakfast for every child with Magic Breakfast Providing the group for the most vulnerable families and for key workers limited to 15 children during covid-19 restrictions.</p>	<p>Demelza Bolton</p>	<p>Reviewed termly</p>
<p>Free uniform provided for pp children who are in need</p>	<p>Children will feel part of the school and given a sense of belonging</p>	<p>Free uniform is given to vulnerable families in need of support</p> <p>Second hand uniform stall and food bank to continue for the most vulnerable</p>	<p>Ensure regular contact is maintained with vulnerable families and support is given when needed</p>	<p>£500</p>	<p>Reviewed termly</p>

School emergency food bank	Families will be supported and children nourished	Families can have access to emergency food from school if they are in need. Families feel supported and valued.	Record of need and CPOMS – family support. Regular check ins on vulnerable families.	£500	
Total budgeted cost					£2000
<b>7. Additional detail</b>					
<p>This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary. Staff are encouraged to undertake personal professional development and will share information during staff meetings. The approach for monitoring teaching and learning will be more open door and collaborative ensuring best practice is shared and consistent for our pupils.</p> <p>The well-being of our most vulnerable pupils is of paramount importance to all adults in the school. We pride ourselves on a whole school approach of developing trust with our families so they feel they can approach us with any concerns around money and wellbeing.</p> <p>The emotional well-being of many of our pupils can be a barrier to their learning. The school timetable TIS training to ensure the pupils who are most in need are able to access the support they require.</p> <p>During the Covid-19 pandemic, blended learning will be implemented and wellbeing interwoven within the curriculum. Families will remain supported through online platforms dojo, google classroom and video conferencing. Regular phone check ins for the most vulnerable will be a priority for all staff and multiagency collaboration to ensure the safety and wellbeing of all children.</p>					