



## Pupil premium strategy statement: St Matthew's Primary School 2019-2021- Reviewed

1. Summary information					
School	St Matthew's Primary School				
Academic Year	2019/2020	Total PP budget (expected)	£100,320	Date of most recent PP Review	Sept 2019
Total number of pupils	682	Number of pupils eligible for PP	73 (Sept 2019)	Date for next internal review of this strategy	April 2021

2. Current attainment			
<b>End of KS2 Attainment for 2018-2019 (14 pupils)</b>	<i>Pupils eligible for PP at St Matthew's</i>	<i>Pupils not eligible for PP at St Matthew's</i>	<i>Difference</i>
% achieving expected standard or above in reading	64%	86%	22%
% achieving higher standard in reading	21%	57%	36%
% achieving expected standard or above in writing	64%	88%	24%
% achieving greater depth in writing	7%	37%	30%
% achieving expected standard or above in maths	64%	85%	21%
% achieving higher standard in maths	21%	53%	32%
<b>End of KS1 Attainment for 2018-2019 (15 pupils)</b>			
% achieving expected standard or above in reading	67%	83%	16%
% achieving higher standard in reading	20%	48%	28%

% achieving expected standard or above in writing	53%	76%	23%
% achieving greater depth in writing	7%	25%	18%
% achieving expected standard or above in maths	73%	79%	6%
% achieving higher standard in maths	13%	32%	19%
% of pupils achieving expected standard in Year 1 phonics (13 pupils)	80%	86%	6%
<b>End of Reception Attainment for 2017-2018 (8 pupils)</b>			
% of pupils achieving GLD	57%	84%	27%

### 3. 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)*

*Pupils eligible for pupil premium account for around 11% of the school population with a range of numbers (6-19pupils) in each year group. Just over one third of those pupils eligible for pupil premium also have an identified special educational need. This means that the barriers to learning are often very complex.*

<b>Quality Teaching</b>	Significant numbers of children in KS1 are 1 step of progress behind expected progress and in KS2 1 or 2 steps of progress behind expected progress. (See Termly Gap Analysis September 2019) .This gap needs to be eradicated to ensure the maximum number of children possible are working at least ARE.
<b>Academic</b>	A large % of PP children have a vocabulary gap with their non PP peers. This is seen in their oral language, written work and ability in higher level reading inference skills. This impacts both on numbers of children at ARE and numbers working above ARE.
<b>SEMH</b>	A significant number of our pupil premium children have SEMH needs such as low self esteem and lack of resilience. This has an impact on their ability to thrive in the school environment and maximise their learning potential.

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

<b>Attendance</b>	Attendance rates for pupils eligible for PP are 94.4% for 2016-17, 94.4% for 2017/18 and 93.86% for 2018-19 (below the figure of 97.18% for non-pupil premium children in 2018-19). In general attendance for PP children is very good but a significant percentage of children (19% July 2019) are below 90%. This reduces learning time and is causing them to fall behind.
<b>Enrichment</b>	Some of our PP children have significantly less access to a variety of out of school experiences and enrichment activities. As well as impacting on wellbeing this also impacts on children's aspiration and understanding of the world and experiences they can use particularly in the written work. It can also lead to feeling of exclusion and isolation
<b>Parental Support</b>	Lack of parental support for learning at home for a percentage of our PP pupils impacts on progress and attainment of these children
<b>Parenting support</b>	Difficulties at home such as lack of food, family breakdown and difficulties parenting have a detrimental impact on the learning, behaviour and social emotional wellbeing of some of our PP children.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>Academic</b>	The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.	<ul style="list-style-type: none"> <li>• The % of PP children making at least expected progress over the year is the same or above that of their non PP peers</li> <li>• Teachers are continuing to implement the Pupil Premium Priority Agreement ( eg marking first, DART meetings first)</li> <li>• The numbers of children 1 or 2 steps behind ARE as evidenced in the Sept 2019 Gap Analysis have reduced.</li> <li>• The number of PP (without SEND) at or above ARE in KS1 and KS2 statutory assessment results continues to rise ( allowing for variations in cohorts)</li> </ul>
<b>Academic</b>	All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.	<ul style="list-style-type: none"> <li>• All PP children receive vocabulary support through Spirals or 5 minute box in Early Years</li> <li>• All children in KS1 and KS2 are receiving a version of the Mrs Wordsmith vocabulary intervention and the intervention is fully imbedded in normal classroom practice</li> </ul>
<b>SEMH</b>	All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.	<ul style="list-style-type: none"> <li>• All children have individual Barriers to Learning Sheets completed by class teacher which identify any SEMH needs</li> <li>• All PP children who need to access Change for Life Club are able to do so (PRE-PANDEMIC)</li> <li>• PP children are priority for counselling, music and drama therapy</li> </ul>
<b>Attendance</b>	The number of PP children with very low attendance below 90%) has been significantly reduced. Attendance of pupil premium children in line with that of all other children. (In cases where this is not achieved evidence of actions to support families to improve attendance levels)	<ul style="list-style-type: none"> <li>• Attendance lead AL and Pupil Premium Lead SB meet regularly to discuss PP attendance and target families to work on improving attendance</li> <li>• The % of PP children with very low attendance has been reduced to a figure of 10% or less by July 2020 from 19% July 2019</li> </ul>
<b>Enrichment</b>	All PP children are attending at least one in school club and all have access to enrichment activities out of school in evenings and weekends.	<ul style="list-style-type: none"> <li>• % of children attending after school clubs continues to rise ( 2018-19 82% attended 1+ club)</li> <li>• PP lead to ensure all PP parents have the PP leaflet setting out what PP children and parents can access in school and out of school</li> <li>• PP lead to talk to all parents of children as they become PP to talk through what is on offer and engage parents</li> <li>• Ensure PP pupils and their families have access to enrichment weekend activities through Super Saturdays and Fabulous Fridays (Pre PANDEMIC)</li> <li>• 50 things to do in Cambridge at the weekends and in the holidays leaflet produced for parents of PP children by July 2020</li> </ul>

<b>Parental Engagement</b>	<p>All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home.</p>	<ul style="list-style-type: none"> <li>• 100% of PP parents attend at least one parents evening per year. And the vast majority attend twice a year.</li> <li>• All PP parents are encouraged to attend small group workshops led by Rec and Y1 teachers on how best to support their children's learning.</li> <li>• All PP children are offered access to homework club</li> <li>• All PP parents of EAL children are offered access to free language support. In the longer term this should be offered on the school site to increase participation</li> </ul>
<b>Parenting Support</b>	<p>All PP families when necessary are aware of and able to access in school support and external support for parenting and the home.</p>	<ul style="list-style-type: none"> <li>• All families aware of EIFW support when it is being offered and Family Worker support and parenting courses such Raising Children</li> <li>• All families are aware of support with housing, food other issues which exist in the wider community</li> <li>• PP lead to ensure all PP parents are aware of what PP children and parents can access in school and out of school through the PP leaflet</li> <li>• All services offered in the wider community to be in the booklet</li> </ul>

5. Planned expenditure					
Academic year	2019-2020				
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?
<b>ACADEMIC</b>  The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.	Quality first teaching to ensure maximum progress of all pupil premium children  Teachers and TAs are implementing the Pupil Premium Priority Agreement as per staff meeting (March 2018)  Individual Barriers to learning sheets are completed and barriers tackled  Rigorous targets/high expectations are set for PP children and monitored through the pupil progress meetings and work scrutinies  Staff training on high quality feedback to be planned for 2020 with the focus on maths feedback	The importance of the 'quality of interactions between teachers and students' is important for all children. Sutton Trust  EEF Toolkit say 'Our toolkit suggests that the provision of high quality feedback can lead to an average of eight additional months progress over the key stage'	Lesson observations by SLT and book scrutinies always include focus on PP learners  SLT to use structured conversations to empower teachers to support and accelerate the learning of PP children  Monitoring quality of teaching (lesson observations and book scrutinies) pupil progress meetings between teachers and SLT and termly data reviews by SLT and Pupil Premium Lead  Barrier sheets monitored by PP Lead	Pupil Premium Lead  And Assistant Head Teachers	Sept 2020 and ongoing throughout the year

<b>ACADEMIC</b>  All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap and this is making a difference academically	Mrs Wordsmith vocabulary intervention is used daily in Year 3-6 with all children and is embedded in normal classroom practice  Mrs Wordsmith style word of the week is being used in Rec- Y2 and is embedded in normal classroom practice  Ensure all children in Rec are receiving oral language based intervention such as Spirals or 5 minutes box	Mark Rowland - 'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.'	Provide support and CPD when necessary for teachers with the implementation of Mrs Wordsmith  Monitor impact on outcomes in reading and writing over the medium term  Monitor implementation of intervention in Reception and outcomes in GLD and KS1 SATS in the medium term	Literacy Lead  PP Lead  Foundation stage lead	July 2020-21
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## ii. Targeted Support

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?
<b>ACADEMIC</b> The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.	<ul style="list-style-type: none"> <li>PP Lead and Assistant Heads focus on these children through Pupil Progress Meetings</li> <li>Priority Inclusion of these children on the Provision maps</li> <li>Short time limited interventions taught by class teachers wherever possible</li> <li>Pupil Premium Priority implemented by teachers</li> <li>( including mark first etc)</li> <li>Barriers to Learning Sheets for all PP children completed and include learning barriers where necessary</li> <li>All children with specific learning difficulties are</li> </ul>	The importance of the 'quality of interactions between teachers and students' is important for all children Sutton Trust  The evidence shows that Pupil Premium children have very individual barrier to learning which need to be tackled	All interventions on the provision maps reviewed before and after on the provisions maps and overseen by INCo/SENCo  Regular Pupil Progress meetings	Pupil Premium Lead INCo SENCo  Assistant Heads	Termly and Sept 2020

<p><b>ACADEMIC</b> All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.</p>	<ul style="list-style-type: none"> <li>• All PP children access Spirals or 5 minute box to increase oral vocabulary development in the Early Years Foundation stage</li> <li>• Mrs Wordsmith vocabulary intervention is used daily in Year 3-6 with all children and is embedded in normal classroom practice</li> <li>• Mrs Wordsmith style word of the week intervention is being used in Rec- Y2 and is embedded in normal classroom practice</li> </ul>	<p>'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners. Mark Rowland</p> <p>Hart/Risley study showed that low-income children are exposed to 30 million fewer words than their higher income peers by age 3</p>	<p>Liaise with Early Years Lead-KSA Literacy lead</p>	<p>Pupil Premium Lead</p> <p>Early Years Foundation Lead</p> <p>Literacy Lead</p>	<p>Sept 2020</p>
<p><b>SEMH</b> All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.</p>	<ul style="list-style-type: none"> <li>• SEMH needs on new Individual Barriers to Learning Sheets</li> <li>• PP priority for Cambridge Academic Performance Counselling Service</li> <li>• PP priority for ARU music and drama therapy</li> <li>• Continue to run Change for Life Club on a termly basis</li> <li>• PP priority for lego therapy and social group work</li> <li>• Continue to provide a targeted lunchtime for vulnerable children with SEMH needs</li> </ul>	<p>The EEF Toolkit suggests that targeted SEMH interventions matched to specific children with particular SEMH needs or behavioural issues can be effective especially for older children</p> <p>The EEF toolkit says that work on improving 'metacognition and self-regulation' has a moderate to high impact on outcomes.</p>	<p>Monitor Individual needs on the Barriers to Learning Sheet</p> <p>Pupil Premium Lead and SLT to allocate children to SEMH interventions after consultation with teachers</p> <p>Pupil Premium Lead to monitor impact of SEMH intervention through the provision maps</p>	<p>Pupil Premium Lead</p>	<p>Sept 2020</p>

<p><b>Enrichment</b> All PP children are attending at least one in school club and all have access to enrichment activities out of school in evenings and weekends.</p>	<ul style="list-style-type: none"> <li>Continue to monitor current PP club attendance</li> <li>Target individual children to encourage to attend clubs</li> <li>Continue free access to school PTA events for PP children</li> <li>All educational trips continue to be free for all pupil premium children</li> <li>Plan and organise visit to Museums and places of interest in Cambridge for PP children and their families through Super Saturdays and Fabulous Fridays</li> <li>Subsidies for clothing/ equipment for individual children are given where</li> </ul>	<p>Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in school</p>	<p>PP lead to liaise with sports lead and Pupil Premium Club Lead on a regular basis to monitor club attendance and target children to get to attend clubs</p> <p>PP lead to liaise with Super Saturday leader and wider community to ensure take up of enrichment activities</p>	<p>Pupil Premium Lead</p> <p>Sports Clubs lead</p> <p>Pupil Premium Club Lead</p>	<p>Sept 2020</p>
<p><b>Parent Engagement</b> All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home.</p>	<ul style="list-style-type: none"> <li>Attendance of PP parents at parents evening is recorded and teachers follow up on any non-attendeers to ensure all parents always attend</li> <li>Rec and Year 1 teachers to run small targeted groups for parents to teach how to support their children's learning at home- eg phonics and maths and reading</li> </ul>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. EEF Toolkit</p> <p>The Achievement for All model of engaging 'harder to reach' families through positive school engagement and understanding of their unique family circumstances transforms lives</p>	<p>Monitor attendance at meetings and PP lead has a 'constant conversation' with class teachers re parental engagement of PP families</p> <p>Records of parental attendance at small targeted learning support groups kept and monitored</p>	<p>Pupil Premium Lead</p> <p>Class teachers</p> <p>Rec Year 1 Assistant Head</p>	<p>Sept 2020</p>



<b>Parenting Support</b> All PP families when necessary are aware of and able to access in school support and external support for parenting and the home.	<ul style="list-style-type: none"> <li>Pupil Premium Lead to meet with all new families to talk through what the school can offer</li> <li>Pupil Premium Lead make sure all PP parents have a copy of the PP leaflet each year</li> <li>Pupil Premium lead in conjunction with locality and outside providers to facilitate provision of parenting course such as Building Resilience in our Children, Raising Children, Fitness and Nutrition ( through Everyone Health) and one off parenting workshops</li> </ul>	Disadvantaged children and families are more likely than their non disadvantaged peers to need support at home	PP Lead and Head Teacher to liaise with locality and local authority re provision of family support for Cambridge City in the light of current cut to EIFW.  Regular meetings between PP lead, SENCo and Assistant Heads with Family Workers through TAF meetings to ensure family support needs are being met by school and locality  Monitoring of family attendance on parenting courses	Pupil Premium Lead  SENCo, INCo and Assistant Heads	Sept 2010
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### lii 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
<b>Attendance</b> The number of PP children with very low attendance ( below 90%) has been significantly reduced	<ul style="list-style-type: none"> <li>Continue to send the staged attendance letters and involve EWO when necessary</li> <li>Meet with targeted families to discuss the barriers and support parents to overcome any barriers to attendance</li> <li>PP Lead and attendance lead to liaise with other local schools re strategies and best practice for improving PP attendance, including impact of walking</li> </ul>	We can't improve attainment for children if they aren't actually attending school. Nfer briefing for school leaders identifies addressing attendance as a key step	Regular liaison between PP lead and Attendance Lead  Thorough briefing of EWO  Collaboration with Family Workers when necessary	Attendance Lead AL	Half Termly ongoing and overall results Sept 2020

## Proposed Expenditure for 2019-2020

Item	Income/Expenditure 2019/2020
Income	£100,320
Leadership and Management of Pupil Premium	-£4,223
Counselling Provision from Cambridge Academic Performance	-£8,000
Targeted Breakfast Club	-£3,501
Targeted catch up programmes - staffing and leadership and management	-£64,865
Funding for Attendance Projects	-£2,000
One to One and small group Emotional Development support	-£5,200
Lunch Club	-£4,131
Miscellaneous Resources	-£400
Disadvantage Subsidy - access to clubs, residential visits (not sports clubs)	-£8,000
<b>Balance</b>	<b>£0</b>

**REVIEW OF EXPENDITURE 2019-2021**
**Academic- Quality Teaching for All**

Desired Outcome	Chosen action/Approach	Estimated Impact	Lessons Learned/Covid Notes	Cost
<b>ACADEMIC</b> The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.	<p>Quality first teaching to ensure maximum progress of all pupil premium children</p> <p>Teachers and TAs are implementing the Pupil Premium Priority Agreement as per staff meeting (March 2018)</p> <p>Individual Barriers to learning sheets are completed and barriers tackled</p> <p>Rigorous targets/high expectations are set for PP children and monitored through the pupil progress meetings and work scrutinies</p> <p>Staff training on high quality feedback to be planned for 2020 with the focus on maths feedback</p>	<p><b>KS2 (Y6) PP ( in school data up til March 2020)</b></p> <p><b>Progress across Key Stage PP</b></p> <p>Reading 81% exp prog Writing 67% exp prog Maths 52% exp prog</p> <p><b>PP progress not SEND</b></p> <p>Reading 100% exp prog Writing 89% exp prog Maths 100% exp prog</p> <p><b>Estimated PP at ARE (Y6) 2020</b></p> <p>Reading 67% Writing 57% Maths 57%</p> <p><b>Estimated PP not SEND (Y6) 2020</b></p> <p>Reading 100% Writing 89% Maths 100%</p> <p><b>Estimated PP at ARE (Y2) 2020</b></p> <p>Reading-67% Writing-40% Maths-33%</p>	<p>This is much more difficult to track due to the covid lockdown and cancellation of SATS in 2020.</p> <p>The figures to the left show that Y6, who only missed a few weeks would have made excellent progress across the key stage if they were not SEND and SEND/PP children made strong progress with the exception of maths.</p> <p>In KS1 The figures are lower are likely to have been lower than we would like. However, Y2 teachers tend to hold back on progress until the SATS are done ( so less accurate than Y6 data) and we need to remember this cohort had a difficult Y1 too.</p> <p>Current Year 3 is a year group we recognise need as much support as we are able to give.</p>	2019-2020

<b>ACADEMIC</b>  All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap and this is making a difference academically	Mrs Wordsmith vocabulary intervention is used daily in Year 3-6 with all children and is embedded in normal classroom practice  Mrs Wordsmith style word of the week is being used in Rec- Y2 and is embedded in normal classroom practice  Ensure all children in Rec are receiving oral language based intervention such as Spirals or 5 minutes box	Mrs Wordsmith continues to be used from Year 1-6 and Rec have now implemented it.  Due to the pandemic impossible to assess impact.  All children received Spirals who needed it. NELI Nuffield Early Language Intervention being used from Jan 2021	Not possible to accurately assess impact due to covid lockdowns. This assessment will be ongoing.	
Academic- Targeted Support				
Desired Outcome	Chosen action/Approach	Estimated Impact	Lessons Learned	Cost
<b>ACADEMIC</b> The vast majority of PP children are making at least expected progress over the year and the vast majority of children who are 1 or 2 steps behind the expected level are making more than expected progress and closing the gap.	<ul style="list-style-type: none"> <li>PP Lead and Assistant Heads focus on these children through Pupil Progress Meetings</li> <li>Priority Inclusion of these children on the Provision maps</li> <li>Short time limited interventions taught by class teachers wherever possible</li> <li>Pupil Premium Priority implemented by teachers</li> <li>( including mark first etc)</li> <li>Barriers to Learning Sheets for all PP children completed and include learning barriers where necessary</li> </ul> All children with specific learning difficulties are assessed and needs are met on the provision maps	All chosen actions a have been in place when school has been fully opened.  (See above academic data for Y6 and Y2)  The vast majority were making at least expected progress prior to Covid lockdown and this will continue to be monitored)	?/	

<b>ACADEMIC</b> All pupil premium children with a vocabulary deficit are receiving in school support to eradicate this gap.	<ul style="list-style-type: none"> <li>All PP children access Spirals or 5 minute box to increase oral vocabulary development in the Early Years Foundation stage</li> <li>Mrs Wordsmith vocabulary intervention is used daily in Year 3-6 with all children and is embedded in normal classroom practice</li> <li>Mrs Wordsmith style word of the week intervention is being used in Rec- Y2 and is embedded in normal classroom practice</li> </ul>	<p>See information above.</p> <p>In addition from Xmas 2020 Reception are using the NELI programme to improve speech and language for children who need it and this is expected to have a significant impact on the vocabulary of our PP children</p>	<p>The Covid lockdowns have had a considerable detrimental impact on the language development of our most disadvantaged children and this impact will need to be addressed over the next couple of years for these cohorts.</p> <p>Please note that when we were partially open from June 2020 almost no PP children in Rec and Y1 chose to take up places.</p>	
SEMh				
Desired Outcome	Chosen action/Approach	Estimated Impact	Lessons Learned	Cost
<b>SEMh</b> All pupil premium children with SEMh needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety.	<ul style="list-style-type: none"> <li>SEMh needs on new Individual Barriers to Learning Sheets</li> <li>PP priority for Cambridge Academic Performance Counselling Service</li> <li>PP priority for ARU music and drama therapy</li> <li>Continue to run Change for Life Club on a termly basis</li> <li>PP priority for lego therapy and social group work</li> <li>Continue to provide a targeted lunchtime for vulnerable children with SEMh needs</li> </ul>	<p>All children have individual Barriers to learning Sheets which identify SEMh needs.</p> <p>All PP children who needed Targeted SEMh support have received support in this period.</p> <p>Change for Life Club ran until the first lockdown but since then group interventions have not been able to run due to the Bubble system</p> <p>Lunchtime support for vulnerable children also ran until the covid lockdown and worked well</p> <p>During lockdown new support from the Mental Health Support Team has also been put in place to support anxious children</p>	<p>During the pandemic with the bubble system far fewer children struggled with lunch times and when school gets back to 'normal' school will look at how we can reduce numbers of children out at any one time for break and lunch.</p>	

Attendance				
Desired Outcome	Chosen action/Approach	Estimated Impact	Lessons Learned	Cost
<b>Attendance</b> The number of PP children with very low attendance ( below 90%) has been significantly reduced	<ul style="list-style-type: none"> <li>Continue to send the staged attendance letters and involve EWO when necessary</li> <li>Meet with targeted families to discuss the barriers and support parents to overcome any barriers to attendance</li> </ul> PP Lead and attendance lead to liaise with other local schools re strategies and best practice for improving PP attendance, including impact of walking buses.	All actions continued. PP Attendance Dec 2020 ( autumn term) <ul style="list-style-type: none"> <li>90% children had greater than 90% attendance</li> <li>84% greater than 94% attendance</li> </ul> This left 10% (9 children) with very low attendance a significant improvements on 19% in July 2019  No new strategies such as walking buses have been put in place yet.	Parents appeared to value school attendance more than before post covid lockdown.  Covid precautions such as hand washing and greater social distancing seemed to reduce non covid illness absence from school for all children including Pp children.	
Enrichment				
Desired Outcome	Chosen action/Approach	Estimated Impact	Lessons Learned/covid notes	Cost
<b>Enrichment</b> All PP children are attending at least one in school club and all have access to enrichment activities out of school in evenings and weekends.	<ul style="list-style-type: none"> <li>Continue to monitor current PP club attendance</li> <li>Target individual children to encourage to attend clubs</li> <li>Continue free access to school PTA events for PP children</li> <li>All educational trips continue to be free for all pupil premium children</li> <li>Plan and organise visit to Museums and places of interest in Cambridge for PP children and their families through Super Saturdays and Fabulous Fridays</li> </ul> Subsidies for clothing/ equipment for individual children are given where necessary	Sept 2019-March 2020 PP club attendance ranged from 40% to 86% in the different year groups. The highest PP club attendance is normally in the Summer term.  Since March 2020 there have been almost no school trips and Super Saturdays had to be suspended.  Clothing and equipment has been provided for all children as and when needed.	??/	

<b>Parental Engagement</b>				
<b>Desired Outcome</b>	<b>Chosen action/Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Parent Engagement</b> All parents feel engaged and involved in their children's learning and wherever possible able to support their child's learning at home.	<ul style="list-style-type: none"> <li>Attendance of PP parents at parents evening is recorded and teachers follow up on any non-attendees to ensure all parents always attend</li> </ul> Rec and Year 1 teachers to run small targeted groups for parents to teach how to support their children's learning at home- eg phonics and maths and reading	In Oct 2019 and Feb 2020 all PP parents attended parents evenings. This has had an impact of parental engagement with children's learning	As teachers have engaged with all parents more regularly during the lockdowns both by email and phone calls. It will be interesting to see whether the additional support given by SLT and teachers throughout lockdown has an impact on longer term relationships with and engagement of PP parents.	
<b>Parenting Support</b>				
<b>Desired Outcome</b>	<b>Chosen action/Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>Parenting Support</b> All PP families when necessary are aware of and able to access in school support and external support for parenting and the home.	<ul style="list-style-type: none"> <li>Pupil Premium Lead to meet with all new families to talk through what the school can offer</li> <li>Pupil Premium Lead make sure all PP parents have a copy of the PP leaflet each year</li> </ul> Pupil Premium lead in conjunction with locality and outside providers to facilitate provision of parenting course such as Building Resilience in our Children, Raising Children, Fitness and Nutrition ( through Everyone Health) and one off parenting workshops	In school provision of parenting workshops has not been able to happen primarily due to Covid 19. However, all parents who have applied for locality Family Work support were able to access it and services continued remotely throughout the lockdowns.  During covid information and support was provided to enable families to access food and housing support as well as laptops and behavioural support when needed.	There is still a need to reinstate Early Intervention Family Workers as the service was suspended in Sept 2019.  This service is particularly vital for our PP families who may be reluctant to engage with professionals	