



**Bardfield  
Academy**

**Pupil Premium Strategy Statement 2020-21**

**&**

**Impact Report 2019-2020**

**'Striving To Achieve, Together We'll Succeed'**

Pupil Premium is a grant which is designed to ensure that funding to tackle disadvantaged children reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to year 11 who are eligible for free School Meals (FSM), are looked after or have parents in the Armed Forces.

In 2011/2012 the funding allocated was £488 per child, £200 for children in Armed Forces families. This rose to £600 and £250 respectively in 2012/13. From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years: (Ever 6 Funding). The funding allocated per child from April 2013 was £900 and from April 2014 the allocation rose to £1300 per child and now totals £1320. £2300 is available to support looked after pupils.

Schools are entitled to spend their allocated Pupil Premium Grant (PPG) in a way they think will best support the raising of children's attainment. At Bardfield Academy the Headteacher, in consultation with the Executive Head and Directors of South Essex Academy Trust, decides how best to spend the Pupil Premium in order to improve provision and outcomes for children.

As a school we are aware of all vulnerable pupils and understand that not all FSM pupils are vulnerable and that some children who need additional support do not have Free School Meals. From September 2014 all infant school pupils have been eligible for a free school meal. As a school we have asked parents to provide information confidentially to ensure that children still access the support they are entitled to.

At Bardfield Academy we endeavour to provide the very highest standards of education for every child therefore we have used the majority of the PPG to provide additional support to accelerate the progress of targeted individuals and groups of pupils and to provide support to individuals and their families so that they may access learning, teaching and the curriculum.

We also want to provide children with opportunities that they may not always have access to. Therefore the school endeavours to provide a range of opportunities beyond the school day; thus enhancing the children's development. The PPG has contributed towards the costs of these activities that were previously funded by other grants.

1. Summary information					
School	Bardfield Academy, Clay Hill Road, Basildon				
Academic Year	2020-21	Total Projected Allocation	£260,930	Date of most recent PP Review	N/A
Total number of pupils	415 (excluding nursery)	Number of pupils eligible for PP	218 (53%)	Date for next internal review of this strategy	July 2021

2. Current attainment at end of Key Stage 2 Summer 2020		
	Pupils eligible for PP at Bardfield 2020 (28/58)	All Pupils in the School/Other Pupils Nationally (2020)
% reaching the expected standard in reading, writing and maths	N/A due to Covid-19	N/A due to Covid-19
% reaching the expected standard in reading	N/A due to Covid-19	N/A due to Covid-19
% reaching the expected standard in writing	N/A due to Covid-19	N/A due to Covid-19
% reaching the expected standard in mathematics	N/A due to Covid-19	N/A due to Covid-19
Progress score in reading	N/A due to Covid-19	N/A due to Covid-19
Progress score in writing	N/A due to Covid-19	N/A due to Covid-19
Progress score in maths	N/A due to Covid-19	N/A due to Covid-19

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor language skills)

<b>A.</b>	<p>Social/ emotional issues – There are many children across the school who find self-regulation and independence difficult as well as some who have low self-esteem. These children display a lack of confidence and self-belief as well as demonstrating through thought and action a low sense of self-worth. This can at times present itself as challenging, disengaged or disruptive behaviour.</p> <p>The Pastoral Support Team, which consists of the SENCo, Attendance Officer, Wellbeing practitioners and School Counsellor, ensure that there is a bespoke approach in place to support these individuals which aims to remove barriers to learning and gives them the skills to access the learning and experience success, developing self regulation strategies that can be applied to situations when they feel challenged. The whole school staff have been trained in trauma Perceptive Practices; giving them a better understanding of trauma and reasons why children need school to be a prosocial experience.</p>
<b>B.</b>	<p>Poor language skills – Children arrive at the school with poor language skills, which without intervention, impacts upon their ability to read and write. This means that they are unable to access the curriculum and express themselves through the written word. Many of the children do not have regular opportunities or access to use and apply reading skills at home; resulting in lower than expected chronological reading ages, comprehension skills and vocabulary. Many of the PP children have low aspirations and self belief resulting in poorer stamina to problem solve and to reason. This is why we have perseverance as one of the school values.</p>

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

<b>C.</b>	<p>Safeguarding issues – Children under Social Care - Child Protection, Child in Need and Looked After/In Care, victims of Domestic Violence etc.</p> <p>There is a high % of pupils within the school for whose home lives are disrupted for a number of different reasons. There are a large number of children who have experienced several Adverse Childhood Experiences (ACEs) For some the disruption is short lived, for others the disruption is long term with lasting effects. Children in these circumstances are in a constant state of high alert which can result very often in becoming easily distracted, using avoidance tactics in the classroom and have on occasion disturbed the learning environment. The Pastoral Support Team liaise with each other and with various external agencies in order to identify and address barriers to learning.</p>
<b>D.</b>	<p>Poor punctuality is a result of a number of parents whose early morning routines are not established and therefore are chaotic and rushed; Thus making the children late for school. Also some live some distance away from the school. Some through choice, some because they have been rehoused across the other side of town and there is no school place open to them nearer to their new property. There are also those who have been re-housed or due to home circumstances they are living in a refuge.</p> <p>Low attendance is a reflection of the lack of value placed on education and school. A number of children and parents with attachment issues as well as those who take days off for sickness (SEN boys who are also disadvantaged being the greatest offenders. We also have a proportion of parents who have taken children out for unauthorised holiday.</p>
<b>E.</b>	<p>Poor Mental Health (child related and within families). We have seen an increase in the number of children who have a diagnosis for mental illness (e.g. clinical depression) or have parents with diagnosis of mental illness e.g. Bi-polar disorder. The majority of children with parents with such a diagnosis are from low income disadvantaged backgrounds. The impact of such illness can be seen by the lack of support given to children in the home environment, lack of engagement with the school which impacts on the child's readiness to learn, engagement within the learning environments and therefore their progress.</p>

4. Desired outcomes	Success criteria
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**A, E  
& C.**

85% of PP children will make expected progress (5 steps in year 1 and 6 steps in years 2-6) and 40% will make more than expected progress. (6 or more steps in year 1, 7 or more steps in years 2 – 6).

Attainment is at least in line with all others within the school and nationally

**KS2 – Provisional Target for attainment % at scaled score 100 (July 2021)**

58 pupils in total ( 35 PP – 58%)	100	100 +	(35) Pupil Premium 100	Pupil Premium 100+
Reading	70%	28%	60%	26%
Writing	72%	22%	60%	18%
Mathematics	76%	38%	69%	32%
GPS	83%	38%	72%	28%
Combined reading, writing, maths	66%	26%	60%	18%

**KS1 – Provisional Target for attainment % at scaled score 100 (July 2020).**

58 pupils in total (28 PP – 48%)	100	100+	(21 ) Pupil Premium100	Pupil Premium100+
Reading	62%	12%	55%	7%
Writing	60%	7%	52%	5%
Mathematics	65%	13%	61%	9%
Combined R/W/M	60%	5%	52%	5%

Pupil Progress meetings (half termly) will identify progress made and possible barriers and .

Target children and interventions/ provision are deployed to remove these barriers.

Feedback and marking will be targeted and show how misconceptions have been addressed; progress evident in books through challenges.

Attainment for disadvantaged children (PP) is in line with all others within the school and nationally.

Internal assessment data will show good progress for disadvantaged pupils (eg scaled scores, provision mapping and internal assessment - eg phonic/spelling results)

<p><b>B.</b></p>	<p>Children demonstrate improved language skills and enhanced vocabulary which in turn impacts upon their ability to read and to write; thus enabling them better access to the curriculum and use their skills to communicate in a variety of ways. Attainment is raised and progress accelerated at the end of KS and at key points throughout the year (half termly data analysis).</p>	<p>End of year data demonstrates raised attainment and accelerated progress in reading, writing and maths at end of KS 1 and end of year assessments in all year groups, based upon starting points.</p> <p>Innovative approaches including ‘Now Press Play’ and use of catchup funding to target phonic skills in Year 1 and 2 employed will result in accelerated progress in reading and writing skills.</p> <p>End KS2 increase in % working at greater depth, based on starting points</p>
<p><b>C.</b></p>	<p>Reduce the persistent absence of disadvantaged and improve the overall attendance of disadvantaged children. By end of summer 2019 data shows a reduction in absence: Attendance 96.04% bringing it broadly in line with all pupils nationally. Persistent absence of disadvantaged pupils is further reduced</p> <p>Improved attainment/ better than expected progress as a result of improved attendance.</p> <p>Reduce the number of fixed term exclusions</p>	<p>Monthly monitoring of attendance.</p> <p>Data analysis and headline news completed by the Attendance Officer demonstrates improvements – monthly and when compared with last academic year.</p> <p>Fixed term exclusions are reduced.</p> <p>Case Studies show impact of strategies and support</p>

## 5. Planned expenditure

**Academic year** 2020-2021

With the aid of Pupil Premium, here at Bardfield Academy we aim to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raised attainment and achievement in UKS2 (year 5 &amp; 6)</p> <p>End of year targets</p> <p><b>Year 6</b>                      Reading – 70%                      Writing – 72%                      GPS – 83%                      Maths – 76%                      RWM - 66% (greater depth 26%)</p> <p><b>Year 5</b>                      Reading – 82%                      Writing – 73%                      GPS – 83%                      Maths – 80%                      RWM – 72%</p>	<p>Additional staffing in year 5/6 to enable target support at smaller groups</p> <p>Yr 6: £64, 281 (24%)                      Yr 5: £19, 895 (8%)</p> <p><b>Total £84, 176 (32%)</b></p>	<p>Smaller classes, individual pupils are the focus of a teacher’s attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement.</p> <p>Research on parental opinion on class size found that 96% of parents believed that the number of children in a class affects the quality of teaching and learning. In the same study teachers and head teachers were also found to consider class size to be an important issue.</p> <p>Additional teacher in year 6 to help address gaps in curriculum knowledge following March - June lockdown.</p> <p><b>CLASS SIZE IN EDUCATION IN ENGLAND REPORT - DFE</b></p>	<ul style="list-style-type: none"> <li>• Termly lesson observations,</li> <li>• weekly informal ‘drop ins’.</li> <li>• Half termly pupil progress meetings</li> <li>• Moderation of English and Maths books/evidence on Seesaw.</li> </ul>	HT	July 2020

<p>Improved attainment in year 1, 3 &amp; 5 writers and progress in all year groups; in particular SEN (who are also disadvantaged) and most able (who are also disadvantaged) pupils attain and progress at least in line with their peers and in some cases accelerated progress. End of KS outcomes compare favourably with outcomes nationally.</p>	<p>Additional TA hours £18,559 £20,040  Total: £38, 599 (15%)</p>	<p>TAs should not be used to make up for a lack of teacher attention on low-attaining or SEN students, but rather their support should allow teachers to spend more time with these students. TAs can help students take ownership of their learning, encouraging them to ask questions and take risks. <b>TEACHER NETWORK RESEARCH 2015</b></p> <p>'Team' teaching styles, involving TAs and work with small groups, promotes learning support as a routine activity and part of an 'inclusive' environment in which all children are supported.</p>	<ul style="list-style-type: none"> <li>• Performance Management targets for TAs focussed on attainment and progress.</li> <li>• Termly lesson observations,</li> <li>• SLT informal 'drop ins'.</li> <li>• Half termly pupil progress meetings</li> <li>• Book Looks</li> </ul>	<p>Line managers/ SLT</p>	<p>Interim PM target review Annual PM review Half termly pupil progress meetings</p>
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**Total budgeted cost**    **£122, 744 (48%)**

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raised attainment and achievement across the school – all year groups, all groups (See end of year targets on Single Plan) – Reading &amp; Writing in Year 6 and Writing in year 5 and Greater Depth in Maths (Year 5 &amp; 6)</p>	<p>Additional P/T teaching staff for PPA cover (maintaining qualified, 'quality' teaching and interventions  £11,222 (4%)</p>	<p>The key elements of effective teaching approaches for low attainers in literacy include: early intervention, one to one and/or small group support and personalisation (<b>Brooks, 2002</b>); and,</p> <p>Low attainers in mathematics benefit from detailed assessment of their learning needs, and interventions work best when they are targeted on an individual child's weakness (<b>Dowker, 2004</b>);</p>	<ul style="list-style-type: none"> <li>• Termly lesson observations,</li> <li>• SLT informal 'drop ins'.</li> <li>• Half termly pupil progress meetings</li> <li>• PM targets</li> <li>• Moderation/Book looks</li> </ul>	<p>DHT/AHT/HT</p>	<p>Every 6 weeks at PP meetings March: Midpoint PMR July: Final PMR</p>

<p>At least 70% reach the required level of phonics at the end of year 1 (or to be at least in line with National: following lockdown and 2 terms missed in reception) 74% of year 2 to reach required standard in phonics at the end of KS1 (or to be at least in line with National: following lockdown and 2 terms missed in Yr 1)</p>	<p>Phonic Intervention/ Support (20 hours per week)</p> <p>£11 768 (4%)</p>	<p>The main ingredients for success in the teaching of beginner readers are: well-designed phonics programmes that are taught discretely and systematically for short periods of time &amp; additional support for those struggling with literacy that is compatible with mainstream practice</p> <p><b>TEACHING PHONICS EFFECTIVELY GTC 2007</b></p>	<ul style="list-style-type: none"> <li>• Regular monitoring by English/ phonics lead</li> <li>• Half termly assessments</li> <li>• pupil progress meetings</li> <li>• Drop in/observe intervention sessions - internal progress data</li> </ul>	<p>Phonics lead</p>	<p>December 20 February 21 May/June 21</p>
<p>As a result of targeted support children at risk of exclusion have a more prosocial school experience and will be supported to co-regulate their emotions and behaviour, resulting in a reduction in the number of exclusions.</p>	<p>TA support for individual pupils with specific needs</p> <p>£14, 451 (6%)</p>	<p>'Sensitive' TA support can facilitate pupil engagement in learning and social activities, with the class teacher and their peers; that is, sensitive TA support can both facilitate interaction, and also reflect an awareness of times when pupils need to undertake self-directed choices and actions</p> <p><b>THE IMPACT OF ADULT SUPPORT STAFF ON INDIVIDUALS AND MAINSTREAM SCHOOLS -IOE</b></p>	<ul style="list-style-type: none"> <li>• Informal drop ins and observations</li> <li>• PM targets pertaining to progress/engagement of individuals</li> <li>• Exclusion data</li> </ul>	<p>DHT (senco/ Inclusion)</p>	<p>SENCo to monitor - discuss at PCT meetings Termly - exclusion data reported to Directors</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>£37, 441 (14%)</b></p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attitude, attendance (if applicable) and integration leading to improved outcomes (attainment and achievement) of pupils with social and emotional difficulties – Progress in line with their peers.	Support for Attendance (including dedicated member of staff, rewards and external support agencies when required)  £21,965 (8%)	What happens at home impacts on the child. At Bardfield we have a positive and public commitment to parental partnership, especially with the families that are potentially more vulnerable. At Bardfield we believe that no parent is unreachable The Attendance Officer liaising with other member of the Pastoral Care Team (PCT) works with parents and families breaking barriers to communication, making positive connections with them and agencies to provide wrap around support.	<ul style="list-style-type: none"> <li>Monitoring work of Attendance Officer. HT to meet half termly with the AO</li> <li>Pupil progress meetings</li> <li>PM targets – half year review and annual review</li> <li>Weekly PCT meetings (Pastoral Care Team)</li> </ul>	HT  DHT (Inclusion lead)	Nov 19 Jan 20 March 20 May 20
Speech and Language therapist pinpoints and explains the nature and severity of the problem and, with school staff and parents, evaluate its impact on both classroom learning and everyday life. Bespoke therapy – improvement in speaking and listening, accessing the curriculum, attainment and achievement.	Speech and Language Therapy  £13,202 (5%)	Pupils who have been identified as requiring speech and language therapy receive programmes formulated and devised to tie in with the individual pupil's needs within their specific environment. These are then evaluated, developed and modified over time to meet individuals' needs and enable them in time to better access the learning within the classroom and beyond.	<ul style="list-style-type: none"> <li>Half termly pupil progress meetings</li> <li>EYFS WELCOMM intervention and CPD for EYFS staff.</li> <li>Inclusion Manager observe TA delivering programmes written by S+L Therapist.</li> </ul>	DHT (Inclusion Manager)	Progress monitored half termly.

<p>Barriers to learning are explored; behaviours and emotions understood enabling CT and other adults to provide an approach to learning relevant for the individual child.; thus enabling them to access the learning and make progress.</p>	<p>Counselling; Advice and Support for Parents</p> <p>£25, 333 (10%)</p>	<p>School staff know their pupils well. Teachers and support staff say that they often don't have either the time or the expertise to help children and young people when they begin to show signs of distress. Studies show that school staff can appreciate the availability of a professionally qualified counsellor who can support these children and young people once they have been identified. School staff also say that they benefit from the guidance of counsellors when they are trying to understand and manage children and young people's behaviours and emotions in school. <b>COUNSELLING IN SCHOOLS – DFE FEB 2016</b></p>	<ul style="list-style-type: none"> <li>• Half termly pupil progress meetings</li> <li>• Weekly PCT meetings (Pastoral Care Team)</li> <li>• Case studies</li> </ul>	<p>DHT (Inclusion Manager)</p>	<p>Termly</p>
<p>Pupils with social and emotional difficulties display improved attitudes to learning; pupils make progress in line with their peers</p>	<p>Contribution to Behaviour Support and Well-Being (8%)</p> <p>£20,975</p> <p>£20,685</p> <p>Total: £41,660 (16%)</p>	<p>There is evidence to suggest that individuals who display problematic behaviour in childhood or adolescence, for example through having a conduct disorder, are more likely to have few, or no, educational qualifications in later life (Richards et al, 2009; Colman et al, 2009).</p>	<ul style="list-style-type: none"> <li>• Half termly pupil progress meetings</li> <li>• Weekly PCT meetings</li> <li>• Fortnightly PSP reviews</li> <li>• (Pastoral Support Plans)</li> </ul>	<p>DHT (Inclusion Manager)</p>	<p>Half termly</p>
<p>Not one child is left out. All have access to everything that is on offer – academically and socially.</p>	<p>Other incidentals and resources e.g. Contribution to student rewards and equipment (Contingency)</p> <p>£3,086 (1%)</p>	<p>No child is left behind.</p>	<ul style="list-style-type: none"> <li>• HT to liaise with members of the PCT, office staff and senior leaders and CTs to identify potential barriers.</li> </ul>	<p>HT</p>	<p>Fortnightly SLT meetings</p>
<p><b>Total budgeted cost</b></p>					<p><b>£105, 246 (40%)</b></p>

## 6. Review of expenditure at end of 2019 - 2020

**Actual Allocation Sept £253,440**

**Actual Spent - CALCULATE underspend**

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Raised attainment and achievement in year 5 &amp; 6</p> <p>End of year targets</p>	<p>Additional staffing in year 6 to enable to target support at smaller groups</p> <p>£61,573 (24%)</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b></p> <p>KS2 SATS and TA cancelled 2020</p> <p>Autumn Term data: Yr6                      Reading 67% ARE 31% ARE+                      Writing 62% ARE 21% ARE+                      Maths 74% ARE 36% ARE+                      Expected Progress (2steps)                      Reading:60%                      Writing: 72%                      Maths:72%</p> <p>Autumn Term data: Year 5                      Reading 70% ARE 36% ARE+                      Writing 59% ARE 32% ARE+                      Maths 70% ARE 31% ARE+                      Expected Progress (2steps)                      Reading:64%                      Writing: 64%                      Maths:66%</p>	<p>Continue to have 3 teachers working across Yr 6 - setting for Eng/Maths + afternoon intervention groups in 2020/21 - will be beneficial in implementing recovery curriculum and addressing gaps in Eng/Maths.</p>	<p>£61,573 (24%)</p>

<p>Improved attainment in year 1, 4 &amp; 5 writers and progress in all year groups; in particular SEN (who are also disadvantaged) and most able (who are also disadvantaged) pupils attain and progress at least in line with their peers and in some cases accelerated progress. End of KS outcomes compare favourably with outcomes nationally.</p>	<p>Additional TA hours £32 014 (13%)</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b></p> <p>TA's used on a rota system to support keyworker bubbles for most of 2019/2020</p>	<p>Will continue to use funding to ensure all classes have full time TA support - children will have gaps in knowledge and need for targeted interventions will be even greater.</p>	<p>£32 014 (13%)</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</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> (and whether you will continue with this approach)	<b>Cost</b>
<p>Raised attainment and achievement across the school – all year groups, all groups (See end of year targets on Single Plan) – Reading &amp; Writing in Year 6 and Writing in year 5 and Greater Depth in Maths (Year 5 &amp; 6)</p>	<p>Additional P/T teaching staff for PPA cover (maintaining qualified, 'quality' teaching and interventions</p> <p>£49,466 (20%) •</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b></p> <p>PT teacher instructed to SI at home as pregnant and Gov Risk Assessment advised pregnant women not attend work due to Covid risk.</p>	<p>Greater Depth continues to be a target area for us as a school. Once teacher returns from maternity leave then yes funds will be allocated to target GD chdn,</p>	<p>£49,466 (20%) •</p>

Improved attitude, attendance (if applicable) and integration leading to improved outcomes (attainment and achievement) of pupils with social and emotional difficulties – Progress in line with their peers.	Support for Attendance (including dedicated member of staff, rewards and external support agencies when required) £21,500 (8%)	<b>Very difficult to measure impact due to Covid and lockdown.</b>  Did introduce wellbeing contact email address for parents to get in touch if needed support with housing, food parcels etc. PCT did weekly calls to vulnerable families.	Over lockdown, Attendance and Wellbeing Officer proved to be instrumental in supporting some of our most vulnerable families and children.  Yes continue with this role - pivotal to children accessing education - good relationships established with parents.	£21,500 (8%)
Progress of SEN, disadvantaged and most able disadvantaged in line with all others nationally	TA support for individual pupils with specific needs £10 705 (4%)	<b>Very difficult to measure impact due to Covid and lockdown.</b>	Will continue to use funding to ensure all classes have full time TA support - some children will need additional support to reestablish learning behaviours and have gaps in knowledge and need for targeted interventions will be even greater.	£10 705 (4%)
At least 85% reach the required level of phonics at the end of year 1 (or to be at least in line with National) 95% of year 2 to reach required standard in phonics at the end of KS1.	Phonic Intervention/ Support (20 hours per week) £11 167 (4%)	<b>Very difficult to measure impact due to Covid and lockdown.</b>  Year 1 Phonics check cancelled 2020	Yes will continue with Phonic TA for Yr 1 to lead interventions and support with the teaching of phonics.	£11 167 (4%)
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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> (and whether you will continue with this approach)	<b>Cost</b>

<p>Improved attitude, attendance (if applicable) and integration leading to improved outcomes (attainment and achievement) of pupils with social and emotional difficulties – Progress in line with their peers.</p>	<p>Contribution to Behaviour Support and Well-Being £20,000 (8%)</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b> Attendance has improved year on year. 2015-16 94.49%; 2016-17 – 95.08%; 2017-18 – 95.28%; 18-19 96.04%</p> <p>Pupil Premium pupils has risen from 93.31% 15/16/ to 94.04 16/17 to 94.4% 17/18. Increased over lockdown due to parents being furloughed/lost jobs.</p> <p>In 2018/19 attendance of Pupil Premium pupils was 94.45%</p> <p>Fixed term exclusion were on a par with the previous academic year. There was one permanent exclusion.</p>	<p>Attendance Officer became the Attendance and Well Being Officer, taking on additional duties linked to safeguarding (such is the link between safeguarding and attendance).</p>	<p>£18,000 (7%)</p>
<p>Speech and Language therapist pinpoints and explains the nature and severity of the problem and, with school staff and parents, evaluate its impact on both classroom learning and everyday life. Bespoke therapy – improvement in speaking and listening, accessing the curriculum, attainment and achievement.</p>	<p>Speech and Language Therapy £11,000 (4%)</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b></p>	<p>Again, continue to fund this 2020 - CLL is always an area that scores lower on EYFS profile and poor speech and language impedes children's progress in Reading and writing. With children potentially having less social interactions during lockdown there may be even greater need to support children when they return</p>	<p>£11,000 (4%)</p>

<p>Barriers to learning are explored; behaviours and emotions understood enabling CT and other adults to provide an approach to learning relevant for the individual child.; thus enabling them to access the learning and make progress.</p>	<p>Counselling; Advice and Support for Parents £19,500 (8%)</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b></p> <p>Some sessions continued via phone sessions. Counsellor made weekly contact with vulnerable families offering strategies and signposting to other support agencies.</p>	<p>Job Description reviewed - increase in scale and salary - budget for this in 2020/21</p> <p>Yes continue with full time school counsellor.</p>	<p>£19,500</p> <p>(8%)</p>
<p>Pupils with social and emotional difficulties display improved attitudes to learning; pupils make progress in line with their peers</p>	<p>Behaviour Support Contribution to Behaviour Support and Well-Being £20,000 (8%)</p>	<p><b>Very difficult to measure impact due to Covid and lockdown.</b></p> <p>Wellbeing practitioners led bubbles and supported specific children who struggled to regulate behaviour prior to lockdown and whilst then attending keyworker bubbles.</p>	<p>Extension to room completed ready for provision/groups to start SEPT 2020</p>	<p>????</p>
<p>All pupils are given the opportunity to attend residential irrespective of their family's socio economic situation.</p>	<p>Contribution towards Residential £4,500 (2%)</p>	<p><b>Sadly cancelled due to Covid 19 and lockdown</b></p>	<p>Not booking residential in current climate - COVID presents too high a risk.</p>	<p>????</p>

<p>Not one child is left out. All have access to everything that is on offer – academically and socially.</p>	<p>Other incidentals and resources e.g. Contribution to nursery play area, Breakfast Club, PE kit, trips,</p> <p>Alternative provision etc £7015 (including £2727 contingency) (1.%) Outdoor play area KS2 £5000 (2%)</p>	<p>Very difficult to measure impact due to Covid and lockdown.</p>	<p>Yes - using some of the left over money to install outdoor gym equipment for children; physical activity good for wellbeing.</p>	<p>????</p>
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