

Pupil premium strategy / self-evaluation

1. Summary information					
School	Castle Mead School				
Academic Year	2019-20	Total PP budget	£56760	Date of most recent PP Review	July 2019
Total number of pupils	274	Number of pupils eligible for PP	43 (16%)	Date for next internal review of this strategy	July 2020

2. Current attainment			
	<i>Pupils eligible for PP (2019-20)</i>	<i>Pupils eligible for PP (excluding SEND) (2019-20)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	71%	83%	
% making expected progress in reading (as measured in school)	86%	83%	
% making expected progress in writing (as measured in school)	71%	83%	
% making expected progress in mathematics (as measured in school)	86%	83%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.
B.	Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum.
C.	Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
D.	Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-
E.	Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and 2
F.	Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.
G.	Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
H.	Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.	
I.	Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1. Impact will be measured through a range of termly assessment information as well as observations/learning walks.	<ul style="list-style-type: none"> • Evidence of taught phonics being used independently in children's writing as well as fluency within reading improving, evidenced within observations and assessments. • The number of disadvantaged children passing the phonics screen maintains or improves so it is in line or better than the other children. • The outcomes of disadvantaged children across EY and KS1 are in line with or better than the other children in reading.
B.	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children within reading. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stage 2 in reading.
C.	Use of Writing Essentials and Speaking Frames in each year group supports better outcomes in writing. Revision of feedback policy ensures an increase in accurate, precise verbal feedback to individuals, which leads to improved outcomes in writing.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing.
D.	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing as well as mathematical reasoning.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing and Early Years in speaking.
E.	Explicit teaching of Tier 2 Vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum. Explicit teaching of Tier 3 Vocabulary across KS2 in the context of whole class reading widens children's vocabulary and deepens their understanding, thereby raising their achievement in reading and writing.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). • Outcomes for children who are disadvantaged are in line with national averages at the end of Key Stages in reading and writing and Early Years in Speaking.

F.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	<ul style="list-style-type: none"> • An additional 5 months' progress for disadvantaged learners when compared to non-disadvantaged. • The outcomes of disadvantaged children across the school are in line with or better than the other children. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in mathematics.
G.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit)
H.	Improve the attendance of children in receipt of Pupil Premium to 95% to eradicate gaps in their learning.	Attendance of children in receipt of Pupil Premium funding to be 95% or above.
I.	Development of Early Years unit which works cohesively to positively impact transition for pupils from Nursery to Reception.	Those pupils who transition from our nursery to reception and who are in receipt of pupil premium funding to perform in line with national averages at the end of EY.

5. Review of expenditure				
Previous Academic Year		2019-20		
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 (and whether you will continue with this approach)	Cost

<p>Implementation of Read Write Inc (RWI) phonics programme taught daily in EYs and KS1 to ensure high quality teaching of phonics and fluency in reading at KS1.</p>	<p>Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.</p>	<p>Children are practising decoding words accurately and reading for fluency every day. Children read every day with a partner, teacher or whole group, they revisit the same book across three days to embed vocabulary, fluency and comprehension.</p> <p>Children are making progress through the RWI scheme.</p> <p>Child feedback commented on them enjoying practising phonics through the written elements of RWI.</p> <p>Children are decoding confidently.</p>	<p><i>Next Steps – increase from three days to five-day book focus and introduce visual story word cards to support vocabulary learning. Five day approach is working well and staff have access to green story words to support learning.</i></p> <p><i>Next Steps – Train more staff to allow smaller group learning and accelerate progress for all learners. Use online training through the Ruth Miskin Portal to support staff new to RWI.</i></p> <p><i>Next Step- incorporate elements of the 'Get Writing' booklets for each text to embed skills. Hold</i></p> <p><i>Next Steps- Purchase RWI decodable books to take home and Black and white copies of the text they have read in class with their teacher. This will enable them to specifically practise skills and graphemes learnt in class at home.</i></p> <p><i>These have been purchased, continue with this approach.</i></p>	<p>£480</p>
<p>Develop use of whole class teaching of reading to replace guided reading in KS2.</p>	<p>Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.</p>	<p>Use of VIPERS has ensured that children understand the skills that they are learning in reading and why.</p> <p>Pupil voice demonstrates that all children enjoy the whole class reading. Struggling readers particularly enjoy it because they can share and discuss engaging texts.</p> <p>Small group interventions in year 6 enabled children to verbally share accurate retrieval skills and justify inferences.</p>	<p><i>Following COVID19 closure of schools whole class reading stopped, when schools opened to Y6 children on 1st June 2020 the vast majority of children in Y6 returned so whole bubble reading was carried out, the rest of KS2 did not attend.</i></p> <p><i>Prior to lockdown</i> T1 and 2 Trust lead ran meetings every 2 weeks for year group teams at KS2. The meetings focused on reading strategies for whole class lessons, improving modelling reading aloud and book talk. These meetings also focused on teaching the skills of reading – vocab, inference, predicting, explaining, summarising and questioning as well as reading fluency. Continue with approach</p>	<p>£690</p>

<p>Use of writing assessment frameworks for each year group. Undertake action research into strategies to improve quality and quantity of verbal feedback pupils receive on their work that relates directly to improved outcomes.</p>	<p>Use of Writing Essentials and high quality verbal feedback in each year group supports better outcomes in writing.</p>	<p>Using the year group writing assessment frameworks, alongside exemplar writing for each year group from Babcock has ensured that teachers have a strong understanding of what children need to achieve in their year group and what expected standard looks like.</p> <p>Effective instant verbal feedback, alongside specific written feedback, has ensured that children always know what they have done well and how to improve their writing further.</p> <p>Effective responsive teaching has enabled teachers to address misconceptions</p> <p>Monitoring by LC, ND (The Mead English Lead) and the CASP showed that disadvantaged children were making better progress at Year 4 and 5 than non-disadvantaged children.</p> <p>79% of children achieved Expected Standard in Writing at KS2 Year 6 this year compared to 50% the previous year.</p>	<p><i>Verbal feedback focus prior to lockdown, training carried out for all staff and use evident in all classes.</i></p> <p><i>Continue approach</i></p>	<p>£436</p>
<p>Use of 'Progression in Language Structures' document to explicitly model spoken English</p>	<p>The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.</p>	<p>Speaking frames for the term are carefully selected during medium term planning meetings for each term. These are modelled by adults and displayed when they are to be used.</p> <p>During observations, teaching and learning walks, children have been observed using these structures independently during class discussions.</p>	<p>Resources from Voice 21 shared with staff for use in classes.</p> <p>Member of staff attended first Oracy Pioneer training session.</p> <p>Training and sharing of good practice at PDMs x 2. Used in all classes now – e.g.: Maths meets, Reading Comprehension discussions, Topic discussions.</p> <p>Book talk in class rooms evidenced children using language structures effectively to build on others ideas, offer different ideas or to challenge ideas</p> <p>Continue approach</p>	<p>£70</p>

Further embed STAR Word Aware for teaching new vocabulary to pupils from EY to Y6, ensuring that words from the wider curriculum are taught as well as those from class novels to support wider vocabulary development across the curriculum.	Explicit teaching of vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum.	<p>Use of STAR Word Aware strategies revisited with staff and introduced to staff who are new to the school.</p> <p>Pupil feedback showed that children valued and enjoyed their vocabulary lessons – disadvantaged learners in Year 5 and 6 commented that the word walls helped them to use new words in their writing and that learning new words improves their reading and writing. Enjoyment and engagement in these lessons when observed and shared through pupil voice from Year 3-6 was high. Words taught have been seen in children's writing and in their speech in the classroom.</p> <p>Tier 3 word organisers were sent home at the start of T1 and 2 for prior learning of vocabulary.</p> <p>Games were used by teachers to revisit words previously taught.</p>	<p><i>Next step- re-share the expectation with all staff that subject specific tier 3 words are taught at the start of every science, geography and history lesson from Y1-6</i></p> <p><i>Continue with this approach</i></p>	£210
Implementation of Maths No Problem approach to teaching mathematics.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	<ul style="list-style-type: none"> Daily 'Breakfast Maths' (Y6) – targeting children at risk of not achieving ARE. Supports children to increase their confidence levels: they are contributing more in class and have a deeper understanding of concepts; assessment outcomes are improved. Boolean Maths Hub Teaching For Mastery Work Group: FP and HE are confident that the mastery approach is well-embedded at Castle Mead and have clarity around next steps to make further progress with this. 	<ul style="list-style-type: none"> Year 6 Breakfast Maths: continue with this approach – review at end of each term with Year 6 teacher to agree which children will be best served by this intervention. Continue with second year of involvement with TRG (Boolean Maths Hub to be split into two hubs – we will be working with the Mobius Maths Hub). 	£3752
Use of lesson study as a vehicle for school improvement, particularly focused on the teaching of mathematics.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	<p>Lesson Studies (Year 3, October 2019) – lesson study findings disseminated to all teachers:</p> <ul style="list-style-type: none"> Clear lesson structure and increased opportunities for immediate whole class feedback (on several occasions through the lesson) to move the learning forward throughout the lesson. E.g. timed tasks, and deliberate 'stops' The power of a piece of paper! Giving children time to think, reflect and frame their ideas. This also provided another opportunity to see children's thinking – and supported when being the 	<p>Feedback from staff that this has been the most influential form of CPD in entire career, informing quality first teaching.</p> <p>Continue with this approach.</p>	£2352

		<p>‘professional eavesdropper’ which allowed better informed feedback to be given during the lesson.</p> <ul style="list-style-type: none"> • Journaling tasks arising from misconceptions – responsive teaching and meeting needs of individual class. • Carefully considered partners to challenge and support (through focussed observations of individuals – what they are saying, doing and relationships/learning behaviours). 		
Develop the use of speaking frames in maths to support children in explaining their thinking and recording their mathematical reasoning.	Improve children’s ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	Children use mathematical language very well in both their spoken and written responses. They explain their understandings and think about far more than just an ‘answer’. The language is modelled by the teaching staff and used repeatedly over time to deepen understanding.	Continue with this approach, ensuring that all staff understand the importance of children learning and using accurate language in order to express their ideas both in verbal and written language (maths journals).	£150

ii. Targeted support				
Action	Intended outcome	Estimated 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
Targeted interventions to support the application of phonics eg Wesford and 1:1 RWI Phonics	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.	<p>Children made good progress when working with Phonics SL and passed the PSC2019.</p> <p>WESFORD assessments show some children are in need of these additional and specific strategies.</p>	<i>Next Steps- Phonics SL to train an intervention team (1 TA from each year group) to be highly skilled in delivering 1:1 RWI intervention regularly each week. This will enable more frequent support than SL can provide at present. SL can monitor the effectiveness of interventions and spend more time supporting DVL and vulnerable learners in addition to time spent with TA.</i>	£1850
Use of Intensive Reading Support as an intervention	Children find pleasure in reading and have confidence to do so. They make progress through reading levels from a low starting point at KS2. Children can retrieve key information from a text, make inferences and give justifications when reading.	Children who received the intervention 3 x weekly made progress through book levels, but had not completed the programme due to Lockdown in March which then continued until the end of T6.	<p><i>Intervention will continue for children in Y4, 5 and 6 where there is need.</i></p> <p><i>TAs will be retrained annually to ensure they are clear about how to run it effectively.</i></p> <p><i>Class teachers to do the initial PM assessments rather than the English lead to ensure that they are clear about what children need so they can work more closely with the TA running the intervention.</i></p> <p><i>Teachers and TA will meet weekly to discuss progress of the intervention.</i></p> <p><i>The intervention will be monitored more systematically by the English Lead and SENCO moving forward.</i></p>	£642
Support for children who are vulnerable in their reading choices	All children find a book that they find pleasure in to start them on their reading	Teachers and TAs have supported children in their reading choices.	<ul style="list-style-type: none"> <i>Ensure all teachers continue to engage in meaningful discussion with children about books and that new to school staff understand the importance of this.</i> 	£70

	<p>journey to become lifelong readers.</p>	<p>Teachers across the school share and recommend books to children. They engage in frequent discussion about books that children are reading. They support text selection for all children who have completed RWI at Y2 and Y3, and all struggling readers and DL readers at Y4, 5 and 6. Children in FS and Y1 are also supported to choose books from the book corner to take home and share in addition to their RWI books.</p> <p>All children have texts which are suited to their stage and need. English lead listened to children read from across the school to ensure books were appropriate.</p> <p>Book stock has been improved further to include books by the same author, new authors, books with diverse characters, Barrington Stoke – ‘high interest/low ability’ books</p> <p>Books were put out around the school with recommendations from the English lead, children and teachers to encourage children to pick them up to read. English lead supported identified children through recommending books to them and engaging in conversations with them about their books and what they would like to read next. New books were bought with these children in mind.</p> <p>Pupil voice questionnaires were carried out at the start of the year so teachers knew what children enjoyed, what their reading habits were like, what their views on reading were. This meant that teachers could work on improving this where needed and target particular children with recommendations etc. Books were bought to develop book stock in each class to support this. Some teachers found that children didn’t enjoy reading in school due to comfort and so changed their expectations about where children sat to read. They gave choice to this and bought more soft furnishings. When the questionnaires were redone at the end of T2, there was a marked improvement of this.</p> <p>Children’s reading was monitored at least weekly – DL children daily – through looking at their reading record and discussion with children about their books. Children</p>	<ul style="list-style-type: none"> • All children’s reading to continue to be monitored at least weekly by class teachers through reference to reading records and discussion with children. • Reading challenge to be started up again after stopping in March Lockdown 2020 - “I never used to read and I didn’t like it, but now I do!” - child who engaged well with the reading challenge T1/2 2019/20 	
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		who did not have support at home to read, were listened to on a 1:1 basis throughout the week.		
Develop use of mentors for those children who need a reading champion	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	Older DL children targeted to become reading partners with younger readers in order for reciprocal improvements to take place	<i>Mentors in place reading taking place, training of reading mentors needs to be prioritised in order to improve impact for both learners</i> <i>Continue with this approach</i>	£150
Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes. Use of Talkboost in Reception.	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.	Sentence stems are used daily to ensure children are speaking in full sentences. 70% of all children achieved the ELG in speaking. Talkboost Intervention has not happened due to the TA supporting a child	<i>Prioritise TA time to intervention</i> <i>Continue with this approach</i>	£190
Use Maths Counts as a maths intervention	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	Maths Counts has been developed to support the lowest attaining learners in Years 3 to 6 to make accelerated progress in mathematics and in changing their attitude to both learning in general and to their own progress/ achievement. (It is rooted in the principles of the Edgehill Every Child Counts (Numbers Count) intervention). It will continue to be a focus for next year's strategy.	One child completed programme and made good progress as a result (6 months progress across 10-week programme). A further trained staff member was redeployed into a role and was unable to deliver programme as a result. Further staff training was initiated but not completed - it is intended that this will be completed and that the programme will continue.	£419
Use of tailored mentoring programmes such as 'Sensory circuits'	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well	Sensory circuits accessed by children identified as having poor gross motor skills. Impact for those children who have completed this intervention have been improved balance, improved spacial awareness, improved confidence enabling access and participation in mainstream PE lessons.	<i>Children have improved dramatically in their physical well being and physical skill, showing more agility and confidence when tackling physical challenge</i> <i>Continue with this approach</i>	£70

	as broadening their horizons and raising their aspirations.			
Designation of a Parent Support Advisor to proactively support children and families with any challenges they face.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	<p>PSA actively involved at Parent Conversation evenings to encourage parents to access time with her.</p> <p>All 'new' parents encouraged to 'touch base' with PSA. At 'Stay and Plays' PSA books appointments with our more vulnerable parents/families.</p>	<p><i>PSA in touch with key families and secure relationships built</i></p> <p><i>Continue with this approach</i></p>	£555
Our nurture group 'The Meadow' is available to assist with the development of wellbeing, social communication, language and behaviour and also offering a supportive safe place for KS1/KS2 children requiring small group intervention.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Nurtured Learning provision has been in place for two terms and has grown and developed. There has been a noticeable positive impact on the children and parents.	<p><i>Children thriving in nurtured learning environment individualised curriculum targeting individuals needs</i></p> <p><i>Continue with this approach</i></p>	£12281
The establishment of "The Meadow" to support children in KS2 developing confidence, self-esteem and reducing anxiety through the use of an Art based intervention.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well	<p>Nurtured Learning provision has been in place for two terms and has grown and developed. There has been a noticeable positive impact on the children and parents.</p> <p>There has been more engagement in learning, less exclusions, less behaviour incidents. Some children have started transition back to class, others need more long term intervention.</p>	<p><i>Nurtured learning expanded to include nurture breakfast, 3 breakfast clubs available to specifically suit the individual children. Nest breakfast, for quiet family feel, Fruit Bats breakfast for settled starts avoiding the busy classroom in the morning, wider breakfast club including physical activity. DL lead asked to speak at 2 Wiltshire DL lead network meetings in Wilton (Salisbury) and Devizes to share good practise.</i></p> <p><i>Continued Art therapy</i></p> <p><i>Continue developing offer according to children's individual needs</i></p>	£8175

	as broadening their horizons and raising their aspirations.			
Employment of relate counsellor to support identified children with their confidence, self-esteem and reducing anxiety Use of alternative provision (Equine therapy, Forest schools, Lark Rise Farm, gardening therapy) to support the most vulnerable children in developing confidence, self-esteem and reducing anxiety.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Relate counsellor in place for children throughout the school. Equine, Art in Health and Play Therapy accessed by vulnerable children and this is reviewed termly based on need and impact.	<i>Feedback from children, staff and parents that children's anxiety is reducing and strategies are in place for them to manage anxiety</i> <i>SEND Time to Talk pilot project has now started. The counsellor has met with parents and staff of the 2 children who have been selected to take part.</i> <i>Continue with this approach</i>	£4946
Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time; staff work with families to address barriers they face in getting children to school).	Attendance of children in receipt of Pupil Premium funding to be 95% or above	End of year Attendance 93.47% despite robust systems in place attendance is low. SAMs meeting review found drop-ins more successful. Rate of exclusions has high impact on overall % this has now been addressed through nurtured learning	<i>Next Steps- No authorised holiday in term time, request for medical certificates if attendance drops below 95%. Continued nurtured learning opportunities for most vulnerable learners.</i> <i>Continue with drop ins</i> Attendance of DL in Term 1 was above national (17/18) of 92.8% at 95.1%. Term 2 had dropped but still 1% above national (17/18) at 93.8% During the months of March, April and May 12/62 (19%) children receiving pupil premium accessed sessions at school. Children eligible for free school meals received initially a healthy food box then moved to vouchers firstly provided by school latterly the government. On June 1 2020 schools reopened to a wider number of children. Children in Reception, Year 1 and Year 6. Of the children in other year groups eligible for pupil premium 16/30 (52%) attended some sessions at school. Families continued to receive vouchers for help with food from the government. <i>Continue this approach</i>	£793

iii. Other approaches				
Action	Intended outcome	Estimated 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
Free extra-curricular clubs run by staff	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Nurtured learning , enrichment opportunities in place alongside Thrive and Pivotal behaviour curriculum have supported reducing exclusions from Term 2 having 29 days FTE which involved 12 children and 17 incidents to Term 6 having 4 days with 1 child and 2 incidents	<i>Nurtured learning approaches continue to decrease number of serious behaviour incidents, supporting children with SEMH</i> <i>Continue with this approach</i>	£1345
An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include;	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their	Termly monitoring demonstrates that children's well-being improved following an ELSA intervention either 1:1 or in a group. Children feel happier and more confident/able to manage difficulties that they encounter.	<i>T3 Update (prior to Lockdown) – Both reception classes have been Thrive profiled to identify vulnerable children. Next Steps: Thrive profiles for all classes in the school – potentially October/November each year.</i>	£15547

hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups.	horizons and raising their aspirations.			
Universal access to music tuition	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Children engaged in learning the Ukelele, developed confidence in taking risks and performing as a group. Celebration assembly at the end of the year attended by the majority of families.	All children are given the opportunity to learn the ukulele through the first access scheme. Lessons are taught weekly for 40 minutes by a specialist music teacher. Pupils develop their confidence through reading chords and tab as well as playing as a whole class. Pupils perform regularly both to their peers and parents (virtual Christmas Production). Continue	£665
All children in Years 4 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	With the exception of one DL child all experienced residential trips this year.	<i>Residentials cancelled due to COVID19 restrictions</i> <i>Continue with this approach</i>	£300
Thrive Approach, implemented with individuals and classes.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider	Thrive intervention has enabled children to build more positive relationships with adults and peers. They have increased resilience to manage situations that may previously led to escalated behaviour. Strategies shared with parents who also feel that their child has an	All teachers have been trained in Thrive, all TAs and wider staff had extensive training on a nurtured learning approach to teaching children with SEMH needs. Reduction in exclusions and rapid development of nurtured learning space to accommodate the needs of individuals. A variety of Nurture Breakfast clubs introduced and individuals invited to attend specifically planned club for need. Clubs focus varied from nurture and calm start to the school day to ensuring	£550

	opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	<p>improved positive attitude and are happy to do some of the activities at home as a family.</p> <p>Regular Thrive update training for practitioners (yearly) enables staff to be kept up to date with most recent neuro-scientific research which forms the basis for Thrive. A further two members of staff are currently</p> <p>Update information disseminated to staff in PDMS, TA meetings and on INSET days.</p>	<p>children have had a good breakfast to start their day with adult interaction</p> <p><i>Continue approach</i></p>	
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6. Additional detail

On March 23 2020 the UK went into National Lockdown due to the Coronavirus pandemic. Schools were closed to the vast majority of pupils, with the exception of children of 'key workers' and vulnerable children. During the months of March, April and May 12/62 (19%) children receiving pupil premium accessed sessions at school. Children eligible for free school meals received initially a healthy food box then moved to vouchers firstly provided by school latterly the government.

On June 1 2020 schools reopened to a wider number of children. Children in Reception, Year 1 and Year 6. Of the children in other year groups eligible for pupil premium 16/30 (52%) attended some sessions at school. Families continued to receive vouchers for help with food from the government.