

Impact Pupil Premium Grant: July 2021

2020 – 2021 Pupil Premium Grant Summary

Estimated pupil numbers	417
Estimated number of pupils eligible for PPG	72
Estimated funding	£77,180

Focus	Impact	Spend																												
Quality of Teaching																														
To improve the Progress in Reading for disadvantaged pupils so the gap between disadvantaged pupils and non-disadvantaged pupils in Reading will be closed.	Quality First Teaching is evident and consistent across the school evidenced through weekly monitoring. Support has been offered in Year 3, Year 2 and Year 1. This has included working alongside the English Lead, School Improvement Lead, and observing practice in another school. Challenge ensures that shared planning is adjusted to reflect the needs in class and pupils continue to make progress throughout the year.	Supply £140x 14 =£1960 Training £30ph Assessment purchase of NFER COST £734.44 Additional support staff costs £24730																												
	The impact of Quality First Teaching and carefully planned interventions means that outcomes are improved, although still not where the school would like them to be, gaps still remain between reading outcomes for pupil premium pupils compared to all peers.																													
	<table><tr><th>Reading % at ARE and above</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Pupil Premium</td><td>27.3%(11 pupils)</td><td>68.2% (22 pupils)</td><td>37.5% (8 pupils)</td><td>52.4% (21 pupils)</td><td>25% (16 pupils)</td><td>69.3% (13 pupils)</td></tr><tr><td>All pupils</td><td>50.8% (59 pupils)</td><td>75.5% (57 pupils)</td><td>73.4% (60 pupils)</td><td>66.7% (81 pupils)</td><td>28.5% (59 pupils)</td><td>85% (60 pupils)</td></tr><tr><td>Comparison between previously published data.</td><td>No available data due to COVID-19 and</td><td>54.5% of PP children achieved GLD. 64.9% of ALL pupils</td><td>87.5% of PP children achieved GLD. 81.7% of ALL pupils</td><td>52.4%of PP in KS1 were at ARE or above. 69.1% of ALL pupils</td><td>62.5%of PP in KS1 were at ARE or above. 76.3% of ALL pupils</td><td>58.3%of PP in KS1 were at ARE or above. 76.6% of ALL</td></tr></table>		Reading % at ARE and above	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	27.3%(11 pupils)	68.2% (22 pupils)	37.5% (8 pupils)	52.4% (21 pupils)	25% (16 pupils)	69.3% (13 pupils)	All pupils	50.8% (59 pupils)	75.5% (57 pupils)	73.4% (60 pupils)	66.7% (81 pupils)	28.5% (59 pupils)	85% (60 pupils)	Comparison between previously published data.	No available data due to COVID-19 and	54.5% of PP children achieved GLD. 64.9% of ALL pupils	87.5% of PP children achieved GLD. 81.7% of ALL pupils	52.4%of PP in KS1 were at ARE or above. 69.1% of ALL pupils	62.5%of PP in KS1 were at ARE or above. 76.3% of ALL pupils	58.3%of PP in KS1 were at ARE or above. 76.6% of ALL
	Reading % at ARE and above		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																						
	Pupil Premium		27.3%(11 pupils)	68.2% (22 pupils)	37.5% (8 pupils)	52.4% (21 pupils)	25% (16 pupils)	69.3% (13 pupils)																						
All pupils	50.8% (59 pupils)	75.5% (57 pupils)	73.4% (60 pupils)	66.7% (81 pupils)	28.5% (59 pupils)	85% (60 pupils)																								
Comparison between previously published data.	No available data due to COVID-19 and	54.5% of PP children achieved GLD. 64.9% of ALL pupils	87.5% of PP children achieved GLD. 81.7% of ALL pupils	52.4%of PP in KS1 were at ARE or above. 69.1% of ALL pupils	62.5%of PP in KS1 were at ARE or above. 76.3% of ALL pupils	58.3%of PP in KS1 were at ARE or above. 76.6% of ALL																								

	<table><tr><td>Pupil Premium</td><td>63.7% (11 pupils)</td><td>50% (22 pupils)</td><td>25% (8 pupils)</td><td>47.6% (21 pupils)</td><td>68.7% (16 pupils)</td><td>76.9% (13 pupils)</td></tr><tr><td>All pupils</td><td>81.4% (59 pupils)</td><td>71.7% (57 pupils)</td><td>73.4% (60 pupils)</td><td>67.9% (81 pupils)</td><td>81.4% (59 pupils)</td><td>81.7% (60 pupils)</td></tr><tr><td>Comparison between previously published data.</td><td>No available data due to COVID-19 and the closure of schools.</td><td>54.5% of PP children achieved GLD. 64.9% of ALL pupils achieved GLD.</td><td>87.5% of PP children achieved GLD. 81.7% of ALL pupils achieved GLD.</td><td>57.1% of PP in KS1 were at ARE or above. 69.1% of ALL pupils were at ARE or above.</td><td>56.3% of PP in KS1 were at ARE or above. 76.3% of ALL pupils were at ARE or above.</td><td>46.2% of PP in KS1 were at ARE or above. 66.6% of ALL pupils were at ARE or above.</td></tr></table>	Pupil Premium	63.7% (11 pupils)	50% (22 pupils)	25% (8 pupils)	47.6% (21 pupils)	68.7% (16 pupils)	76.9% (13 pupils)	All pupils	81.4% (59 pupils)	71.7% (57 pupils)	73.4% (60 pupils)	67.9% (81 pupils)	81.4% (59 pupils)	81.7% (60 pupils)	Comparison between previously published data.	No available data due to COVID-19 and the closure of schools.	54.5% of PP children achieved GLD. 64.9% of ALL pupils achieved GLD.	87.5% of PP children achieved GLD. 81.7% of ALL pupils achieved GLD.	57.1% of PP in KS1 were at ARE or above. 69.1% of ALL pupils were at ARE or above.	56.3% of PP in KS1 were at ARE or above. 76.3% of ALL pupils were at ARE or above.	46.2% of PP in KS1 were at ARE or above. 66.6% of ALL pupils were at ARE or above.	
Pupil Premium	63.7% (11 pupils)	50% (22 pupils)	25% (8 pupils)	47.6% (21 pupils)	68.7% (16 pupils)	76.9% (13 pupils)																	
All pupils	81.4% (59 pupils)	71.7% (57 pupils)	73.4% (60 pupils)	67.9% (81 pupils)	81.4% (59 pupils)	81.7% (60 pupils)																	
Comparison between previously published data.	No available data due to COVID-19 and the closure of schools.	54.5% of PP children achieved GLD. 64.9% of ALL pupils achieved GLD.	87.5% of PP children achieved GLD. 81.7% of ALL pupils achieved GLD.	57.1% of PP in KS1 were at ARE or above. 69.1% of ALL pupils were at ARE or above.	56.3% of PP in KS1 were at ARE or above. 76.3% of ALL pupils were at ARE or above.	46.2% of PP in KS1 were at ARE or above. 66.6% of ALL pupils were at ARE or above.																	
<p>Transparent and early identification of target pupils are reviewed regularly through Pupil Progress Meetings.</p> <table><tr><th>KS2 Case Study</th><th colspan="2">Autumn Baseline</th><th colspan="2">Summer Term 2</th></tr><tr><td></td><td>Ready to Progress (Maths)</td><td>NFER Assessment (reading)</td><td>Ready to Progress (Maths)</td><td>NFER Assessment (reading)</td></tr><tr><td>XXXX (LAC)</td><td>27</td><td>92</td><td>48</td><td>96</td></tr></table>							KS2 Case Study	Autumn Baseline		Summer Term 2			Ready to Progress (Maths)	NFER Assessment (reading)	Ready to Progress (Maths)	NFER Assessment (reading)	XXXX (LAC)	27	92	48	96		
KS2 Case Study	Autumn Baseline		Summer Term 2																				
	Ready to Progress (Maths)	NFER Assessment (reading)	Ready to Progress (Maths)	NFER Assessment (reading)																			
XXXX (LAC)	27	92	48	96																			
<p>All teachers and staff will have received training to ensure consistency in the approach for the teaching of Maths, for example, the Year 5 teacher is a great example of using precise Mathematical vocabulary and this practice has been observed by other members of staff where this is an area of development.</p> <p>Weekly learning walks will evidence precise technical vocab, Scaffolded teaching sequences and carefully planned questioning develop through the training provided has e ensured consistency in approach to the teaching of Mathematics. The impact is that all pupils are being taught in line with curriculum expectations, the correct concepts and vocabulary is being taught in the correct year groups.</p>																							

	Lesson Plans will highlight target pupils, and indicate how their needs and gaps in their learning will be addressed. In most classes, lesson plans indicate where activities have been adapted to meet individual needs as well as feedback opportunities. Where this is not evident, support has been put into place- this has been provided by the Maths Lead and other good practitioners.					
	Next step: monitoring of progress in all areas of the curriculum, including effective use of differentiation to support pupils.					
Targeted Intervention						
Focus	Impact	Cost				
Progress in Reading for disadvantaged pupils to be at least in line with the National Average by the end of Key Stage 2.	<p>Baseline Assessments used to identify 'gaps in learning', and teaching, interventions are planned accordingly.</p> <p>100% of Teachers and 25% of additional adults are upskilled in targeted approaches such as precision teaching, analysing data. This ensured that record keeping of tracking progress was thorough and clearly evidenced areas of improvement as well as progress made as a result of the targeted approach. All teaching and support staff received phonics training. The impact of this was that all adults were modelling the correct sounds to pupils, and following the clear Systematic Phonics pathway within interventions.</p> <p>Inclusion lead carefully monitored, and tracked progress of targeted pupils. This will make sure pupils are moved on when they are secure with their learning, and there is accelerated rate of progress. This was monitored twice each half term. Initial monitoring included the collation of the Intervention planning, to ensure this carefully met the gaps evidenced as a result of assessments. The outcomes of the interventions were monitored at the end of each term to ensure that progress was made. Where this was not apparent, the Inclusion lead worked alongside the class teacher reviewing the intervention in place, and broke down the steps into smaller, more manageable steps for the pupils to make progress.</p> <p><i>Intervention defined as a programme of additional study planned and prepared by class teacher, delivered by classteacher/teaching assistant over a period of at least 6 weeks.</i></p> <table><tr><td></td><td>% of Pupil Premium pupils who received Reading Intervention during the Academic year 2020-2021</td><td>% of pupils who have made in Year Progress</td></tr></table>			% of Pupil Premium pupils who received Reading Intervention during the Academic year 2020-2021	% of pupils who have made in Year Progress	Additional support staff costs £44730
	% of Pupil Premium pupils who received Reading Intervention during the Academic year 2020-2021	% of pupils who have made in Year Progress				

	Year 1	81%	75% of PP pupils achieved expected or better rates of in year progress																		
	Year 2	81%	86.3 % of PP pupils achieved expected or better rates of in year progress																		
	Year 3	100%	100% of PP pupils achieved expected or better rates of in year progress																		
	Year 4	71%	61.9% of PP pupils achieved expected or better rates of in year progress																		
	Year 5	55%	56.3% of PP pupils achieved expected or better rates of in year progress																		
	Year 6	53%	46.2% of PP pupils achieved expected or better rates of in year progress																		
	<p>Release time to write interventions that are fit for purpose and based on the individual needs of pupils. Amount of release time per teacher is 12 hours over the course of the year.</p> <p>Table to show progress of PP pupils compared to previously published data</p> <table><tr><th>Year Group</th><th>Previously Published DATA PP at Reading ARE</th><th>% of PP pupils at ARE in Summer Term 2</th></tr><tr><td>Reception</td><td rowspan="3">No data available due to School Closures as a result of the Pandemic.</td><td></td></tr><tr><td>Year 1</td><td>18.2%</td></tr><tr><td>Year 2</td><td>68.2%</td></tr><tr><td>Year 3</td><td>63.6% (ELG data)</td><td>37.5%</td></tr><tr><td>Year 4</td><td>52.4%</td><td>52.4%</td></tr><tr><td>Year 5</td><td>62.5%</td><td>68.8%</td></tr></table>			Year Group	Previously Published DATA PP at Reading ARE	% of PP pupils at ARE in Summer Term 2	Reception	No data available due to School Closures as a result of the Pandemic.		Year 1	18.2%	Year 2	68.2%	Year 3	63.6% (ELG data)	37.5%	Year 4	52.4%	52.4%	Year 5	62.5%
Year Group	Previously Published DATA PP at Reading ARE	% of PP pupils at ARE in Summer Term 2																			
Reception	No data available due to School Closures as a result of the Pandemic.																				
Year 1		18.2%																			
Year 2		68.2%																			
Year 3	63.6% (ELG data)	37.5%																			
Year 4	52.4%	52.4%																			
Year 5	62.5%	68.8%																			

Year 6	53.8%	69.3%
--------	-------	-------

Priority readers identified in all classes. Additional adults will deliver these teacher designed interventions, to ensure that they are specifically targeting the gaps.

Disadvantaged children have access to high quality interventions delivered on a X8 weekly rolling programme – did this happen?

KS1 Case Study	September Baseline (reading)		Summer Term 2	
	Phonics Screening	SATS Assessment	Phonics Screening	NFER Assessment
XXXX	14	85	33	103
<ul style="list-style-type: none"> • SEMH intervention • Phonics booster • Daily reader 				

KS2 Case Study	September Baseline (reading)		Summer Term 2	
	NFER Assessment	Phonics Screening	NFER Assessment	Phonics Screening
XXXX (PLAC)	86	Phase 5-69%	104	Phase 5 98%
<ul style="list-style-type: none"> • Breakfast Club • Precision Teaching • Counselling • Daily reader 				

Interventions such as speech therapy to be arranged through professional registered providers or to follow EEF assured programmes such as BLAST (EYFS) in order to address social and emotional aspects of development and increase pupil's articulation and confidence.

<p>Progress in Maths for disadvantaged pupils to be at least in line with the National Average</p>	<p>All Staff to receive Steve Lomax Training to ensure excellent understanding of the teaching for mastery approach, in September 2020 and January 2021. This has ensured consistency in approach to the teacher of Mathematics- pupils are receiving the correct pitch and the curriculum progresses in line with National expectations.</p> <p>Maths Lead and good practitioners of Maths to support teachers who need to develop their subject knowledge through team teaching approach. This improved the quality of planning, the use of precise vocabulary and the use of mathematical resources.</p> <p>Maths On Track Sessions to be timetabled daily, to provide deliberate, same day practice and consolidation to 'prevent' and 'address' the gaps. All pupils have received recovery Maths sessions daily. Staff have received some training of this – however, remains an area of development for the school.</p> <table border="1"> <thead> <tr> <th></th><th>% of pupils who received additional Maths Recovery Curriculum during the Academic year 2020-2021</th><th>% of pupils who have made in Year Progress</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>100%</td><td>54.6% of PP pupils achieved expected or better rates of in year progress</td></tr> <tr> <td>Year 2</td><td>100%</td><td>75.4% of PP pupils achieved expected or better rates of in year progress</td></tr> <tr> <td>Year 3</td><td>100%</td><td>100% of PP pupils achieved expected or better rates of in year progress</td></tr> <tr> <td>Year 4</td><td>100%</td><td>66.6% of PP pupils achieved expected or better rates of in year progress</td></tr> <tr> <td>Year 5</td><td>100%</td><td>81.3% of PP pupils achieved expected or better rates of in year progress</td></tr> <tr> <td>Year 5</td><td>100%</td><td>46.2% of PP pupils achieved expected or better rates of in year progress</td></tr> </tbody> </table>		% of pupils who received additional Maths Recovery Curriculum during the Academic year 2020-2021	% of pupils who have made in Year Progress	Year 1	100%	54.6% of PP pupils achieved expected or better rates of in year progress	Year 2	100%	75.4% of PP pupils achieved expected or better rates of in year progress	Year 3	100%	100% of PP pupils achieved expected or better rates of in year progress	Year 4	100%	66.6% of PP pupils achieved expected or better rates of in year progress	Year 5	100%	81.3% of PP pupils achieved expected or better rates of in year progress	Year 5	100%	46.2% of PP pupils achieved expected or better rates of in year progress	
	% of pupils who received additional Maths Recovery Curriculum during the Academic year 2020-2021	% of pupils who have made in Year Progress																					
Year 1	100%	54.6% of PP pupils achieved expected or better rates of in year progress																					
Year 2	100%	75.4% of PP pupils achieved expected or better rates of in year progress																					
Year 3	100%	100% of PP pupils achieved expected or better rates of in year progress																					
Year 4	100%	66.6% of PP pupils achieved expected or better rates of in year progress																					
Year 5	100%	81.3% of PP pupils achieved expected or better rates of in year progress																					
Year 5	100%	46.2% of PP pupils achieved expected or better rates of in year progress																					

	<div>Maths and Inclusion leads to carefully monitor, and track progress of targeted pupils. Weekly monitoring, has made sure pupils are moved on and they are secure with their learning, and there is accelerated rate of progress.</div> <table><tr><td>Year Group</td><td>Previously Published DATA PP at Maths ARE</td><td>% of PP pupils at ARE in Autumn Term 1</td><td>% of PP pupils at ARE in Summer Term 2</td></tr><tr><td>Reception</td><td rowspan="3">No data available due to School Closures as a result of the Pandemic.</td><td></td><td></td></tr><tr><td>Year 1</td><td>36.4%</td><td>54.6%</td></tr><tr><td>Year 2</td><td>13.6%</td><td>50%</td></tr><tr><td>Year 3</td><td>60% (ELG Data)</td><td>0%</td><td>25%</td></tr><tr><td>Year 4</td><td>38%</td><td>38%</td><td>47.6%</td></tr><tr><td>Year 5</td><td>56%</td><td>25%</td><td>68.8%</td></tr><tr><td>Year 6</td><td>46%</td><td>61.5%</td><td>76.9%</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>Next step: closer identification of individual Pupil Premium Pupils in Pupil Progress meetings- interventions to highlight pupil vulnerability group. Barriers to progress to be identified early on.</div>	Year Group	Previously Published DATA PP at Maths ARE	% of PP pupils at ARE in Autumn Term 1	% of PP pupils at ARE in Summer Term 2	Reception	No data available due to School Closures as a result of the Pandemic.			Year 1	36.4%	54.6%	Year 2	13.6%	50%	Year 3	60% (ELG Data)	0%	25%	Year 4	38%	38%	47.6%	Year 5	56%	25%	68.8%	Year 6	46%	61.5%	76.9%					
Year Group	Previously Published DATA PP at Maths ARE	% of PP pupils at ARE in Autumn Term 1	% of PP pupils at ARE in Summer Term 2																																	
Reception	No data available due to School Closures as a result of the Pandemic.																																			
Year 1		36.4%	54.6%																																	
Year 2		13.6%	50%																																	
Year 3	60% (ELG Data)	0%	25%																																	
Year 4	38%	38%	47.6%																																	
Year 5	56%	25%	68.8%																																	
Year 6	46%	61.5%	76.9%																																	
Wider Opportunities																																				
Focus	Impact	Cost (£5,000)																																		
Targeted use of before and after school programmes	<div>Breakfast club organised by a qualified Nurture practitioner, with a view that the club is planned with a Nurture approach. Pupils are encouraged to engage in social activities (board games) as well as informal welcoming chat and discussion.</div> <table><tr><td>Pupils attending Breakfast Club</td><td>Reason</td><td>Impact</td></tr><tr><td>Reception and Year 4 Family</td><td>Safeguarding concerns</td><td>Pupils arrive at school and having a breakfast and welfare checks by trained members of staff.</td></tr></table>	Pupils attending Breakfast Club	Reason	Impact	Reception and Year 4 Family	Safeguarding concerns	Pupils arrive at school and having a breakfast and welfare checks by trained members of staff.																													
Pupils attending Breakfast Club	Reason	Impact																																		
Reception and Year 4 Family	Safeguarding concerns	Pupils arrive at school and having a breakfast and welfare checks by trained members of staff.																																		

	Year 2 and Year 4 family	Family Mental Health	Pupils arrive at school with no additional pressures impacting anxiety.	
	Year 4	Transport issues	Pupil arriving at school on time and attendance increased to 87%	
	Year 3	Parents reported difficulty getting pupil to school	Pupil attending Breakfast club happily, parents report improved manners and is more motivated to get ready for school.	
	Year 1 and Year 4 family	Difficulties with childcare and lateness impacting attendance	Pupils attending breakfast club daily and therefore punctuality % significantly improved.	
	Year 4	Recent bereavement and punctuality difficulties as a result of moving home.	Pupil attending breakfast club daily and benefits from familiar adult who checks in daily.	
	Total number of pupils attending	11 pupils (15% of PP attend Breakfast Club)		
Disadvantaged pupils have access to a full range of behaviour and emotional support, this will be delivered by the Learning Mentor, external pastoral specialists (Increase the Peace, Child Behaviour Solutions, Ben Bishop) and the Family Support Advisor. Targeted pupils will also receive Play Therapy, Art Therapy to help them address emotional issues, previous trauma and enable the pupils to feel settled and ready to learn.		Number of pupils PP accessing the support	Impact	Increase the Peace COST Benjamin Bishop COST
	Increase the Peace Learning Mentor	1	Pupil needs escalated now on CAMHS waitlist based on School referral.	
	Benjamin Bishop	4	Excellent feedback from parents/carers. Improved behaviours at home and school. One pupil made exceptional progress in Reading within end of KS2 Teacher Assessments-possibly as a result of improved confidence.	

	Family Support Advisor	Supported 55 families across the year, 60% of these families in receipt of Pupil Premium.	Families supported in a range of ways including																																															
In-school Emotion Coaching Lead will deliver further training to all staff, to align with the schools newly developed Behaviour Policy (Spring Term). This effective approach will help support pupils to self-regulate and manage their stress responses.	New Behaviour Policy implemented in April 2021- delay as a result of the COVID 19 pandemic. All stakeholders (including Parents, Governors, staff and pupils) shared their views in the creation of the policy. Impact of Policy and approach still being monitored. Next step: Pupil and stakeholders surveys to be carried out early in Autumn Term to support evidence of impact.																																																	
Remote Learning opportunities are considerate of technological needs for disadvantaged pupils. The Inclusion Lead will investigate possibility of individual subscriptions to online Museum/gallery/theatre access. Bug Club online reading subscription purchased for EYFS and KS1, to target Early Readers, and enable all pupils have access to a wide range of texts which are specifically matched according to their ability.	<table><tr><td></td><td colspan="4">How were PP children were supported during the closure of schools? %</td></tr><tr><td>Year Group</td><td>Interventions</td><td>Regular Contact</td><td>Mentoring (online/face</td><td>Matched Work/daily reading</td></tr><tr><td>Rec</td><td>100%</td><td>100%</td><td>-</td><td>100%</td></tr><tr><td>Year 1</td><td>66%</td><td>100%</td><td>33%</td><td>100%</td></tr><tr><td>Year 2</td><td>86%</td><td>100%</td><td>-</td><td>100%</td></tr><tr><td>Year 3</td><td>100%</td><td>100%</td><td>-</td><td>100%</td></tr><tr><td>Year 4</td><td>50%</td><td>90%</td><td>35%</td><td>100%</td></tr><tr><td>Year 5</td><td>40%</td><td>80%</td><td>40%</td><td>100%</td></tr><tr><td>Year 6</td><td>45%</td><td>90%</td><td>9%</td><td>100%</td></tr></table> 22% of Pupil Premium Pupils used a DfE provided laptop (16/24 laptops provided)					How were PP children were supported during the closure of schools? %				Year Group	Interventions	Regular Contact	Mentoring (online/face	Matched Work/daily reading	Rec	100%	100%	-	100%	Year 1	66%	100%	33%	100%	Year 2	86%	100%	-	100%	Year 3	100%	100%	-	100%	Year 4	50%	90%	35%	100%	Year 5	40%	80%	40%	100%	Year 6	45%	90%	9%	100%	
	How were PP children were supported during the closure of schools? %																																																	
Year Group	Interventions	Regular Contact	Mentoring (online/face	Matched Work/daily reading																																														
Rec	100%	100%	-	100%																																														
Year 1	66%	100%	33%	100%																																														
Year 2	86%	100%	-	100%																																														
Year 3	100%	100%	-	100%																																														
Year 4	50%	90%	35%	100%																																														
Year 5	40%	80%	40%	100%																																														
Year 6	45%	90%	9%	100%																																														
Targeted SEMH interventions planned for and delivered by additional adults. SEMH baseline assessments undertaken at the beginning of each intervention to monitor impact.	<table><tr><td>Year Group</td><td>% of PP pupils who received an SEMH intervention</td><td>Impact</td></tr><tr><td>1</td><td>42% (3 pupils)</td><td>Important evidence for EHCP funding request- highlighting extensive SEMH needs. School able to use evidence to support referral for Family Support Worker.</td></tr></table>				Year Group	% of PP pupils who received an SEMH intervention	Impact	1	42% (3 pupils)	Important evidence for EHCP funding request- highlighting extensive SEMH needs. School able to use evidence to support referral for Family Support Worker.																																								
Year Group	% of PP pupils who received an SEMH intervention	Impact																																																
1	42% (3 pupils)	Important evidence for EHCP funding request- highlighting extensive SEMH needs. School able to use evidence to support referral for Family Support Worker.																																																

	2	19% (4 pupils)	2x pupils formed important trusting relationships with adults. Improved attendance at school..	
	3	-		
	4	10% (2pupils)	Provided strategies to support friendship difficulties- pupils observed to implement at break and lunchtime by support staff.	
	5	18% (3 pupils)	Provided strategies to support friendship difficulties- pupils observed to implement at break and lunchtime by support staff.	
	6	18% (2 pupils)	Opportunity to discuss with key adult worries and anxieties	
Interventions and support from the additional adults, Family Support Advisory and Learning Mentors (In-house and external) for Disadvantaged children who find friendship/relationships difficult, do not engage well in classroom activities or have difficult relationships with their parents and other adults. These difficulties may impact their attendance to school.	Year Group	% of pupils who received an Family Support/Learning Mentor intervention	Impact	Family Support Advisor Cost
	1	28% (1 pupil)	Financial support- DLA and FSM application support	
	2	19% (4 pupils)	Housing support Bundles referral for Bedding and clothes	
	3	25% (2 pupils)	Improved behaviour at home Housing Support	
	4	26% (5 pupils)	OCD support Housing and Parenting advice Bereavement counselling Behaviour mentor	

	5	16% (4 pupils)	Improved attendance Financial support- DLA and FSM application support Opportunity for pupil to discuss significant changes in his life	
	6	18% (3 pupils)	Attendance at TAC meetings DV support – evidence for MARF referral Attendance improvement	
Play therapy, Art Therapy and lego therapy to be arranged through professional registered providers in order to address emotional issues, previous trauma and enable pupils to become settled to learn.	Due to COVID-19 planned interventions were cancelled due to staff availability and absence.			