

## Fox Primary School Pupil Premium Strategy and Self-Evaluation 2020-21

1. Summary information					
<b>School</b>	Fox Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£73,000	<b>Date of most recent PP Review</b>	Oct 20
<b>Total number of pupils</b>	392	<b>Number of pupils eligible for PP</b>	42 PP 11 PP+	<b>Date for next internal review of this strategy</b>	Spring term

2. Current attainment		
<u>Whole School (Rec to Yr 5) Summer 2020 Internal Assessment Data – Baseline post-lockdown</u>	<u>Whole School (Rec to Yr 5)</u>	<u>PP (Rec to Yr 5)</u>
% achieving at/above expected standard in Reading	65.4%	50%
% achieving above expected standard in Reading	27.2%	10%
% achieving at/above expected standard in Writing	NA	NA
% achieving above expected standard in Writing	NA	NA
% achieving at/above expected standard in Maths	71.3%	67.5%
% achieving above expected standard in Maths	24.8%	17.5%
3. Intended outcomes 2019-20		
<b>A.</b>	Raising attainment and achievement of PP children	
<b>B.</b>	Raising self esteem	

<b>C.</b>	Providing safe and stimulating environment.
<b>D.</b>	Provide breakfast, extra-curricular activities and enrichment activities
<b>E.</b>	Developing equality for access through opportunities for cultural capital

#### 4. Review of expenditure 2019-20

##### Quality teaching for all

Action	Intended outcome	Impact	Lessons learned
CPD for staff	To improve quality first teaching and pastoral support to address key barriers to learning. Areas to include: Senior leaders working on coaching, fluency, vocabulary gap/SLCN, trauma and attachment training, SEN, Mrs Wordsmith, inclusive curriculum and knowledge rich curriculum.LT to implement study skills model for Year 6.	<p>Improved subject knowledge</p> <p>Improved pedagogical knowledge</p> <p>Improved understanding of curriculum; staff able to implement curriculum changes</p> <p>Improved communication and sharing of work and expertise between staff in year groups and across the federation</p> <p>Changes to feedback policy reduced workload</p> <p>Staff have good understanding of safeguarding and behaviour policies and procedures as well as trauma based approaches; staff able to take appropriate and effective action when needed</p>	<p>Continue with regular year group and cross-federation meetings to share expertise and workload between class teachers and subject leads</p> <p>Staff training to focus on recovery curriculum, trauma approaches and safeguarding in light of extended school closure</p> <p>Continue to develop curriculum and share with staff through INSET and subject meetings - need to focus on adapting curriculum in light of extended school closure and based on assessment</p> <p>Ensure new staff are trained in safeguarding, behaviour and trauma approaches</p>
Coaching for staff	To improve high quality first teaching to ensure AFL for behaviour and learning are outstanding.	<p>All coaching and performance management observations reported excellent behaviour and learning of pupils in class</p> <p>Disruptive behaviour significantly reduced compared to previous year (note school closed from end of March until beginning of June).</p> <p>Additional support put in place for teachers if needed</p> <p>2 x NQTs passed year</p> <p>All PM targets met (with exception of those not possible due to school closure)</p>	<p>Continue with coaching cycles for staff. Focus on areas of the curriculum with significant changes (e.g. Humanities)</p> <p>2 x NQTs to receive regular observations and support from mentor</p> <p>2 x NQT+1s to receive regular observations/support and meetings with performance manager</p>

<b>Targeted pupil support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Lessons learned</b>
Year 6 maths intervention	Delivery high quality maths intervention and for targeted children to make at and above expected levels of progress.	80% of pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) Improved pupil focus and engagement	Target UA children in class – not significant need in next year’s cohort Implement early morning Maths intervention model
Year 6 daily maths home learning	Children to have repeated practice of key skills. Children to make at or above expected levels of progress. Children to show improvement in fluency scores.	80% of pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) Improved fluency scores	Provide additional home learning to UA pupils Target fluency through additional intervention Make use of Sumdog for fluency practice
Year 6 Writing intervention	Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.	80% pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) Some pupils made accelerated progress Improved pupil focus and engagement	Target UA children in class – not significant need in next year’s cohort. Introduce additional intervention towards the end of the year based on assessment.
Year 6 Reading Intervention	Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	80% pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) Improved pupil focus and engagement Close monitoring of independent reading	Target UA children in class – not significant need in next year’s cohort. Introduce additional intervention towards the end of the year based on assessment. Book clubs to continue to promote reading for pleasure – target PP children/families Close monitoring of independent reading and personalised book recommendations for PP pupils New texts available in class book corners Continue to promote recommended reads

Year 3 Maths intervention	Delivering high quality maths intervention and for targeted children to make at/above expected levels of progress	10 children attended daily intervention morning sessions All children made 3 or 4 steps progress over the course of the year. Most children demonstrated progress in fluency and improved confidence.	Before school model for maths intervention is effective and should be rolled out to more year groups next year. Continued maths intervention needed for this group next year
Year 3 reading intervention	Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	4 children received 1:1 reading and weekly small group session. All children made 2 or 3 steps progress over the course of the year. Reading fluency improved for all children and they moved up a book band.	Continue to target through 1:1 daily reading and increase the number of small group targeted sessions.
Year 3 writing intervention	Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.	Higher level of engagement in new literacy units in Y3. Spelling intervention children increased confidence with their writing and improved spelling of tricky words and common spelling patterns.	Continue to target these pupils in class and/or through additional intervention
Year 2 Maths intervention	Deliver specialised one-to-one maths intervention through Every Child Counts programme.	5 children received 1:1 sessions in Spring term (2/5 PP children) All children made 2 or 3 steps progress in Maths over the course of the year All children demonstrated improved confidence and engagement with maths Entry test data = 61.8%; Exit test data = 64.8%	Continue next year (dependent on government guidance/risk assessment allows for 1:1 intervention)
Year 1 phonics intervention	Delivery high quality phonic sessions to support children in reading development and increased % to pass the phonics screener.	97% pass rate for phonics screener completed for Year 2 in Autumn 2020 5/6 PP pupils passed (1 pupil new arrival + EHCP)	Continue next year
<b>Other approaches</b>			

<p>Reading Gladiators.</p>	<p>To broaden engagement and reading repertoire from years 2 – 5. To ensure pupils engaged in high-level comprehension, inference and discussion. To involve parents/carers in reading process and understanding process of book talk.</p>	<p>Book clubs continue to be successful Removed need for parents to attend which enabled more children to access Successfully ran book clubs online in Summer term – good take up Still need to target more PP children to attend</p>	<p>Deliver book clubs online via Zoom if unable to deliver in school Target PP families Ensure texts and supporting resources shared with PP families in good time</p>
<p>Maths seeds and reading eggs</p>	<p>To close the gap in reading and maths, improve maths fluency and comprehension.</p>	<p>Increased use of these platforms during school closure Introduced Sumdog for KS2 pupils Drop in Reading data. Gap between PP and whole school reduced for Reading (Sum 2020 whole school 72.2% ARE+, PP 53.7% ARE+; Sum 2019 whole school 82.4% ARE+, PP 60%) Drop in Maths data. Gap between PP and whole school grown for Maths (Sum 2020 whole school 78.1% ARE+, PP 68.3% ARE+; Sum 2019 whole school 87.5% ARE+, PP 73.3%)</p>	<p>Continue to use these platforms next year – target PP pupil use Introduce maths intervention (3 x weekly before school) for Year 4-6 targeting UA PP pupils in Autumn term Set weekly home learning on Sumdog</p>

For specific details about interventions accessed by individual pupils see provision maps and TTTs.  
For specific details about pupil attainment and progress data please see year group summaries and pupils progress reviews.

**Total = £47,500**

5. Intended outcomes 2020-21					
A.	Raising attainment and progress to close the gap between PP and non-PP pupils				
B.	Provide curriculum enrichment and acquisition of cultural capital				
C.	Improve parental engagement and pupil attendance and punctuality				
D.	Support pupil's social, emotional, behavioural development				
6. Planned expenditure 2020-21					
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To rigorously monitor, track and report on all pupil data and targets.	Pupil progress meetings Termly data review LT meetings to analyse data and discuss interventions Regular inclusion team meetings to discuss key pupils and interventions TTTs for SEN pupils – reviewed biannually Intervention overviews and off-site provision maps in place Writing moderation meetings Personal target setting – Maths and English Year group overviews completed on termly basis	Need to rigorously analyse assessment data to identify individuals or groups underattaining or underachieving to put in place appropriate support. This is even more important this year in light of	SLT year group leads overseeing data for each year group All LT and Maths/English/Reading leads receive training on use of SIMs for assessment data analysis Regular inclusion meetings Termly LT data review meetings SENDCo overseeing all TTTs and intervention overviews	AW + SLT	Termly

	<p>Use of standardised assessments</p> <p>Report to parents - Mid-year and end of year reports, parent consultations twice per year, annual reviews</p>	<p>the extended period of school closure.</p>			
<p>To develop staff's subject and pedagogical knowledge and skills to ensure quality of teaching is good or better.</p>	<p>Staff training including INSET, external courses, NQT courses and Maths Hub courses/projects</p> <p>Internal and external TA training</p> <p>Subject/curriculum meetings with subject leads</p> <p>Regular year group and cross federation year group meetings</p> <p>Writing moderation meetings every term and cross-school writing moderation once per year – focus on PP writing outcomes</p> <p>Keep abreast latest educational developments and publications</p> <p>Develop staff library of education texts</p> <p>Effective, high-quality feedback provided by T/TA/ST</p> <p>Apply mastery approach to teaching of Maths</p>	<p>EEF Toolkit: Mastery learning</p> <p>2 x NQTs</p> <p>2 x NQT+1s</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>QA of all INSET by HoS</p> <p>Good/outstanding lesson observations</p> <p>Ensure high levels of Inclusion – all children access learning</p> <p>Books show evidence of learning</p> <p>High levels of speaking and listening in lessons</p>	EM + SLT	Termly

<p>To monitor and support staff's teaching practice to ensure quality of teaching is good or better.</p>	<p>Coaching cycles Mentoring Lesson observations Learning walks Co-planning Modelled lessons Team teaching Peer observations Book scrutinies Performance management PPA with partner teacher SLT year group lead</p>	<p>EEF Toolkit: Feedback Performance pay</p> <p>2 x NQTs 2 x NQT+1s</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>NQTs and NQT+1s all have mentor assigned from SLT All staff have a performance manager – 3 meetings and 2 formal lesson obs per year Year group leads and subject leads provide support where needed Regular subject monitoring and feedback</p>	<p>Subject leads + SLT</p>	<p>Termly</p>
<p>To provide subject specialists and experienced teachers to ensure quality of teaching is good or better across the breadth of the curriculum.</p>	<p>Subject specialists for PE, Art, Music and Mindfulness/Massage Maths mastery specialist English hubs specialist in early reading and writing PPA covered by subject specialists and SLT Enrichment opportunities offered for Music, PE and Art (e.g. sport competitions, music events, art competitions)</p>	<p>EEF Toolkit: Arts participation Sports participation Social emotional learning</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>Performance management of subject specialists including lesson observations Promotion of enrichment opportunities among whole school</p>	<p>EM</p>	<p>Termly</p>

To provide outdoor learning opportunities.	Forest school on a fortnightly basis for pupils in Year 1 (Autumn term) and Reception (Spring and Summer term). Support PP families with clothing needed for forest school Effective use of outdoor classroom in EYFS Small group gardening sessions with school gardener Small group bee keeping session with school bee keeper	EEF Toolkit: Outdoor adventure learning	Outdoor learning lead overseeing all aspects of outdoor learning Training for EYFS team on effective use of the outdoor classroom Timetable in place for gardening and beekeeping sessions across the school	CP PC JC	Termly
--	--	--	--	----------------	--------

**Budgeted cost = £21,000**

**ii. Targeted pupil support**

<b>Intended outcome</b>	<b>Action</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>
To provide additional, targeted support in lessons to ensure rapid progress	All year groups to have at least one general TA or ST per class – more in Rec and Yr 1. Target key pupils in lessons based on need Provide with social, emotional, behaviour support Support with class assessment Create additional resources	EEF Toolkit: Individualised instruction Teaching assistants	DH and SENDCo responsible for staffing of TAs across the school Performance management of all TAs Year group leads overseeing provision in each year group	HS EM	Termly
To improve attainment and accelerate progress	Year 4 English intervention – 4 x 25 minutes sessions per week delivered by experienced CT and	EEF Toolkit: Small group tuition	Year group lead responsible for organising	EH	End of 4 week intervention

for pupils under attaining in English	supported by TA (23 <sup>rd</sup> Nov – 18 <sup>th</sup> Dec 2020)	Yr 4 teacher assessment and data	Delivered by CT remotely and supported by TA		
To improve attainment and accelerate progress for pupils under attaining in Reading/Phonics	3-way split so all children receive small group phonics teaching at the appropriate level  Year 2 Phonics intervention – daily 30 minute sessions delivered by CT	EEF Toolkit: Phonics Reduced class size  Yr 2 teacher assessment and termly phonics data	Year group lead responsible for organising CTs oversee interventions, frequently evaluating and making relevant alterations Intervention and pupils in group reviewed in pupil progress and TTT meetings Linked to day-to-day teaching Monitored by phonics lead	RM	Termly
To improve attainment and accelerate progress for pupils under attaining in Reading/Phonics	3-way split so all children receive small group phonics teaching at the appropriate level  Year 1 Phonics intervention - daily 30 minute sessions delivered by CT	EEF Toolkit: Phonics Reduced class size  Yr 1 teacher assessment and termly phonics data	Year group lead responsible for organising CTs oversee interventions, frequently evaluating and making relevant alterations Intervention and pupils in group reviewed in pupil progress and TTT meetings Linked to day-to-day teaching Monitored by phonics lead	RM	Termly
To improve attainment and accelerate progress for pupils under attaining in Reading/Phonics	3-way split so all children receive small group phonics teaching at the appropriate level  Reception Phonics intervention daily 30 minute sessions delivered by CT	EEF Toolkit: Phonics Reduced class size Rec baseline and termly phonics assessment	Year group lead responsible for organising CTs oversee interventions, frequently evaluating and making relevant alterations Intervention and pupils in group reviewed in pupil progress and TTT meetings Linked to day-to-day teaching	PC/JC	Termly

		Rec teacher assessment and data	Monitored by phonics lead		
To improve language development for pupils with English as an additional language	EAL intervention – small group sessions delivered by EAL specialist teacher  EAL specialist support in lessons	EEF Toolkit: Oral language interventions Small group tuition  62.3% of PP chn EAL  Teacher assessment and data	Observations by HoS Intervention and pupils reviewed in inclusion team meetings and pupil progress meetings Intervention frequently evaluated and altered Linked to day-to-day teaching	UA EM	Termly
To develop children's speech, language and social skills.	Speech and language interventions (Rec/Yr 1). See below regarding Communication Champions.  Rec – small weekend news group, SALT group based on Box Clever (once a week each) and targeted interactions with key children during play and choosing (daily)  Social skills interventions once a week (Rec/Yr 1)	EEF Toolkit: Oral language interventions Social and emotional learning Small group tuition 1:1 tuition  Teacher assessment and data	Overseen by year group leads Reviewed in inclusion team meetings Training and support from SENDCo	PC RM UA	Termly

	<p>Targeted support for Reception children's social skills during playtimes</p> <p>Individualised targets in TTTs</p> <p>Individualised resources and strategies put in place</p> <p>High expectations of speaking and listening in all lessons</p> <p>Targeted TA/EAL specialist support in lessons</p>				
--	--	--	--	--	--

<p>To improve speech and language development for pupils.</p>	<p>Communication champions – small group and 1:1 interventions led by qualified Communication Champion HLTA (EKLAN trained by NHS Speech and Language Service)</p> <p>Early intervention – Early focus on screening and support initially in EYFS and Y1.</p> <p>Focused small group sessions directed to specific identified needs.</p> <p>Assessment summaries and strategies shared with teachers.</p> <p>Targets fed into individual TTTs</p>	<p>EEF Toolkit: Oral language interventions Small group tuition 1:1 tuition</p> <p>Every Child a Talker Study</p> <p>Communication Trust Research</p> <p>Teacher assessment and data</p>	<p>Regular meetings with SENDCo to evaluate intervention Supervision from NHS Speech and Language Therapist Communication with CT to ensure sessions are linked to pupil targets and day-to-day teaching Intervention and pupils reviewed in inclusion team meetings and pupil progress meetings</p>	<p>EH AW</p>	<p>Termly</p>
<p>To support children's social, emotional and mental well-being.</p>	<p>3 x qualified ELSA delivering 1:1 sessions Training for staff in regards to recovery curriculum and trauma-informed approaches Ongoing pastoral support from CT/TA/ST + Yr group lead Parent meetings to discuss concerns Referrals to outside agencies e.g. CAMHS, art therapy</p>	<p>EEF Toolkit: Social emotional learning 1:1 tuition Behaviour interventions</p> <p>Teacher assessment</p>	<p>Overseen by AHT – regular meetings with ELSAs and AHT to review pupils and approaches SENCo responsible for referrals Reviewed in inclusion team meetings</p>	<p>PC AW UA</p>	<p>Termly</p>

**Budgeted cost = £43,000**

iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise self-esteem and aspirations and instil a sense of belonging and community	<p>Review curriculum to ensure inclusive, representative and diverse</p> <p>Anti-racism staff training</p> <p>Anti-racism working groups – curriculum, recruitment</p> <p>Anti-racism staff library</p> <p>Ensure all book corners include good range of representative texts</p> <p>Anti-racism staff recommendations for self-led learning</p> <p>Black history month, including anti-racism lessons for pupils</p> <p>International week including parents invited in to talk about country of origin/culture</p>	<p>‘The curriculum that is taught in schools needs to incorporate each individual child’s background, to give them self-worth and for them to have pride in who they are.’</p> <p>(UKLA)</p>	<p>Anti-racism working groups</p> <p>Subject leads review curriculum</p> <p>All events organised or overseen by SLT</p>	<p>SLT</p> <p>UA</p>	<p>Feedback and review after BHM</p> <p>End of year</p>
To provide free access to online learning platforms and additional learning materials to close attainment gap and ensure progress in English and Maths	<p>Free Reading Eggs subscriptions</p> <p>Free Mathseeds subscriptions</p> <p>Free CGP workbooks (physical resources for use in school closure)</p> <p>Staff monitor and promote usage of online subscriptions</p>	<p>EEF Toolkit:</p> <p>Parental engagement</p> <p>Reading comprehension strategies</p> <p>Homework (primary)</p>	<p>Subscriptions overseen by Reading and Maths leads</p> <p>Data analysed in termly data review meeting and pupil progress meetings</p> <p>Access to subscriptions detailed in intervention overviews</p>	<p>SLT</p> <p>GJ</p> <p>LJ</p>	<p>Termly</p>

<p>To ensure PP pupils have access to high quality texts</p>	<p>Regular book clubs for Year 2-6 (run online via Zoom) - target PP children/families to attend Supported attendance at book clubs Provide book club text for PP pupils Provide associated resources for parents linked to book club text Ensure PP pupils have a good number of texts to read over holiday periods High quality and representative texts available in all class book corners Good selection of banded books available in EYFS and KS1 CT/TA book monitoring and changing for PP pupils 1:1 reading with key PP pupils (support staff or volunteer readers)</p>	<p>EEF Toolkit: Parental engagement Reading comprehension strategies</p> <p>Teacher book monitoring Previous low attendance of PP pupils at book clubs</p> <p>Teacher assessment and data</p>	<p>Texts and reading provision overseen by Reading lead and HoS Monitor attendance of PP pupils attending book clubs</p>	<p>EM GJ</p>	<p>Termly</p>
<p>To increase parental engagement with education and the school community</p>	<p>Key members of SLT linked to PP pupils and families ensuring maximum engagement with below Parent workshops delivered by school staff and outside agencies – target PP families Coffee mornings and book clubs – target PP families</p>	<p>EEF Toolkit: Parental engagement</p>	<p>Parent workshops QA by HoS Knowledge organisers developed by subject leads Whole school events organised by SLT in partnership with FSA EHT attend FSA meetings All school comms to go through SLT</p>	<p>EM SLT</p>	<p>Termly</p>

	<p>LAC/post-LAC/adopted coffee mornings Follow up with parents who don't book parent consultation meetings Print knowledge organisers for PP families</p> <p>Parental engagement for all families: Half termly year group letters Curriculum overviews on website Knowledge organisers provided for History, Geog, Science, Art and Spanish Weekly newsletter SLT present on the gate every am and pm Whole school community events – international evening, winter fair, summer fair, movie nights, charity events FSA meetings and events Class reps in every year group All staff contactable via email</p>				
--	--	--	--	--	--

To improve attendance and punctuality of PP pupils	DH and SAO monitor and track attendance and punctuality weekly to ensure early identification of need Organise parent meetings Communicate with EWO Early Help referrals	18/19 Whole school = 97.1% (lates =1.09%), PP = 96.31% (lates =1.89%) 19/20 Whole school = 94.45% (lates = 1.12%), PP = 92.08% (lates = 2.28%)	Regular meetings with DH and SAO to monitor attendance Data reviewed in inclusion team meetings Data shared with governors	RM ST	Fortnightly
To provide enrichment opportunities/full range of educational experiences and affordable wraparound care.	1 free club per week Reduced cost of wraparound care – Fox play and breakfast club Reduced cost for Fox camp in school holidays Financial assistance with trips including residentials and Forest School Reduced cost of musical instrument lessons	EEF Toolkit: Arts participation Sports participation Summer schools	Financial assistance managed by school bursar	HS ST MF JE	Termly
To support children's mental health and well-being	Massage and mindfulness lessons delivered by subject specialist Staff trained on trauma approaches Recovery curriculum implemented across the school	EEF Toolkit: Social and emotional learning	AHT responsible for inclusion and trauma approaches Observations from HoS	UA	Termly
<b>Budgeted cost = £9,800</b>					

**iv. School closure provision**

Intended outcome	Action	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>To ensure continuity of education for all pupils.</p>	<p>Daily live morning register to explain the day's timetable and expectations                      2 x weekly live lessons                      1 x weekly live PSHE lesson                      2 x weekly live PE lessons                      1 x weekly live music lesson                      1 x weekly live KS2 mindfulness lesson                      Use of a single platform to upload all filmed lessons (GC/Tapestry) and any messages to pupils                      Differentiated learning provided for some pupils                      Feedback provided on pupils' work                      Use of Oak National Academy lessons in line with school curriculum                      Hard copy resources provided to all pupils (CGP books, handwriting sheets)                      Weekly book borrowing system in place                      Weekly timetables provided – with flexible approach</p>	<p>DfE requirements                      Best evidence on supporting students to learn remotely (EEF)</p>	<p>Monitoring by year group leads                      Regular feedback from class teachers/support staff</p>	<p>SLT</p>	<p>Weekly</p>

	<p>Rigorous monitoring of pupils attending live sessions and submitting work on learning platform</p> <p>Regular communication with families having difficulties engaging with remote learning to identify and remove barriers</p> <p>Children of critical workers and vulnerable pupils attending school</p> <p>2 x weekly filmed assemblies</p>				
<p>To provide 1:1 and small group interventions for under attaining pupils.</p>	<p>1:1 CT/TA providing daily 1:1 support to enable pupils with EHCPs to access learning e.g. 2x phone calls per day</p> <p>Personalised physical resources created for EHCP pupils</p> <p>Maths, English, Phonics and Reading interventions in all year groups targeting underattaining pupils.</p>	<p>Autumn assessment data</p>	<p>Monitored by year groups leads and SENDCo</p> <p>Regular feedback from staff</p>	<p>SLT CTs</p>	<p>Weekly</p>
<p>To monitor and support children and families' mental health and well-being (safeguarding).</p>	<p>Children of critical workers and vulnerable pupils attending school</p> <p>Daily live morning meetings – register taken to track attendance</p> <p>1 x weekly live PSHE lesson</p> <p>2 x weekly live PE lessons</p> <p>1 x weekly live music lesson</p>	<p>Feedback from pupils and families</p> <p>Based on prior knowledge or pupils and families</p>	<p>Rigorous monitoring and recording by all staff</p> <p>Regular feedback from parents</p>		<p>Weekly</p>

	<p>1 x weekly live KS2 mindfulness lesson</p> <p>Rigorous monitoring of pupils attending live sessions.</p> <p>Key pupils receive weekly phone calls from CT or SLT.</p> <p>All concerns and direct contact with pupils/families recorded on CPOMS.</p> <p>Staff contact pupils not engaging with learning e.g. not attending live zooms, not uploading work, no logging in etc</p> <p>CTs/SLTs available for parents to contact via email.</p>				
					<b>Budgeted cost = £3,500</b>
					<b>Total budgeted cost = £77,300</b>