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**2020-2021 Pupil Premium Strategy Statement Reviewed**

**\*NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions**

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| 1. **Summary information** | | | | | |
| **School** | Christ the King Catholic Primary | | | | |
| **Academic Year** | 2020-23 | **Total PP budget** | 87,960(2020-2021) | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 438 | **Number of pupils eligible for PP** | 56 | **Date for next internal review of this strategy** | Sept 2021 |

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| 1. **Previous attainment (March 2020 due to COvid-19)** |

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|  | Reading | | Writing | | Mathematics | |
|  | PP | Non PP | PP | Non PP | PP | Non PP |
| **% of F2 Children On Track for ELG** | 43% | 68% | 67% | 66% | 57% | 78% |
| **% of Y1 Children working at or above age related expectations** | 67% | 53% | 67% | 53% | 67% | 45% |
| **% of Y2 Children working at or above age related expectations** | 34% | 67% | 33% | 58% | 50% | 74% |
| **% of Y3 Children working at or above age related expectations** | 70% | 66% | 50% | 70% | 80% | 72% |
| **% of Y4 Children working at or above age related expectations** | 58% | 80% | 43% | 66% | 29% | 76% |
| **% of Y5 Children working at or above age related expectations** | 40% | 82% | 40% | 81% | 50% | 78% |
| **% of Y6 Children working at or above age related expectations** | 91% | 86% | 91% | 74% | 82% | 78% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Pupil Premium children gap more evident due to school closures for COVID-19 . Historical gaps in maths exaggerated by school closures. | | |
|  | | Y1 PP children lacking phonics knowledge and also evidenced in low reading ages; Y2 phonics gaps and low reading ages. | | |
| **C.** | | Speech and language has been impacted by time away from nursery/school settings in FS2; also evidenced in vocabulary and writing skills Y1-6. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Lack of technology at home and parental support or confidence with technology. | | |
| **E.** | | Attendance of children is generally lower therefore gaps are not being closed and can increase as missing further lessons. | | |
| **F.** | | Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning, develop vocabulary and skills. | | |
| 1. **Desired outcomes** | | | | |
|  | **Desired outcomes and how they will be measured** | | **Actions** | **Cost** |
|  | The gap between disadvantaged children’s achievements and non will diminish as measured by internal data and summative standardised assessments.  EOK gap diminished between disadvantaged and non disadvantaged students. | | * Teachers aware of PP children (noted on lesson plan) and ensure engagement through questioning and checking in. * Lessons will involve modelling and teaching of metacognitive and self-regulative strategies as well as vocabulary * Ongoing review through informal activities such as Kahoot quizzes to recap learning, Flashback to help in maths * Additional September PP meeting to identify barriers, plan interventions and monitored.November meeting to set targets. Half termly PP meetings/reports to check if children are on track * Y6 PP children to receive maths tutoring through Third Space learning and smaller groups in maths and English, Y1 and 2 through smaller phonics groups, Y3 through ITT support and volunteer reading support, Y4 with TA support, Y5 additional HLTA support. * Phone conferences held with parents and LB Autumn 1 to discuss any barriers, access to technology, settling back to school etc. Phonecall later in Autumn 2 to discuss progress/targets * Monitoring of teaching through lesson study weeks and learning will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases (Spring) * Spring term maths and English boosters for Y2 and Y6 with SLT * All PP children receiving intervention based on identified need | Third Space Autumn term  £150  Third Space Spring Term £250  DHT –additional day  £14,370  Seesaw  £1,500 |
|  | Baseline gap between reading age and chronological age will diminish; phonics gaps will be addressed and % of children passing screen will be in line with national. | | * All children baselined in September and monitored regularly to track progress in phonics (Y1 &2) and reading (all) * Children heard read daily if in lowest 20% * Volunteers recruited to hear readers and do probes * Phonics based reading scheme purchased * Small daily phonics groups to address needs. Additional staff member recruited to target gaps in Y1 &2 * SENco to take a small phonics group in Y2 Autumn term and Y3 child in a small group for focussed phonic work on gaps * Internal data used to track children’s achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap * DHT to make phonecalls to parents not engaging with reading at home | * SM x 5 mornings per week * £9,740   JJ- out of class for phonics x 4 pw  £1,550.50 |
|  | Students able to communicate at an age appropriate manner  % children meeting ELG in speaking to be inline with national.  Internal moderation of writing demonstrates progress from starting point in use of vocabulary and sentence structures in writing. | | * Wellcomm used to identify language gaps and targets identified in FS2 –Y2 * Nuffield Early Langugae Intervention program to be implemented in FS2 (JG and CB trained) * English and Curriculum leads to help identify high quality texts year groups could use for themes, class readers and guided reading extracts * Seesaw used to record reading at home and evidence fluency and ability to read wider vocabulary * Vocab Ninja walls used to display vocab and explore synonyms and antonyms * Booth book spine used to plan for wider access to genres in Y6 * Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this * Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary * Book clubs help develop a love for reading and allow children to discuss what has been read and the vocabulary used * Online reading scheme so children have access to books at home * Class libraries updated through donation scheme | Reading Scheme  £2,500  Additional Books for school libraries and Booth Book Spine  £1,200  Oxford Owl Online Books  £200 |
|  | Parents aware of the high expectations of their children and what this involves and will engage and support their children at home. 100% of children will have access to homelearning. | | * Expectations of online learning communicated via newsletter and email. Follow up phonecalls by DHT * Pupil Premium parents are contacted within the first half term to discuss home learning experiences to help determine where barriers may be * Pupil premium parents are contacted regularly (once per half term) to discuss progress and expectations * Laptops/tablets and dongles provided to families without technology * School will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations. | * Additional Technology * £1,875 |
| **E.** | Attendance of children will be 94% and inline with non PP children. Less work will be missed which will help academic gap close. | | * Attendance tracked and monitored by the office and data provided each month to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures * In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable (wearing masks during COVID, when local restrictions not in place) * SENCo to work with families to help overcome barriers | * AM – ELSA hours   £ 17,570 ( TA)  PW –Next step hours  £1,460  SENCO –out of class  £43,454 |
| **F.** | Experiences offered for children so that there is equality of opportunity and children have experiences that help them have high aspirations. | | * Pupil Premium families contacted in first half term to discuss the experience of home learning and school closure to help identify possible gaps * School trips subsidised * Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered * Involvement in Little Mermaids and Titans and Full of Beans Clubs * PP children given priority access to NTP funded programs | Full of Beans subsidy  £860  Trips subsidised by 50%  £5,000 |
|  |  | |  | **Total expenditure**  **£100,479.50.** |

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| 1. **Planned expenditure** | | | | | | | | | | |
| **Academic year** | **2020-21** | | | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Chosen action/approach** | | | | **What is the evidence and rationale for this choice?** | | | | | **When will you review implementation?** | |
| FFT data and baseline data reviewed in PP meetings and barriers identified (SEPT) and actions implemented. Aspirational targets set (Nov) then monitored.  Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.  Embed use of recapping learning and metacognitive strategies across the school. Teachers will have CPD on Rosenshine Principles.  Explicit teaching in maths using small steps White Rose , Mastery approach  Explicit teaching in English using guided reading and echo reading in KS1 and modelling of reading comprehension strategies in KS2 ( inference, retrieval, questioning, summarising and monitoring comprehension)  TA’s (year group/class based in the morning) and deliver interventions in the afternoon  Learning walks and feedback to develop strategies and new approaches  Lesson study days to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate | | | | PP meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings  Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school, Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice andindependent practice. Several reviews of the research on effectivesupport for pupils in mathematics and reading have provided support  for explicit instruction. One popular approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’  On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations for passports. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.  Lesson Study will allow teachers to work with each other (Post COVID regulations) to embed explicit instructions, scaffolding, flexible grouping, metacognitive strategies within classrooms and evaluate the impact of them. | | | | | Termly | |
| High quality texts will be selected across the school to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing  Love for reading developed throughout the school through dedicated story time that exposes children to variety of genres.  Phonics based reading scheme | | | | Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves.  Updating the books available in the library and reading scheme help create a ‘love for reading’ promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing.  Mapping the reading spine across the school helps to ensure coverage of a variety of genres and helps address cultural capital. | | | | |  | |
| 1. **Targeted support** | | | | | | | | | | |
| **Chosen action/approach** | | | | | **What is the evidence and rationale for this choice?** | | | | **When will you review implementation?** | |
| **Targeted interventions**  Targeting pupils who require additional help to reach age-related expectations in maths and English as well as language in early years  **Y6**  1:1 tuition Third Space Learning for Autumn Term for 5 y6 pupils to do gap filling catch up.  1:1 Tuition Third Space Learning Spring Sats preparation  Reducing class sizes for maths and English ( 1 group 16 2 groups of 22 with TA also) lead by teachers to improve opportunities for effective teaching and feedback.  **FS2**  Wellcomm speech packets  Nuffield ELI  **Y1**  Phonics tracker used to identify needs of Y1 students and experienced teacher hired for mornings to make small phonics groups and target individual needs during English lesson.  1:1 Phonics with LH for SEN child  1: 2 Phonics with JS for phase 2  1:7 Phonics with SM phase 2  1:13 ( 2 groups) with teachers phase 3  **Y2 Phonics**  Phonics tracker used to identify needs of Y1 students and experienced teacher hired for mornings to make small phonics groups and target individual needs during English lesson.  **CPD – Quality First Teaching**  Staff meetings will be held on Roshenshine Principles  TA training by SENCO on phonics and probes  **All year Groups**  20% bottom readers heard daily by an adult in school  TA’s running variety of interventions across the school including:  Five minute box maths and English  Funky Fingers Fine motor  Project X code  Handwriting  Writing groups  Probes  IDL - spelling | | | | | **Nuffield ELI**  The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.  If we don’t get accepted onto this program, we will continue to use Wellcomm and set targets and monitor progress.  **Smaller Class/Group Size**  EEF - Reducing class size appears to result in around three months' additional progress for pupils, on average. There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. (CPD on Rosenshine Principles and metacognition strategies) Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.  **EEF Small Group Tuition**  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. (Baseline phonics and reading age/strategy gathered)  **TA interventions**  The impact of TA’s is proven to be greater when delivering research based interventions based on children’s previous achievements rather than simply supporting the teacher in class. Specific gaps have been identified through data analysis and discussion between class teacher and SLT. Intervention groups have been set up that cover the gaps, informed by EEF evidence – 1:1 tutoring, small teacher led groups, research based intervention, structured interventions by TA (Project X code, Toe by Toe, )  Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.  On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. | | | | **December** | |
| 1. **Wider Strategies** | | | | | | | | | | |
| **Chosen action/approach** | | | **What is the evidence and rationale for this choice?** | | | | | **When will you review implementation?** | | |
| **Increased home school communication**  Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings (Post Covid) that will help them support their child resulting in a more positive home school relationship with Pupil Premium families  SLT member on the gate every morning to help open communication with parents.  Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text. letter)  Extra parent/staff discussions as required – initially in the first six weeks of school to discuss home learning and school closure experiences. DHT and SENCO to call families at least once half termly to check on any barriers and express expectations and praise. | | | Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated.  Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops (Post COVID restrictions) to help develop a support network at home and a more positive relationship between home and school.  High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children’s learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children’s experience at school more positive. | | | | | **November – check that all parents have been contacted and supported. Monitor half-termly.** | | |
| **Attendance Initiatives**  If attendance of children is lower, gaps cannot be closed and can increase as missing further lessons.  HT to monitor Pupil premium children’s attendance to identify those at risk of struggling to return after closure.  Extreme cases (where beneficial) transport provided to school by SLT.  SENCO out of class to work with families to help overcome barriers. | | | SLT, SENCO and ELSA support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possible hinder their learning.  Staff will be delivering a ‘well-being’ curriculum during the first few weeks of school to help with any returning anxieties and where support may need to be introduced.  Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through phonecalls. This in turn will help attendance increase and therefore achievement increase as less education missed.  In extreme cases transport provided to ensure that children can get to school and on time when other transport is not available or acceptable so routines are not missed or disrupted and again the correct mindset is developed at the start of the day | | | | | **Monthly** | | |
| **Opportunities**  Experiences for children are currently very limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.  Ensure access to technology so children can benefit from homelearning and online subscriptions such as Mathletics, Seesaw, TT Rockstars, Oxford Owl, Spelling Shed and First News. Laptops to be loaned.  Pupil voice used to identify wants and needs and where possible implemented to provide increased experiences.  Allocation of funding to enable enrichment opportunities.  Examples of aspirational futures provided through visitors and PSHE curriculum.  ELSA and Next Steps provided by SENco and 3 trained TAs to ensure social and emotional needs are addressed. | | | Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children  EEF have reported that social and emotional learning can allow an extra 4 months learning. This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure. | | | | | **Termly** | | |
| 1. **Review of expenditure** | | | | | | | | | | |
| **Previous Academic Year** | | **2020-2021** | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| 1. Gap between disadvantaged and All will diminish in internal and EOKS data. | * Quality first teaching * Pupil Progress meetings Sept, then termly to discuss interventions * Boosters for Y6 and Y2 | Note: due to Covid, no national standardised data. Gap not diminished – which is also national trend.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Reading | | Writing | | Maths | | |  | PP | Non | PP | Non | PP | Non | | % ELG | 40 | 63 | 20 | 44 | 40 | 60 | | % Y1 ARE | 30 | 61 | 30 | 47 | 40 | 59 | | % Y2 ARE | 60 | 61 | 20 | 33 | 50 | 55 | | % Y3 ARE | 54 | 71 | 31 | 55 | 46 | 67 | | % Y4 ARE | 59 | 70 | 25 | 50 | 33 | 70 | | % Y5 ARE | 78 | 78 | 44 | 55 | 44 | 74 | | % Y6 ARE | 67 | 86 | 58 | 79 | 59 | 79 |   Attainment of non SEN PP children   |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | |  | PP non SEN | PP Non SEN | PP Non SEN | | % ELG | 40 | 20 | 40 | | % Y1 ARE | 38 | 38 | 40 | | % Y2 ARE | 63 | 25 | 63 | | % Y3 ARE | 70 | 40 | 60 | | % Y4 ARE | 75 | 25 | 38 | | % Y5 ARE | 80 | 67 | 50 | | % Y6 ARE | 87 | 75 | 75 |   Gap between non SEN PP and all diminished in all subjects in Y6 and for reading in y2-6 (-12 % in 2019 to 0% 2021) | | | | Due to Covid disruptions and restrictions CPD and monitoring was impacted. CPD in maths, spelling and phonics already planned in 21-22, as research indicates importance.  Raised profile of PP in additional pupil progress meetings ensured teachers kept interventions focussed on need.  Y2 and 6 boosters with SLT unable to take place. Previous success with these. Implement in 21-22.  Covid has had an impact upon all students and nationally gap has widened between PP and non, although non SEN students performing better.  Population of SEN PP children increasing.  Need to monitor smaller step NTS data to identify small steps progress for SEN.  Raise profile of SEN PP students. | | | |  |
| 1. Baseline gap between reading and chronological age will diminish and % chn passing phonics screen will be inline with national | * Baseline in September with Salford then monitor x3 per year. * Lowest 20% to read in school * Classroom libraries refreshed * Tracking of Phonics data * Small group phonics teaching * Additional OUP reading books purchased | Phonics screen check in December Y2   |  |  |  | | --- | --- | --- | |  | PP | Non | | % Meeting Pass score | 80 | 86 |   Y1 On track to Meet December 21 Phonics Screen Check based on June 21   |  |  |  | | --- | --- | --- | |  | PP | Non | | % Meeting Pass score | 60 | 81 |   Note:2/4 children not on track are SEN.  Reading Age   |  |  |  |  | | --- | --- | --- | --- | |  | % ARE Autumn  PP | % ARE Summer  PP | % ARE Summer  Non-Sen PP | | Y1 | 0 | 20 | 25 | | Y2 | 20 | 70 | 75 | | Y3 | 62 | 62 | 80 | | Y4 | 33 | 42 | 63 | | Y5 | 33 | 33 | 50 | | Y6 | 17 | 33 | 25 | |  |  |  |  | | | | | Use of additional adults and close tracking has proved to positively impact children’s progress in phonics and reduce teacher workload. This strategy will be continued, with additional adult providing tailored support within Y1 and 2 classrooms.  KS2 needs to be more closely monitored for reading. Need pupil voice and parental voice to determine any barriers.  New Phonics scheme to be implemented 21-22  Incoming Y2 and Y6 need intervention for reading. | | | | £9740 SM  £1550.50 JJ |
| 1. Students communicate at an age appropriate manner. % chn meeting ELG in speaking inline with national | * Wellcomm * NELI * Additional books purchased and donated * Online reading scheme FS2/Y1 | 20% Achieved GLD in speaking and 30% in understanding  No national data to compare to. | | | | Need to train additional adult on NELI. Only 1 pp child did program. Increase uptake and monitoring.  Y1 need S&L support due to needs. | | | | NELi – no cost  £2500 spent on reading scheme. |
| 1. All chn to have access to home learning | * Devices loaned * Support to set up * Phonecall check in | 18 children were loaned devices during lockdown with a further 2 receiving SIM cards. | | | | Although loaned devices, families didn’t always fully/consistently engage with online learning when lessons were not live.  Devices to be made available and more frequent phonecalls to check in. tech support to be offered for Seesaw uploads. Use check-in phone calls to determine. | | | | DfE loaned devices- no cost |
| 1. Attendance in line with Non Pupil Premium 94% | * HT monitor * SLT transported child if necessary * SENCO out of class to work with families * ELSA sessions | 94% attendance PP  97% non PP  Target met for PP. | | | | Building relationships with parents has proved successful.  ELSA sessions helped to alleviate worries that may have prevented children coming to school.  Continue support. | | | | ELSA TA out of class afternoons £9,000  SENCO out of class  £43, 454 |
| 1. **Targeted support** | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **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 help close attainment gaps | * Targeted structured interventions * Smaller group teaching Y6, Y2, y1 * 20% lowest readers heard daily | Use of phonics smaller groups successful 80% reaching standard.  3 smaller maths and English groups in Y6 – lower than 2019 results but in line with local results and gaps diminished for non-SEN students. | | | | | Continue with baselining reading ages and tracking through year and hearing daily readers.  More frequent Pupil progress meeting allow greater monitoring and keep profile raised.  Continue to hire extra experienced teacher for phonics (SM)  DHT to assist with targeted interventions/boosters Y6.  Daily readers to be heard. | | | £9740 SM |
| 1. **Other approaches** | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| Increased home school communication to identify barriers to learning and well being. | * SLT on gate * ELSA support * Phonecalls and visits | Due to COVID, parents were not able to attend any on site workshops but phonecalls and opportunities to speak on gate helped with communication. Attendance met target and well-being supported in school. 3 children received 1:1 teaching during lockdown via Zoom.  All children had access to technology. | | | | | SLT continue to be present on gate  DHT to make termly phonecalls.  ELSA to continue | | |  |