

## Pupil Premium Strategy 2019-2020



### Summary information

|                               |                          |   |           |     |   |                         |  |
|-------------------------------|--------------------------|---|-----------|-----|---|-------------------------|--|
| <b>School</b>                 | Thameside Primary School |   |           |     |   |                         |  |
| <b>Academic Year</b>          | 2019/20                  | <b>Total PP budget</b>  | £241,560  |     | <b>Date of most recent external PP Review</b>         | September 2018 (Ofsted) |  |
|                               |                          | <b>Additional school budget set aside for PP intervention</b> | £0        |     | <b>Date of most recent internal PP Review</b>         | September 2019 (Trust)  |  |
| <b>Total number of pupils</b> | 708                      | <b>Number of pupils eligible for PP</b>                       | Sept 2019 |     | <b>Date for next internal review of this strategy</b> | July 2020               |  |
|                               |                          |   | EYFS      | 9   |   |                         |  |
|                               |                          |   | Year 1    | 27  |   |                         |  |
|                               |                          |   | Year 2    | 17  |   |                         |  |
|                               |                          |   | Year 3    | 31  |   |                         |  |
|                               |                          |   | Year 4    | 39  |   |                         |  |
|                               |                          |   | Year 5    | 29  |   |                         |  |
|                               |                          |   | Year 6    | 31  |   |                         |  |
|                               |                          |   | Total:    | 183 |   |                         |  |

**PPG pupils within other groups  
% of PPG pupils that are :**

**SEND= 27% (50/185)**

**EAL = 20% (37/185)**

**LAC= 1% (2/185)**

**Current attainment - July 2019 (All PPG)**

|   | <i>Pupils eligible for PP July 2019</i> | <i>Pupils not eligible for PP July 2019</i> |
|---|---|---|
| <b>% meeting Good Level of Development in EYFS</b>                      | 73%                                     | 57%   |
| <b>% achieving age expectations in Year 1 Phonics Screening Check</b>   | 72%                                     | 74%   |
| <b>% meeting expected standard in Reading, Writing and Maths Year 1</b> | 50% combined<br>R-56% W- 61% M-72%      | 52% combined<br>R- 57% W- 55% M-62%         |
| <b>% meeting expected standard in Reading, Writing and Maths Year 2</b> | 54% combined<br>R-69% W- 58% M-77%      | 59% combined<br>R-73% W-62% M- 74%          |
| <b>% meeting expected standard in Reading, Writing and Maths Year 3</b> | 49% combined<br>R- 67% W- 65% M- 49%    | 50% combined<br>R- 65% W- 60% M- 61%        |
| <b>% meeting expected standard in Reading, Writing and Maths Year 4</b> | 50% combined<br>R- 65% W- 54% M- 62%    | 58% combined<br>R- 68% W- 68% M- 69%        |
| <b>% meeting expected standard in Reading, Writing and Maths Year 5</b> | 52% combined<br>R-83% W- 59% M-76%      | 53% combined<br>R-77% W-57% M- 75%          |
| <b>% meeting expected standard in Reading, Writing and Maths Year 6</b> | 48% combined<br>R- 52% W- 55% M- 61%    | 66% combined<br>R- 70% % W- 79% M-80%       |

## 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)*

|                  |   |
|------------------|---|
| <b>Barrier A</b> | Behaviour, Social and emotional difficulties – barriers to learning. A high level of pupils are supported through the Pastoral System. This includes behaviour support, Learning Mentor/Counselling and Family Support Workers. A social Worker is employed to support pupils/families subject to CP/CIN/EOH plans. |
| <b>Barrier B</b> | Delayed language and vocabulary skills (speaking & reading skills) Learning and retaining phonic sounds and blending to read.- EYFS / KS1   |
| <b>Barrier C</b> | Attainment in writing is low in comparison to other subjects. Pupils experience difficulty in writing due to lack of first -hand experiences to write in different contexts.  |
| <b>Barrier D</b> | Self- esteem and confidence issues for some pupils leading to reduced engagement in lessons and extra- curricular activities.   |

### External barriers *(issues which also require action outside school)*

|                  |  |
|------------------|--|
| <b>Barrier E</b> | Attendance for disadvantaged children has decreased PPG -89.7% ( 96% National) Attendance for all pupils has decreased Attendance 93.% A gap of 3.3% exists  |
| <b>Barrier F</b> | Access to on line learning – Ensuring Reading and My Maths are completed   |
| <b>Barrier G</b> | Low aspirations for the future – lacks of positive role models within families.  |
| <b>Barrier H</b> | Pupil turbulence- higher than average turnover of pupils on role. This has a significant impact on resources and learning outcomes due to high frequency of pupils arriving and leaving. (37% mobility in academic year 2018-2019) |

## Outcomes

| <i>Desired outcomes</i>  | <i>Success criteria</i>  |
|--|--|
| The attendance of al pupils including disadvantaged pupils improves and the % gap between disadvantaged and all pupils shall decrease. | The attendance of PPG pupils will improve and and move on a trajectory in line with national expectations (96%)<br>Parents and carers understand the importance of good attendance and engage with family learning opportunities         |
| Pupils eligible for PPG make progress and achieve in line with their peers to meet national expectations.                              | Pupils eligible for PPG make at least expected progress from their starting point and achieve in line with their peers to meet national expectations.<br>The attainment gap is narrowed between PPG and non- PPG across all year groups. |
| Increase parent/carers engagement to facilitate support for pupils eligible for pupil premium  | Greater % of parent/carers of identified PPG pupils attend school events this academic year. (workshops, SATs meetings, Year group 'Show and Share' events, Parent/carers consultations)   |

**Planned expenditure**

**Academic year: 2019/20**

| Activity   | Amount allocated to intervention/activity (projected costs) | Summary of intervention/activity  | Evidence and rationale for this choice  | Intended outcomes: what will it achieve if successful?  | Monitoring: when and by whom?           | Actual impact: What was actually achieved?  |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
|--|---|---|---|---|---|---|-----------|-------|-----------------|--|--|---------|---------|---------|---------------------------------|----|----|---|---|----------------------------------|----|---|---|---|--|-------|-----------------|--|--|--|--|---------|---------|---------|---------------------------------|----|---|---|---|---------------------------------|----|---|---|---|
| <p><b>Nurture provision (Nurture team and pastoral team support)</b></p> | <p>£95,302.00</p>   | <p>Y1-2 Footsteps.<br/>Y3-4 Footsteps.</p> <p>Basic learning skills for reading, writing and maths are planned for children to access at appropriate level.</p> <p>Afternoon nurture group</p> <p>Social skills development to enable children to be able to integrate with other children in the group and class</p> | <p>Vulnerable pupils are able to access specialist education, when they are unable to access the mainstream as a result of exceptionally low attainment, and/or social and personal issues.</p> | <p>Nurture groups provide a differentiated curriculum for pupils within it. The children within these groups make progress from their starting points as evidenced in Boxall profiles and 'Individual learning journeys'</p> <p>Afternoon nurture supports children's emotional and social needs. Less risk of disruption and exclusion from class.</p> | <p>SLT<br/>SENCO<br/>Class teachers</p> | <table border="1"> <thead> <tr> <th rowspan="2">Footsteps</th> <th rowspan="2">Total</th> <th colspan="3">Autumn (pupils)</th> </tr> <tr> <th>All day</th> <th>Am only</th> <th>Pm only</th> </tr> </thead> <tbody> <tr> <td>Year 1 /2<br/><b>4 PP pupils</b></td> <td>14</td> <td>10</td> <td>0</td> <td>4</td> </tr> <tr> <td>Year 3 /4/5<br/><b>2PP pupils</b></td> <td>12</td> <td>6</td> <td>4</td> <td>2</td> </tr> <tr> <td></td> <td>Total</td> <td colspan="3">Spring (pupils)</td> </tr> <tr> <td></td> <td></td> <td>All day</td> <td>Am only</td> <td>Pm only</td> </tr> <tr> <td>Year 1 /2<br/><b>4 PP pupils</b></td> <td>15</td> <td>9</td> <td>2</td> <td>4</td> </tr> <tr> <td>Year 3 /4<br/><b>3 PP pupils</b></td> <td>13</td> <td>7</td> <td>5</td> <td>1</td> </tr> </tbody> </table> <p>Am – teaching and learning ( curriculum)<br/>Pm- social skills development</p> <p>All PPG pupils working within the Nurture provision made, on average, 3 points of progress across the developmental strands. 2 children's progress was judged significant and were successfully transitioned back into mainstream learning (Spring 2020).</p> | Footsteps | Total | Autumn (pupils) |  |  | All day | Am only | Pm only | Year 1 /2<br><b>4 PP pupils</b> | 14 | 10 | 0 | 4 | Year 3 /4/5<br><b>2PP pupils</b> | 12 | 6 | 4 | 2 |  | Total | Spring (pupils) |  |  |  |  | All day | Am only | Pm only | Year 1 /2<br><b>4 PP pupils</b> | 15 | 9 | 2 | 4 | Year 3 /4<br><b>3 PP pupils</b> | 13 | 7 | 5 | 1 |
| Footsteps  | Total   | Autumn (pupils)   |   |   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
|  |   | All day   | Am only   | Pm only   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
| Year 1 /2<br><b>4 PP pupils</b>  | 14  | 10  | 0   | 4   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
| Year 3 /4/5<br><b>2PP pupils</b>   | 12  | 6   | 4   | 2   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
|  | Total   | Spring (pupils)   |   |   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
|  |   | All day   | Am only   | Pm only   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
| Year 1 /2<br><b>4 PP pupils</b>  | 15  | 9   | 2   | 4   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
| Year 3 /4<br><b>3 PP pupils</b>  | 13  | 7   | 5   | 1   |   |   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |
| <p><b>Attendance support</b></p>   | <p>£26,993.00</p>   | <p>The Attendance Officer will be involved with families where attendance falls below 90%.</p>  | <p>Improved and consistent attendance will enable improved progress of pupils learning</p>  | <p>Disadvantaged pupils will attend school more.</p> <p>Learning opportunities will be maximised.</p> <p>Stable pupils will make at least good progress in learning from previous KS</p>  | <p>EWO<br/>CLT</p>                      | <p>Progress from KS1 (Stable pupils)<br/><b>All pupils ( 56)</b><br/><b>R 95%</b><br/><b>W 96%</b><br/><b>M 88%</b><br/>Pupil premium pupils (23)<br/><b>R 87%</b><br/><b>W 91%</b><br/><b>M96%</b></p> <p>Although there remains a gap between PPG and non PPG in reading and writing for stable pupils in KS1, it is closing with</p>   |           |       |                 |  |  |         |         |         |                                 |    |    |   |   |                                  |    |   |   |   |  |       |                 |  |  |  |  |         |         |         |                                 |    |   |   |   |                                 |    |   |   |   |

|  |            |  |  |   |   |   |
|--|------------|--|--|---|---|---|
|  |            |  |  |   |   | PPG pupils making better progress in maths than non-PPG (as of March 2020)<br>All pupils were affected by lockdown, however, national data indicates that PPG pupils were more affected than non-PPG.   |
| <b>Reading and writing<br/>Phonics groups</b>                          | £28,041.00 | Y1-2<br>Time for Phonics Leader, teaching and support staff to review, evaluate and assess progress of groups on a half termly basis. Time for support staff to work with Phonics Leader to plan effective interventions for identified disadvantaged pupils to address gaps   | Teaching time in class is maximised as less incidents of disruption<br><br>Vulnerable pupils are safeguarded.<br><br>Parental engagement is improved.  | Phonics and reading skills are embedded, being used independently and with confidence by pupils. Disadvantaged pupils make substantial progress in R and W from starting points to achieve in line with or better than other peers. All disadvantaged (especially new to school and more able pupils) make substantial progress to pass phonics screening test in Year 1 (or Year 2 if new to school or retaking)                 | DHT<br>Phonics lead<br>Reading lead<br>Writing lead | Phonics lead termly review of phonics teaching by teachers and support staff and individual support given to develop teaching.<br>test in Year 1 (or Year 2 if new to school or retaking)<br><br>Resources purchased to support learning. Individuals/groups identified for further intervention led by Phonics lead and trained LSA.<br><br>Daily reading sessions established in YR –Y2 to apply phonic knowledge. Y1/2 Screening Check 2020 N/A due to Covid-19 30% increase in children scheduled to pass Y1 check from Dec – March 2020<br><br>The impact of this target will not be able to be measured until Dec 20 when all year 2 pupils will take part in a phonics assessment. Current school data shows that there has been a loss of phonic knowledge for some pupils. |
| <b>Curriculum ,<br/>assessment and<br/>intervention<br/>resources.</b> | £2,513.00  | Resources will be bought and used to ensure children are able to access the curriculum. These can be things such as pencil grips, writing slopes, different coloured books.<br><br>Cost of Reading Eggs to support the enjoyment of reading and to use in guided reading lessons so that pupils develop a deep understanding of the text to support learning across all areas of the curriculum (Y1 – 6) | Engagement in reading increases.<br><br>Knowledge and understanding of multiplication table improves.<br><br>Areas identified as 'gaps' in learning are addressed and taught to ensure all pupils make at least good progress from their starting point. | Enable children who cannot access resources and learning programmes at home, to have access in school.<br><br>Disadvantaged pupils will demonstrate improved inference and deduction skills in reading including for the taught key texts at least in line with their peers, particularly at greater depth standard/exceeding. Disadvantaged pupils will demonstrate a wider and deeper understanding of the taught knowledge and | PPG lead<br>Reading lead<br>Maths leads             | Use of on line learning platforms and resources accessed for home learning, used extensively in setting work for Home Schooling due to Lockdown.<br><br>63%of PP pupils have regular access to ICT to access home learning prior to Lockdown.<br><br>After school computer clubs established to support Reading Eggs and My Maths.<br><br>PIXL resources and intervention planning developed in school to maximise teaching opportunities.<br>All year groups using PIXL to support identified children.<br><br>In a parent survey (July 20), 6% of parents reported not having a computer or laptop at home. 68% reported that there were no barriers to internet usage  |

|  |                   |   |  |  |                              |  |
|--|-------------------|---|--|--|------------------------------|--|
|  |                   | <p>Resources for teaching of arithmetic skills and times tables and flexibility in number (My Maths, Times Table Rockstar)</p> <p>Cost of resources and subscription to PIXL to support application of mathematical skills to reasoning problems. Cost of additional resources and training to support the implementation of a cohesive curriculum across all subjects and all phases.</p> <p>Subscription To Discovery Education , Cornerstones Curriculum, Classroom secrets</p> <p>Cost of additional IT resources to upgrade equipment and ensure high quality teaching of Computing.</p> |  | <p>skills in writing across the curriculum.</p> <p>Disadvantaged pupils will demonstrate fluency when applying</p>   |                              | <p>but 19% reported that resources needed to be shared across the family.</p>  |
| <p><b>Pastoral team support (Social worker, Family support , learning mentors)</b></p> | <p>£39,273.00</p> | <p>A Learning Mentor/Counsellor provides specialist intervention and support to identified vulnerable pupils.</p> <p>Family support work with children and families.</p> <p>BESD Pupils are supported by a behaviour specialist supports class teachers with pupils who make the wrong choices.</p> <p>Pupils are referred by class teachers or discussed at Weekly Pastoral TAC meetings, including those on CP plans.</p>   | <p>Pupils with specific emotional needs and behavioural issues develop social and learning skill to integrate into school life positively.</p> | <p>Pupil 's social and emotional well-being is best supported to enable them to learn and enjoy school</p> <p>Teaching time in class is maximised as less incidents of disruption</p> <p>Vulnerable pupils are safeguarded.</p> <p>Parental engagement improves.</p> | <p>CLT<br/>Pastoral team</p> | <p><b><u>Learning Mentor Referrals</u></b><br/><b><u>Total Male and Female- 44,</u></b></p> <p>24 were in receipt of pupil premium funding</p> <p>19 had an SEN marker</p> <p>After a set number of bespoke sessions 17/24 did not require further support.</p> <p><b><u>Safeguarding/Family Support interventions (according to date of case opening to services)</u></b><br/><b><u>Total Male and Female -72,</u></b></p> <p>42 were in receipt of pupil premium funding</p> <p>28 had an SEN marker</p> |

|   |                          |  |  |   |                                     |  |
|---|--------------------------|--|--|---|-------------------------------------|--|
| <p><b>Gifted and Talented opportunities</b></p>   | <p>£2320. 00</p>         | <p>Cost of travel, staff release and involvement of 'The Brilliant Club'.</p>  | <p>Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.</p> | <p>To develop confidence and independence in learning workshops and tasks.</p> <p>Disadvantaged pupils develop greater awareness of opportunities that are open to them in the wider world.</p> | <p>DHT<br/>Subject lead</p>         | <p>Brilliant Club- 12 children selected from year 5. <b>(33%Pupil Premium.)</b><br/>All permission and data slips completed. On-line registration completed.</p> <p>No impact this year because of the national lockdown.</p>                                  |
| <p><b>Clubs and trips</b></p>   | <p>£350.00</p>           | <p>Trip and visits across the school including, curriculum visits, and workshops in school.</p> <p>Support for attendance at after school sports clubs to develop skills and sportsmanship.</p> <p>Support for disadvantaged pupils to attend holiday clubs. Places provided at after school clubs for disadvantaged pupils.</p> <p>Children are able to draw on experiences to write from first hand experiences.</p> | <p>Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.</p> | <p>Enrichment opportunities presented to disadvantaged pupils.</p>  | <p>PPG lead<br/>PE dept</p>         | <p>Due to lockdown, clubs and trips suspended from first week of March.</p> <p>All PP pupils in attendance participated in curriculum days used to enrich learning.<br/>( Portals from the Past) Sept- March Planetarium<br/>Local visits in the community</p> |
| <p><b>Continuing professional development for all Teachers</b></p> <p><b>CPD for supprt staff</b></p> | <p>£3003</p> <p>£457</p> | <p>Professional development for teachers and teaching assistants to continue to develop/ plan lessons to provide a broad, high quality cohesive curriculum where pupils are able to secure concepts so that knowledge, skills and understanding are retained in pupils' long term memories before applying these to new contexts progressively.</p>  | <p>Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.</p> | <p>Outcomes for all pupils including disadvantaged pupils are at least good due to improved subject knowledge of all members of staff.</p>  | <p>HT<br/>DHT<br/>Subject leads</p> | <p>Monitoring of teaching over time showed that 5 teachers were outstanding, 23 were good and 2 required improvement (March 20)</p>  |

|   |   |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
|---|---|--|--|---|---|---|--------|--|--------|--|--------|---|--------|--|--------|---|--------|---|
| <p><b>Additional teaching assistant support</b></p> | <p>£77566.00</p>  | <p>Support in class for all year groups from LSA's and HLTA's. developing focussed reading, writing, and maths interventions. Support for disadvantaged pupils to ensure at least good progress and bring their attainment in line with peers.</p> | <p>Raised self-confidence and independence in learning for targeted pupils.</p>                                    | <p>The percentage of disadvantaged pupils achieving at greater depth is in line with peers. From the starting points, the progress of disadvantaged pupils matches their peers.</p> | <p>HT<br/>DHT<br/>Phase leads<br/>Year leads</p>    | <p>KS2- French lessons taught by LSA to enable each class teacher to teach interventions groups ( cusp to ARE)<br/>( ARE cusp GD)</p> <p>Autumn term-Spring Term. All PP children identified as needing support<br/>Summer term no data</p> <table border="1" data-bbox="1733 400 2123 959"> <tr> <td>Year 1</td> <td>7/31 no intervention – ARE/+ ( good progress.)</td> </tr> <tr> <td>Year 2</td> <td>7/18 no intervention – ARE/+ ( good progress.)<br/><b>Red progress R 3 -W 2 - M 5</b></td> </tr> <tr> <td>Year 3</td> <td>7/34 no intervention – ARE/+ ( good progress.)<br/><b>Red progress R 4- W 1 - M 5</b><br/>Footsteps = 2</td> </tr> <tr> <td>Year 4</td> <td>14/40 no intervention (ARE/+ ( good progress.)<br/><b>Red progress R 5- W 4 - M 3</b></td> </tr> <tr> <td>Year 5</td> <td>5/27 no intervention ARE/+ ( good progress.)<br/><b>Red progress R 1 -(BOTH SEN) W 1 - M 1</b></td> </tr> <tr> <td>Year 6</td> <td>8/34 no intervention ARE/+ ( good progress.)<br/><b>red progress R 1= 10pts - M 2 ( 1 =10PTS 1= 11pts )</b><br/><b>W 1= 11pts</b></td> </tr> </table> | Year 1 | 7/31 no intervention – ARE/+ ( good progress.) | Year 2 | 7/18 no intervention – ARE/+ ( good progress.)<br><b>Red progress R 3 -W 2 - M 5</b> | Year 3 | 7/34 no intervention – ARE/+ ( good progress.)<br><b>Red progress R 4- W 1 - M 5</b><br>Footsteps = 2 | Year 4 | 14/40 no intervention (ARE/+ ( good progress.)<br><b>Red progress R 5- W 4 - M 3</b> | Year 5 | 5/27 no intervention ARE/+ ( good progress.)<br><b>Red progress R 1 -(BOTH SEN) W 1 - M 1</b> | Year 6 | 8/34 no intervention ARE/+ ( good progress.)<br><b>red progress R 1= 10pts - M 2 ( 1 =10PTS 1= 11pts )</b><br><b>W 1= 11pts</b> |
| Year 1  | 7/31 no intervention – ARE/+ ( good progress.)  |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
| Year 2  | 7/18 no intervention – ARE/+ ( good progress.)<br><b>Red progress R 3 -W 2 - M 5</b>  |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
| Year 3  | 7/34 no intervention – ARE/+ ( good progress.)<br><b>Red progress R 4- W 1 - M 5</b><br>Footsteps = 2                           |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
| Year 4  | 14/40 no intervention (ARE/+ ( good progress.)<br><b>Red progress R 5- W 4 - M 3</b>  |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
| Year 5  | 5/27 no intervention ARE/+ ( good progress.)<br><b>Red progress R 1 -(BOTH SEN) W 1 - M 1</b>                                   |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
| Year 6  | 8/34 no intervention ARE/+ ( good progress.)<br><b>red progress R 1= 10pts - M 2 ( 1 =10PTS 1= 11pts )</b><br><b>W 1= 11pts</b> |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |
| <p><b>Support for parents</b></p>                   | <p>£250</p>   | <p>Workshops for parents and carers of disadvantaged pupils in all phases to develop learning skills. Support given to help parents' to enable them to work with their child at home on key learning skills.</p>                                   | <p>Increase engagement and confidence in parents of disadvantaged pupils in working with their pupils at home.</p> | <p>Outcomes for disadvantaged pupils improve. Pupils, parents and carers to gain knowledge, skills and confidence from attending workshops</p>                                      | <p>Subject leads<br/>Year leads<br/>Phase leads</p> | <p>No impact as these did not happen due to lockdown restrictions.</p>  |        |  |        |  |        |   |        |  |        |   |        |   |
| <p><b>Cool milk</b></p>                             | <p>£280.00<br/>(7 month)</p>  |  |  |   |   |   |        |  |        |  |        |   |        |  |        |   |        |   |



|                             |    |
|-----------------------------|----|
| Balance remaining 2019/2020 | £0 |
|-----------------------------|----|

- ARE- Age related expectations
- NA- National Average