



Publicly-funded schools in England receive extra funding from the government to help them improve the attainment of their disadvantaged pupils, thus narrowing the gap with their peers. This funding is called Pupil Premium. From April 2020, schools receive £1,345 per primary-aged pupil who claims free school meals, or who has claimed free school meals in the last 6 years. Attainment and progress of children in receipt of Pupil Premium (PP) is always a priority in our School Improvement Plan. The impact of our spending strategy is regularly evaluated using both quantitative and qualitative data. Pupil Premium children are often referred to as being disadvantaged.

At Telscombe Primary School and Nursery, children are happy, safe and hard-working. Consistently good teaching and a broad and balanced curriculum enables children to develop a love of learning, achieve and be prepared for life in the 21st century. This will be achieved through our core values of: Respect, Equality, Aspiration, Collaboration, Courage and Achievement, which are embodied in our motto, 'Today's Children; Tomorrow's Champions'. This is at the core of our strategy for pupil premium and everyone has a responsibility for every child succeeding in our school.

We follow the Education and Endowment Foundation (EEF) evidence which suggests that Pupil Premium spending is most effective when schools use a tiered approach: Teaching; Academic support; Wider approaches. The latter refers to non-academic approaches including improving attendance, clubs, trips and extra-curricular lessons.

1. Summary information					
School	Telscombe Cliffs Primary School and Nursery				
Academic Year	2020/21	Total PP budget	£122,015	Date of most recent PP Review	July 2020
Total number of pupils	606 (not including nursery)	Number of pupils eligible for PP	90 (including 2 post LAC and 1 service child) – 15% of children	Date for next internal review of this strategy	July 2021

2. Statutory Assessment 2018/2019 academic year				
Previous attainment (End of KS2 Results July 2019 – 24 children)				
Age Related Expectations (ARE) Greater Depth Standard (GDS)	<i>Pupils eligible for PP Telscombe Cliffs</i>	<i>Non-PP Telscombe Cliffs</i>	<i>Pupils eligible for PP National</i>	<i>Non-PP National</i>
% achieving ARE in reading, writing and maths combined	41.7%	53.8%	51.5%	71.5%
% achieving GDS in reading, writing and maths combined	0%	6.2%	4.7%	13.3%
ARE attainment and progress in reading	58.3% -4.9	64.5% -3.3	62.3% -0.6	78.8% 0.3
GDS reading	16.7%	21.5%	17%	31.8%
ARE attainment and progress in writing	54.2% -5.4	75.4% -3.6	67.9% -0.5	83.9% 0.3
GDS writing	4.2%	6.2%	11.4%	24.2%
ARE attainment and progress in maths	45.8% -6.6	67.7% -4.4	67.5% -0.7	84.2% 0.4
GDS maths	0%	23.1%	15.6%	31.8%

March 2020 Teacher Assessment Data for Pupil Premium (25 children)				
Age Related Expectations (ARE) Greater Depth Standard (GDS)	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Combined</i>
% achieving ARE PP	56%	52%	64%	48%
% achieving ARE Non-PP	79%	80%	79%	69%

Based on 2019/20 data at the end of Term 4 (March 2020).

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children start Telscombe Cliffs significantly below (approximately 20%) typical for communication, language and phonics skills, and disadvantaged children are further behind than their peers.	
B.	The % of pupils with SEND is higher for PP than non-PP.	
C.	Boys do not engage as well with learning as girls - especially in English.	
D.	Positive attitudes to learning are generally less embedded for disadvantaged children.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	PP non-attendance and persistent absence is higher than Non-PP and the gap widened in 2019-2020. This reduction of time spent in school causes them to fall further behind.	
F.	Lack of parental involvement in school and home learning impacts on progress.	
G.	Limited enrichment and extra-curricular opportunities means that some PP children have less access to life experiences than their peers to support their learning.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonics, communication and language skills for PP children in EYFS and Key Stage 1.	EYFS data shows rapid progress from baseline. Language link scores show secure improvement. 60% of PP children (6/10) pass the Phonics Screening assessment in Year 1. 71% of PP children (12/17) pass the Phonics Screening assessment in Year 2. 83% of PP children (10/12) pass the Phonics Screening assessment in Year 3.
B.	Improve outcomes for PP children in reading, writing and mathematics including those who have SEND.	SEN children in receipt of PP demonstrate good progress based on assessment and work in books. Pupil voice quantitative and qualitative evidence indicates that all children access and enjoy core teaching. Impact of targeted interventions is evaluated termly.
C.	To close the gender gap in reading and writing for PP children.	Pupil voice shows increased boys' engagement with class texts and access to other books in school. Boys are engaged by our new approach to teaching of phonics, reading and writing (STEP teaching school). This is evident in monitoring and pupil voice. Rapid improvement from baseline phonics data. Clear evidence of writing progress in books. Teacher assessment shows that the % of PP boys at ARE in reading and writing is increasing compared to 2019/20 – by at least 10%.

D.	To close the gap between PP and non-PP in KS2 in reading, writing and mathematics.	Teacher assessment and validated data shows that the % ARE gap between PP and Non-PP in KS2 is closing by at least 10% compared to 2018/19 and 2019/2020. <u>2020/2021 PP Targets</u> KS2 ARE reading, writing and maths combined 60%.
E.	Increased attendance rates for pupils eligible for PP to at least 94%. Persistent absence is reduced by at least 10%.	Attendance is monitored weekly by PP lead and procedures are robustly adhered to. Pupil voice of our worst PP attendees demonstrate increased engagement which positively impacts on their attendance. Gap between PP and non-PP in overall attendance and persistent absence is reduced compared to 2019/2020 and is now in line with our targets.
F.	Increased self-esteem, emotional literacy and resilience.	Pupil feedback via initial pupil voice (maths, English and attitudes to learning) – to be implemented by PP champion for each year group. 100% of PP children confirm that they feel confident in school. Positive behaviour from vulnerable pupils results in a reduction of FTE. Our target is 0% FTE. Pride in completed work is evident through book scrutiny and pupil voice.
G.	Children have curriculum enrichment and engage in opportunities off site (if COVID- 19 allows this).	Baseline assessments and pupil feedback demonstrate increased engagement towards in-school and out of school opportunities. 100% of PP children have regular opportunities for enrichment including clubs and wrap around care. Parent feedback supports increased engagement and positive impact (parent survey). Increased life skills and experiences due to enrichment offered at school.

3. Planned expenditure in order to target support

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve phonics, communication and language skills for PP children in EYFS and Key Stage 1.	Delivery of Sounds-Write phonics CPD through STEP teaching school Quality first teaching Targeted interventions	A Children start Telscombe Cliffs 20% below typical for communication, language and phonics skills, and PP is lower than non-PP. Pupils need to be able to have strong communication and language skills, and be able to read well in order to successfully access a full curriculum. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	A Ongoing staff training impacts on class teaching to 100% at least good December 2020. Feedback from observation shows engagement and application of children.	PP Lead PP year group champion SENCO and Phonics Support Staff	December 2020 April 2021 July 2021 £8,070 Sounds-Write CPD.

	<p>Parental training in phonics (either in school or an online workshop)</p> <p>Additional specialised teaching assistant support for speech and language.</p> <p>Speech link and language link assessment and provision in place for early intervention</p> <p>Provide extra phonics readers and access to online reading resources for PP children at home and at school</p>		<p>Children are communicating with learning partners and showing good learning skills.</p> <p>Parental engagement – feedback from phonics workshops.</p> <p>Speech and Language Link baselines. There is evidence of rapid progress (interventions/data for speech and language link, phonic data).</p> <p>Rising Stars records show weekly engagement of children and parents.</p> <p>Language Link and phonics data is assessed termly and shared with SLT. Overseen by DHT.</p>		<p>£2,740 speech and language intervention.</p> <p>Online reading resources £165</p> <p>Phonics books £1,000</p> <p>Total - £11,975</p>
<p>B. Improve outcomes for PP children in reading, writing and mathematics including those who have SEND.</p>	<p>B Staff training – behaviour and engagement. Maths and English CPD.</p> <p>Nurture and Thrive sessions.</p> <p>Extra data accountability and focus in pupil progress meetings.</p>	<p>B PP children have a higher proportion of SEND needs than for other groups – Year 1-6 27%. Whole school is 12%.</p> <p>Thrive is a nationally renowned approach based on established neuroscience, attachment theory and child development. The intended impact is that young people will be able to flourish and learn.</p> <p>Due to their learning styles, some SEND children will benefit from more personalised 1-1 or small group teaching and interventions. The EEF findings state the evidence of impact is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds tend to be particularly positive.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>B PP Lead regularly (weekly to begin with) meets with SENCO, PP champion, class teachers and support staff. Regular dialogue with teachers focuses on impact of monitoring sessions. Termly review of interventions. PP Lead to write termly report for HT to be delivered to IEB. Discussion and identified actions in termly pupil progress meetings. Pupil Premium governor to meet with PP Lead termly. Monitoring of books monthly.</p>	<p>PP Lead PP year group SENCO</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>£5,000 SEND in class 1-1 nurture provision.</p> <p>£7,000 SEND 1-1 and small group intervention (£1,000 per year group)</p> <p>£12,000</p>

<p>C. To close the gender gap in reading and writing for PP children.</p>	<p>C. Further staff training on English with a focus on reading and boys' engagement.</p> <p>New books purchased for whole class reading.</p> <p>PP Children targeted for daily (sometimes twice daily) reading.</p> <p>Phonics, reading and writing initiatives give visual support to boys in their learning.</p> <p>Author visit.</p>	<p>D. Following pupil voice, new reading canon is partly designed to further engage reluctant boys.</p> <p>Extra 1-1 reading supports children effectively and results in rapid improvement.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Local author visits who writes about football will help to inspire disengaged boys who hold this interest.</p>	<p>C. Training delivered by STEP teaching school spread across the year for all year groups has resulted in changes in planning for English. Impact to be measured through pupil voice and data.</p> <p>Termly phonics, reading and writing data is collected. This includes gap analysis which will inform future planning.</p> <p>Phonics, reading and writing initiatives implemented- Sounds-Write from September 2020 from trained staff. Writing from September 2020 for all staff. Impact monitored through termly data and learning walks.</p> <p>Moderation of children's work includes a gender focus to track boys' outcomes. Termly.</p> <p>Gender data checked termly and focus in pupil progress meetings.</p>	<p>PP Lead English Leads</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>£500 Year 1 reading books</p> <p>£2,500 – books for whole class reading</p> <p>£165 – online reading resource for KS2</p> <p>£250 – author visit (books about football)</p> <p>Total - £3,415</p>
<p>D. To close the gap between PP and non-PP in KS2 in reading, writing and mathematics.</p>	<p>Delivery of Sounds-Write phonics CPD through STEP teaching school</p> <p>STEP CPD in reading and writing.</p> <p>Further embed maths mastery CPD.</p> <p>Employ 5 tutors (qualified teachers) across the school to deliver one-to-one and small group interventions in Language Link, Nuffield Language,</p>	<p>D 1 to1 and small group intervention (including feedback) will improve skills, confidence and progress of targeted Pupil Premium pupils.</p> <p>Sounds-Write is a quality linguistic programme which is endorsed by the DfE (see link below).</p> <p>https://www.sounds-write.co.uk/page-71-why-sounds-write.aspx</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>D. Initiatives and interventions embedded.</p> <p>Lesson observations evidence improved quality of teaching and learning to 100% at least good.</p> <p>Termly pupil progress meetings are robust and hold teachers to account re pupil progress. Where a child is identified as not making accelerated progress, personalised plans are put in place to ensure rapid catch</p>	<p>PP Lead Maths Lead. English Lead. Teachers PP Champions</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>STEP CPD £3,000</p> <p>Maths Mastery £1,000</p> <p>£5,559 DHT time (coaching mentors, data analysis, evaluation of interventions)</p>

	<p>Phonics, reading, writing and mathematics. This includes after school provision. All Pupil Premium children to have weekly one-to-one tuition.</p> <p>Third Space Learning maths intervention in Years 3-6 (11 children per year group). Personalised online maths lessons from specialist tutors. Regular feedback to teachers and gap analysis.</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</p> <p>Data provided by East Sussex LA demonstrates that Third Space Learning has proven to be an effective county intervention.</p>	<p>up. PP is always discussed at these meetings.</p> <p>100% of parents/carers of PP children attend parent evenings. October 2020 will see this take place remotely.</p> <p>Termly impact results from catch-up tutors, intervention teacher and Third Space Learning.</p> <p>Third space learning – Mission Zero baseline assessments carried out with termly progress measured.</p>		<p>£42,922 allocation of PP money to employ 5 catch-up tutors.</p> <p>£2,639 for additional resources catch-up tutors might need to purchase.</p> <p>£23,880 Third Space Learning.</p> <p>Total £79,000</p>
Total budgeted cost					£106,390
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E. Increased attendance rates for pupils eligible for PP to at least 94%. Persistent absence is reduced by at least 10%.</p>	<p>E. Attendance action plan is written with HT and shared with staff.</p> <p>Attendance is monitored weekly by PP Lead using 3BM and a summary document provided to the Headteacher.</p> <p>Chosen approach is that the DHT over sees and leads attendance monitoring and parent meetings.</p> <p>Attendance Officer supports DHT in</p>	<p>E. It is crucial that all children access all learning every day. Any interruption to learning impacts on children's progress and ability to keep up with their peers.</p>	<p>E. Phone calls follow up absences as per First Day Calling protocol.</p> <p>A variety of letters are triggered by poor attendance.</p> <p>Involvement of external agencies (ESBAS) when the level of unauthorised absences hits threshold.</p> <p>Regular conversations with parents informally and formally- Attendance Officer and DHT.</p> <p>Monthly panel meets to target the hard to reach parents</p>	<p>PP Lead SLT Office</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>£3,559 DHT time (action plan writing, data analysis, parent support, meetings and positive initiatives).</p> <p>£2,000 for specific rewards – mainly football or Forest School.</p> <p>£6,291 Attendance Officer</p>

	<p>monitoring attendance figures (daily) and communication with parents and children.</p> <p>Attendance is celebrated through termly newsletters, fortnightly certificates, weekly celebration assembly, and wrist bands.</p> <p>Specific rewards implemented (e.g. Forest School, football) for our poorest PP attendees.</p> <p>Support parents who have anxiety about sending children to school during COVID- 19 pandemic.</p>		<p>when rapid progress isn't being made.</p> <p>DHT and Attendance Officer are held to account through effective Performance Management to both celebrate good attendance and challenge when it's poor.</p> <p>Attendance to feature in every PPM.</p>		Total £11,850
F. Increased self-esteem, emotional literacy and resilience.	<p>Whole school behaviour / welfare training linked to routines and high expectations.</p> <p>Regular nurture sessions.</p> <p>PP champion in each year group 1-1 sessions.</p>	<p>Barriers to learning will be eradicated by developing metacognition and self-regulation. Closure due to COVID- 19 means that extra input is needed on emotional wellbeing and resilience.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>Feedback from Thrive practitioners through termly reports.</p> <p>Feedback from nurture practitioners through termly pupil voice.</p> <p>Monitoring of vulnerable pupils' time in and out of core teaching. All staff to be aware of vulnerable pupils both in class and at break and lunchtimes.</p> <p>Through termly pupil voice.</p>	PP Lead SLT SENCO	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Already accounted for in section B</p>

<p>G. Children have curriculum enrichment and engage in opportunities off site (if COVID- 19 allows this).</p>	<p>Enrichment activities are used to provide wider life opportunities that broaden their horizons.</p> <p>Residential visit.</p> <p>Karate, football, Bikeability and Sussex Academy of Music.</p> <p>Visits and Visitors.</p> <p>Fund music lessons and clubs.</p>	<p>All pupils need to enjoy and engage in all aspects of school experiences, education visits and curriculum activities.</p> <p>We want pupils to enjoy a diverse range of experiences.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>We monitor access to after school clubs and extracurricular provision. This includes wrap around care and home provision if COVID prevents in school enrichment.</p> <p>School ensures children eligible to PP take up opportunities provided so will target individuals. School pays for 50% of residential trips for PP.</p> <p>Pupil feedback.</p>	<p>PP Lead</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Total £3,775 (this includes an allocation of £2,000 for residential trip if it goes ahead).</p>
Total budgeted cost					£15,625

Review of expenditure for the 2020-2021 academic year

i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact (Did you meet the success criteria?)	Lessons Learnt
<p>A. Improve phonics, communication and language skills for PP children in EYFS and Key Stage 1.</p>	<p>Delivery of Sounds-Write phonics CPD through STEP teaching school</p> <p>Quality first teaching</p> <p>Targeted interventions</p> <p>Parental training in phonics (either in school or an online workshop)</p> <p>Additional specialised teaching assistant support for speech and language.</p> <p>Speech link and language link assessment and provision in place for early intervention</p> <p>Provide extra phonics readers and access to online reading resources for PP children at home and at school</p>	<p>Based on internal data, 50% of PP children would pass the Phonics Screening Test in Year 1 (a significant amount of time was lost with these children and continues to be a focus as they begin Year 2- new PST to occur in Dec 2021).</p> <p>In Year 1, 57% of Pupil Premium children would pass based on internal data, compared to only 41% of their non-PP peers.</p> <p>In Year 2 71% of PP children passed the PST compared with 86% for non-PP children.</p> <p>In Year 3 72% of Pupil Premium passed compared to 88% of their peers.</p>	<p>The timing of interventions was problematic, sometime children missed spelling sessions. Timings of interventions in 2021 will work around Core lessons with KS2 interventions happening before school.</p> <p>Children need access to decodable books that they are able to take home.</p> <p>More 1:1 reading needs to take place with the weakest 20% of readers reading daily at school.</p>

<p>B. Improve outcomes for PP children in reading, writing and mathematics including those who have SEND.</p>	<p>B Staff training – behaviour and engagement. Maths and English CPD.</p> <p>Nurture and Thrive sessions.</p> <p>Extra data accountability and focus in pupil progress meetings.</p>	<p>Pupil voice from Year 5 children saw 72% feel better about the subject they had received tutoring in (4 or 5 on a 5-point scale). 82% would like tutoring to continue with 77% wanting more tutoring in Maths.</p> <p>There continues to be a gap between PP and non-PP children, however there was a 10% increase in PP children who achieved ARE in RWM compared with 6.6% for non-PP children. This was between March and July 2021.</p> <p>Evaluations of targeted interventions allowed children to move into and out of tutor groups dependent on need.</p>	<p>PP children were given access to Third space learning and LEXIA but not all attended in person tutor sessions. In 2021, the online sessions will cease with priority given to PP children in tutor groups, with similarly able non-PP children or in small group sessions based on their specific needs.</p> <p>Children with access to tutors made 16.5% progress in maths whereas children with Third Space learning made 9.7% progress, this has informed our use of funding for 2021/22.</p> <p>RAPs should explicitly identify ARE children who are PP and non-PP as well as available national data.</p>
<p>C. To close the gender gap in reading and writing for PP children.</p>	<p>C. Further staff training on English with a focus on reading and boys’ engagement.</p> <p>New books purchased for whole class reading.</p> <p>PP Children targeted for daily (sometimes twice daily) reading.</p> <p>Phonics, reading and writing initiatives give visual support to boys in their learning.</p> <p>Author visit.</p>	<p>Significant progress has happened in writing with PP children significantly reducing the gap between themselves and their non-disadvantaged peers (now 13%). 31% of PP children moved into ARE for writing. There is a reduction of 3% in the gap between boys and girl’s attainment in writing, compared with 21% of non-PP children.</p> <p>There was a slight decline in the number of children reaching ARE in Reading, but here the result was less for PP children with -6%, compared to -7% for non-disadvantaged pupils.</p> <p>In reading, more girls continue to achieve ARE. Author visit took place during reading festival and this was well received by all children.</p>	<p>Initiatives like Slow Write and modelled text are beginning to have an effect in writing. However, we need to ensure all PP children but particularly boys are read with daily until their reading reaches at least ARE.</p> <p>Pupil voice with boys to find out what they like to read and making this available to them in the classroom may impact them purposefully.</p>
<p>D. To close the gap between PP and non-PP in KS2 in reading, writing and mathematics.</p>	<p>Delivery of Sounds-Write phonics CPD through STEP teaching school</p> <p>STEP CPD in reading and writing.</p> <p>Further embed maths mastery CPD.</p> <p>Employ 5 tutors (qualified teachers) across the school to deliver one-to-one and small group interventions in Language Link, Nuffield Language, Phonics, reading, writing and mathematics. This includes after school provision.</p> <p>All Pupil Premium children to have weekly one-to-one tuition.</p> <p>Third Space Learning maths intervention in Years 3-6 (11 children per year group). Personalised</p>	<p>PP children did not achieve the ambitious ARE RWM goals set for KS2, however 36% of children are now at ARE for RWM compared to 64% of non-PP children a gap of 28% based on internal data. The progress gap has closed between PP and non-PP but not rapidly enough, so a sizeable gap remains.</p> <p>In the wider school, 10% of PP children moved into ARE for RWM in the period March to June, compared with a 5% increase amongst non-PP children</p>	<p>Phonics interventions will now continue into KS2 to support children’s gaps in reading and spelling.</p> <p>Tutors employed in 2021-22 will work primarily with PP and disadvantaged children.</p> <p>Third Space maths learning was unpopular with a number of children who took part in it. The interventions were reliant on children being able to read and this was at times a hindrance to their ability to access learning remotely.</p>

	online maths lessons from specialist tutors. Regular feedback to teachers and gap analysis.		
--	--	--	--

ii. Other approaches			
Desired outcome	Chosen action / approach	Estimated Impact (Did you meet the success criteria?)	Lessons Learnt
E. Increased attendance rates for pupils eligible for PP to at least 94%. Persistent absence is reduced by at least 10%.	<p>E. Attendance action plan is written with HT and shared with staff.</p> <p>Attendance is monitored weekly by PP Lead using 3BM and a summary document provided to the Headteacher.</p> <p>Chosen approach is that the DHT over sees and leads attendance monitoring and parent meetings.</p> <p>Attendance Officer supports DHT in monitoring attendance figures (daily) and communication with parents and children.</p> <p>Attendance is celebrated through termly newsletters, fortnightly certificates, weekly celebration assembly, and wrist bands.</p> <p>Specific rewards implemented (e.g. Forest School, football) for our poorest PP attendees.</p> <p>Support parents who have anxiety about sending children to school during COVID- 19 pandemic.</p>	<p>EWO monitors attendance daily, procedures are now in place and monitored.</p> <p>PP attendance has improved marginally in the period to July 2021 but did not reach the ambitious targets set, ending at 92.4%. Covid and self-isolation will have affected many of these children more acutely.</p> <p>Persistent absence remains significantly higher amongst PP children at 25% of PP children compared to only 6% amongst their non-PP peers.</p> <p>Attendance certificates were instigated last year.</p>	<p>Regular communication is seeing results.</p> <p>DHT is the overall lead for inclusion but the workload of meeting with parents is shared across the inclusion team.</p> <p>There is more work to be done to increase the profile of attendance, Behaviour and attendance assemblies will happen weekly in the academic year 2021/22.</p>
F. Increased self-esteem, emotional literacy and resilience.	<p>Whole school behaviour / welfare training linked to routines and high expectations.</p> <p>Regular nurture sessions.</p> <p>PP champion in each year group 1-1 sessions.</p>	<p>Anxiety workshops for Y5 and 6 happened in Term 6. Learning mentors were instigated for children in Year 5 as there was more challenge in this year group with learning behaviours.</p> <p>A Mental Health practitioner worked with children at the end of Term 5 and 6, this is continuing into 2021-22. The pupil premium champions were superseded by the change of approach to focus on employing tutors instead.</p>	<p>Where appropriate tutoring should take place 1:1 to support children's emotional resilience.</p> <p>The mental health practitioners and play therapists have time and space to see more children this year and PP children will have increased priority when making time available based on need.</p>
G. Children have curriculum enrichment and engage in	<p>Enrichment activities are used to provide wider life opportunities that broaden their horizons.</p> <p>Residential visit.</p>	<p>Enrichment was limited due to Covid in 2020/21. A number of enrichment opportunities were not possible. The Year 6 camp went ahead as did drumming sessions that were made available to students in year 5.</p>	<p>We still need to provide more enrichment opportunities for our children. Karate and Football sessions are available and PP children who attend these receive funding for these</p>

<p>opportunities off site (if COVID- 19 allows this).</p>	<p>Karate, football, Bikeability and Sussex Academy of Music.</p> <p>Visits and Visitors.</p> <p>Fund music lessons and clubs.</p>	<p>(Children in receipt of PP received a 50% reduction in the price of the Y6 camp)</p> <p>Year 3 received Ukulele lessons weekly in Term 5 and 6.</p>	<p>sessions. Funding is available for wrap around care.</p> <p>More clubs will be offered to all children this year at no or low cost and PP children will be prioritised if demand should outstrip supply.</p>
---	--	--	---