



| SUMMARY INFORMATION | | | | | |
|------------------------|-------------------------------|---------|-----------------------|---|-----|
| Name of School | Great Hollands Primary School | | | Total pupils on roll | 343 |
| Pupils eligible for PP | Number: 97 | %: 28.3 | | Number eligible for PP Plus (PLAC) | 0 |
| School PP Lead | Mrs N Watson | | LAB PP Lead | Bob Kenwick | |
| | | | Total projected spend | £117, 419 (10% held back for contingency) PP total Allocation: £130,465 | |

| COHORT INFORMATION AT MARCH 2020 FOR COMBINED (RWM) | | | | | | | | | |
|---|--------|----|--------|----|--------|---|--|--|--------|
| PP Pupils | LAP | | MAP | | HAP | | Attendance up until 27 th February 2020 | Persistent Absentees up until 27 th February 2020 | |
| | Number | % | Number | % | Number | % | | % | Number |
| 1 | | 22 | | 78 | | 0 | 96.44 | 0 | 0 |
| 2 | | 40 | | 60 | | 0 | 96.10 | 1 | 7 |
| 3 | | 29 | | 65 | | 6 | 92.85 | 5 | 27 |
| 4 | | 21 | | 79 | | 0 | 94.18 | 2 | 9 |
| 5 | | 53 | | 47 | | 0 | 95.14 | 1 | 5 |
| 6 | | 41 | | 53 | | 6 | 94.55 | 2 | 10 |

| Non-PP Pupils | LAP | | MAP | | HAP | | Attendance | Persistent Absentees | |
|---------------|--------|----|--------|----|--------|----|------------|----------------------|--------|
| | Number | % | Number | % | Number | % | | % | Number |
| 1 | | 47 | | 53 | | 0 | 96.01 | 2 | 6 |
| 2 | | 47 | | 53 | | 0 | 92.44 | 6 | 18 |
| 3 | | 16 | | 74 | | 10 | 95.41 | 5 | 12 |

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| 4 | | 39 | | 61 | | 0 | 96.03 | 4 | 12 |
| 5 | | 27 | | 73 | | 0 | 95.75 | 3 | 12 |
| 6 | | 12 | | 73 | | 15 | 94.71 | 5 | 16 |

| COHORT INFORMATION FOR PHONICS | | % IN FEBRUARY 2020 | |
|--------------------------------|--|--------------------|----|
| PP Pupils | | | |
| Year 1 | | | 90 |
| Year 2 | | | 90 |

| COHORT INFORMATION FOR PHONICS | | % IN FEBRUARY 2020 | |
|--------------------------------|--|--------------------|----|
| Non- PP pupils | | | |
| Year 1 | | | 80 |
| Year 2 | | | 97 |

| DISADVANTAGED PUPILS MEETING EXPECTED STANDARD FOR THE END OF KS2 | MARCH 2020 |
|---|------------|
| Reading | 71% |
| Writing | 59% |
| Maths | 71% |
| Combined (RWM) | 53% |

| DISADVANTAGED PUPIL MEETING GREATER DEPTH FOR THE END OF KS2 | MARCH 2020 |
|--|------------|
| Reading | 24% |
| Writing | 6% |
| Maths | 24% |

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| Combined (RWM) | 6% |
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| BARRIERS TO PROGRESS AND ATTAINMENT | |
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| A | Gap increased in achievement between disadvantaged and non- disadvantaged pupils in Reading, Writing and Mathematics for DA pupils in year 5 before Covid (44% of cohort are PP pupils) |
| B | Disadvantaged pupils in years 2, 3,4 and 5 (year 5 returned WB 22 nd June) did not return back to school and have been disproportionality affected by Covid 19 |
| C | Disadvantaged pupils in Reception , year 1 and year 2 have missed 4 months + of daily Read, Write Inc programme due to Covid 19 and gaps have emerged (parents not RWI trained) |
| D | The impact of pupils Mental and Emotional Health influencing their experiences and work in class, especially after the Covid 19 pandemic (increase in numbers of pupils experiencing mental health problems and anxiety) |
| E | Disadvantaged boys showing slow rates of progress in writing |
| F | Double disadvantaged pupils (PP and SEN) missing out SEN support during COVID 19 affecting rates of progress and gaps increasing between peers |
| G | Attendance for disadvantaged pupils below 97% |

| STRATEGY AIMS FOR DISADVANTAGED PUPILS - ACADEMIC PROGRESS AND ATTAINMENT | |
|---|---|
| Aims | Target date |
| Gap diminishes in reading, writing and mathematics for year 6 DA pupils. | Year 6 gaps will be reassessed in September as the gaps could have increased further since March data due to COVID 19. |
| DA pupils in years 3,4,5 and 6 (September cohorts) are able to catch-up so there is no gap between DA pupils and non-DA pupils (before COVID 19 most year groups had had no gap between DA and non-DA pupils) | This will be reassessed at the end of September when all year groups return as gaps could be much wider or developed in specific year groups. |

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| All DA pupils in years 1 and 2 catch-up RWI programme and there is no phonics gap between DA pupils and non-DA pupils. | This will be reassessed in September due to some pupils having had no access to phonics or reading support at home. |
| Accelerated progress for DA SEND pupils and a diminishing of the gap between DA SEND pupils and non-SEND pupils in all year groups. | This will be reassessed at the of September when all year groups return as gaps could be much wider in certain year group. |
| Accelerated progress in writing for All especially for DA boys so that writing is not a barrier to achieving the combined. | This will be reassessed at the of September when all year groups return as gaps could be much wider in certain year group. |

STRATEGY AIMS FOR DISADVANTAGED PUPILS - WIDER OUTCOMES (e.g. participation, cultural capital, behaviour)

| Aims | Target date |
|--|---|
| DA pupils' mental and emotional needs are met and are not a barrier to learning. | This will be reassessed at the end of September as pupils' mental health could be worse than first thought when all year groups return. |
| Support provided for parents' for managing their child's mental health, anxiety and SEN needs at home. | Reviewed at the end of autumn term. |
| DA pupils' attendance is 97% and there continue to be gap in attendance between DA pupils and non-DA pupils. | Reviewed at the end of the first half term. |

| STAFFING COSTS | | |
|--|--|------------------------|
| Role | Rationale | Projected Spend |
| PP Lead (30%) | DA pupils disproportionately disadvantaged during Covid 19 both academically, socially and emotionally so a champion is needed for these pupils to devise action plans, meet with phase leaders to devise Raising Attainment plans, monitor progress of all DA pupils and to work with teachers to put provision in place for pupils not making the expected progress etc. | £20,748 |
| FSA (60%) | Family Safeguarding Advisor- supports staff and vulnerable families with Safeguarding. Also, attends CIN, CP and strategy meetings and oversees CPOMS with the Headteacher. | £13,457 |
| Inclusion Team ELSA (10.25 hours) | ELSAs Emotional needs affect the ability and readiness for pupils to learn, especially now after the COVID 19 pandemic. Targeted support with emotional wellbeing by our ELSAs is recognised effective approach to develop children's emotional literacy skills and provide the pupils the tools to express how they are feeling. In addition, many of our DA pupils have social and emotional needs that influence their ability to work with others, to deal with disappointment and to persevere with challenging tasks. | £6,549 |
| HLTA (40%) | To release phase leaders so that they can meet with PP lead, monitor the quality of teaching in their phase, carry out book scrutiny's, monitor planning, support staff etc. Release time for reading, maths and curriculum leads to monitor their subjects in regards to the quality of teaching etc. | £13,392 |
| Read, Write Inc TA | Pupils have missed 4+ months of Read, Write inc programme and 1:1 daily keep up sessions in the afternoon. In addition, parents have not received the Read, Write Inc training so would not have been able to carry out the programme during lockdown. | £6,331.60 |
| Extra teacher for year 6 (point 6) | Year 6 identified as a priority year group last academic year as the gap between DA and non-DA pupils and the gaps have further increased due to the pupils being disproportionately affected during Covid 19 pandemic. | £30,199 |

| TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR | | | | | | |
|---|--|--|-----------------|----------------------|----------------------|----------------|
| Action | Barrier(s) | KPIs | Projected Spend | Date | Staff lead | Interim Review |
| School to employ a point 6 teacher to reduce class sizes in year 6 in the mornings. | <p>A and E</p> <p>Year 5 identified as priority year group last. Raising Attainment Plan written to diminish gaps but plan unable to be actioned due to COVID 19. Additionally, pupils have not been in school since March.</p> | <p>Gap decreases for disadvantaged pupils in year 6</p> <p>DA reading gap reduces from 21% to 12%</p> <p>DA Maths gap reduces from 21% to 12%</p> <p>Writing gap reduces from 26% to 17%</p> <p>* KPI based on March data before lockdown so gap could now be wider.</p> | | Sept 2020- July 2021 | RF and NW | |
| <p>Raising attainment in writing across the school for all pupils, especially WB DA boys by embedding three-week writing journey.</p> <ul style="list-style-type: none"> • Staff and phase training on the new writing journey • Writing learning walks carried out by writing lead and phase leaders • Monitoring of writing plans and book scrutiny focusing on progress made by pupils • Writing lead to work with Whiteknights Primary in embedding three week writing journey (English hub) | <p>E</p> <p>DA pupils do not make the same rate of progress in writing compared to maths and reading especially WB DA pupils.</p> | <p>Pupils make accelerated progress in writing so that it does not become a barrier to achieving the combined and rates of progress in line with reading and maths.</p> <p>To increase Year 1 DA writing gap from +8 % to +12%</p> <p>To increase Year 2 DA writing gap from +22 to +26%</p> | | | NW and Phase Leaders | |

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| | | <p>To decrease Year 3 DA writing gap from -2% to a positive gap of +2%</p> <p>To decrease Year 4 DA writing gap from -11% to -6%</p> <p>To increase Year 5 DA writing gap from +9% to +12%</p> <p>To decrease Year 6 DA writing gap from 26% to 17%</p> <p>* KPI based on March data before lockdown so gaps could now be wider and gaps could have emerged f in year groups with positive gaps.</p> | | | | |
| <p>Read, Write Inc</p> <p>Purchase RWI consultant time to continue working with school due programme having to be suspended due to Covid.</p> <ul style="list-style-type: none"> • Consultant to work with school implementing all revised methods and keeping GHPS up to date with any new RWI initiatives • Work with the reading leader to identify issues with the lowest attaining pupils • Training staff to meet pupils' needs. | <p>C</p> <p>Pupils in reception-year 3 have missed out significant amounts of RWI programme so gaps have emerged. Parents have not been RWI trained so unable to</p> | <p>90% of DA year1 pupils pass phonics screener.</p> <p>100% of DA year 2 pupils pass phonics screener.</p> <p>80% of year 3 pupils are off the RWI programme by the end of the academic year.</p> | <p>RWI Consultant £2000</p> <p>RWI TA</p> <p>RWI lead</p> | | <p>RWI Lead (NY) and NW</p> | |

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| <ul style="list-style-type: none"> • Work with reading lead to take account of Covid impact to pupils' phonics and to create an ongoing action plan and monitor the implementation of this. • Release time for reading lead to monitor the quality of teaching of RWI and to offer coaching sessions to staff • RWI TAs for morning sessions and 1:1 keep up sessions in the afternoon • RWI training for new staff | | | | | | |
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| TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR | | | | | | |
|--|---|--|--------------------------------------|-------------|------------------------|-----------------------|
| Action | Barrier(s) | KPIs | Projected Spend | Date | Staff lead | Interim Review |
| Pixl therapy groups (catch-up programme): <ul style="list-style-type: none"> • Renew Pixl membership • Release time for teachers in years 2, 3,4,5 and 6 to carry out Pixl therapies in the afternoon • Release time for Pixl Lead to oversee groups, staff training and support colleagues (CP) | B Due to pupils not attending school since March gaps have emerged. | 90% of DA pupils attending therapy groups have their gaps identified and filled. | £2,700 Pixl membership % HLTA | | CP (Pixl Lead) and NW | |
| Read, Write Inc daily 1:1 keep up sessions and home support | C Parents were not RWI trained so | 90% of DA year1 pupils pass phonics screener. | RWI TA | | NY (RWI Lead) | |

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| <ul style="list-style-type: none"> RWI TAs for ten minutes daily 1:1 keep up sessions (TAs needed for year 1, 2 and 3 to carry out the sessions) Read, Write Inc cards to be purchase for all DA families in reception, year 1 and year 2 (2 packs needed over the two years. Set 1 and then set 2/3) | <p>unable to deliver RWI programme and pupils missed out on daily RWI tutoring during Covid 19 and gaps have emerged.</p> <p>Parents did not have the RWI cards used by staff at home so phonics skills did not transfer to home.</p> | <p>100% of DA year 2 pupils pass phonics screener.</p> | <p>RWI home packs- £1,225</p> | | | |
| <p>Tutoring and boosters</p> <ul style="list-style-type: none"> Year 6 morning boosters for reading and maths to start in September Boosters for years 4 and 5 after school to start in November | <p>B</p> <p>Due to most pupils in current 3, 4 and 5(July 2020 not returning to school significant gaps have emerged in reading, writing and maths.</p> <p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF Toolkit)</p> | <p>Gaps have diminished and there is no gap between DA pupils and non-DA pupils.</p> | <p>Boosters for years 4-6- £4059</p> | | <p>CA, CP and NW</p> | |

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| <p>ASD consultant to work with the school to support DDA pupils and their families (SEN/DA) to reduce wider gaps emerging:</p> <ul style="list-style-type: none"> • Carry out Observations of pupils and then to provide strategies to support • Review pupils' progress. • Attend meetings with parents • Provide staff training <p>ASD consultant to run parent programmes e.g. Understanding Autism:</p> <ul style="list-style-type: none"> • Sensory Needs • Managing Anger • Emotional Self-Regulation • Sleep difficulties • Food refusal in autism. | <p>F</p> <p>Communication from parents to school have shown that parents are requiring strategies etc. to support their child's SEN needs / anxiety at home etc, especially now after COVID.</p> <p>Due to COVID CAMHS waiting list is now 24- 33 months but parents and pupils need the help now.</p> <p>Research indicates that a number of parenting characteristics are statistically associated with children's levels of achievement, including parental promotion.</p> <p>(Hilary Grayson NFER report on Narrowing the Gap 2013)</p> | <p>90% of parents feel they have the correct tools to support their child with their SEN needs etc.</p> <p>90% of parents feel their child's SEN needs are being met.</p> | <p>£642</p> | | <p>NW FSA</p> | |
| <p>Trust's Speech therapist for a day each week:</p> | <p>F</p> | <p>DA pupils targeted with the expectations that</p> | <p>One day a week allocation from Trust</p> | | <p>NW</p> | |

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| <p>Screening of reception pupils to identify those pupils who need additional support e.g. Early Talk Programme</p> <p>Supporting staff with individual pupils e.g. colour semantics</p> <p>Work with identified pupils</p> <p>Training of staff</p> | <p>Early Years pupils in the school have missed out on vocabulary and communication interventions due to COVID 19 resulting in attainment gap increasing.</p> <p>Areas with potential include communication and language approaches (EEF Attainment Gap report 2018)</p> | <p>they answer in a complete sentence etc.</p> <p>Pupils will be screened at the beginning and end of Reception and appropriate provision put in place e.g. Early Talk programme, listening group etc.</p> | | | | |
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TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR

| Action | Barrier(s) | KPIs | Projected Spend | Date | Staff lead | Interim Review |
|---|---|---|-----------------|------|------------|----------------|
| <ul style="list-style-type: none"> • Continue with Education Welfare Service (WPA) • DA pupils with poor attendance tracked, identified and action plans put in place by EWO • EWO service to meet with parents • FSA and Inclusion Team to support vulnerable DA families. <p>All staff aware of their responsibilities with regard to lateness and absence e.g. meeting with parents etc.</p> | <p>G</p> <p>Possible high levels of absenteeism when school fully returns due to COVID 19.</p> | <p>Disadvantaged pupils' attendance reaches 97%. PA for disadvantaged pupils is below 10% and I line with the national.</p> <p>There to continue to be no gap between DA and non-DA pupils and no gap</p> | £6000 | | NW, | |

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| | | between boys and girls. | | | | |
| <p>To support pupils' mental and emotional health, especially after the trauma of Covid 19</p> <p>Canine Assisted Learning Play Therapy ELSA morning breakfast club and after school groups Resources for ELSA groups resources for art therapy, ELSA garden and food for ELSA breakfast club)</p> <p>Behaviour reporting system</p> <p>Lunchtime club for anxious pupils/ ASD pupils</p> | <p>D</p> <p>Increase in the number of DA pupils in school with emotional and mental health problems especially after experiencing the trauma of the COVID 19 pandemic.</p> <p>Result of pupils' mental health and emotional increasing behaviour incidents in school.</p> | <p>90% of DA pupils' baseline data improves e.g. SDQs, ELSA baseline data, Canine Assisted targets achieved.</p> <p>Behaviour incidents for DA pupils reduce by 20%.</p> <p>Target: <15 DA incidents per term.</p> | <p>£5000- Canine Assisted Learning</p> <p>£3000- Play Therapists</p> <p>ELSA</p> | | NW | |
| <p>Pupil Welfare</p> <p>Support given to vulnerable families for items such as school uniform, PE kit, school shoes, breakfast, food vouchers.</p> | <p>D</p> <p>Many of our families struggle to provide school uniform, shoes etc and this need has now increased with many parents losing their jobs due to the Covid pandemic.</p> | <p>All families who request help with uniform are provided with e.g. jumpers, shoes etc.</p> | <p>£1000</p> | | FSA and NW | |
| <p>Increasing Pupil's Cultural capital especially after lockdown</p> | | | | | | |

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| <p>Mentoring for academic progress and emotional well-being with a focus on DA boys: Reading Rockets (basketball) – years 5 and 6</p> | <p>B AND D Many of our pupils have social and emotional needs that influence their ability to work with others, to deal with disappointment and to persevere with challenging tasks.</p> | <p>85% DA pupils' attitude towards reading improves. 90% of pupils are able to work with other and develop resilience.</p> | <p>Reading Rockets</p> | | <p>NW</p> | |
| <p>All DA pupils able to access and attend school trips</p> | <p>D Many of our families lost jobs during lockdown so school wants to ensure that all pupils can attend and access school trips.</p> | <p>100% attend school trips</p> | <p>Trip Fund £1,200</p> | | <p>NW and class teachers</p> | |

| TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR | | | | | | |
|--|---|---|-----------------------------|------|------------|----------------|
| Action | Barrier(s) | KPIs | Projected Spend | Date | Staff lead | Interim Review |
| <p>Raising Attainment for all PP pupils especially double disadvantaged pupils.</p> <ul style="list-style-type: none"> PP champion to work with phase leaders and class teachers on QFT, Raising Attainment plans. Monitoring progress of PP pupils and attendance etc. | <p>F Double disadvantaged pupils (PP/SEN) not making the same rates of progress and gap widening between</p> | <p>80 % of double disadvantaged pupils have similar rates of progress of non-DA pupils There no gaps in attainment between DA and non-DA pupils.</p> | <p>% HLTA % PP lead</p> | | <p>NW</p> | |

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| <ul style="list-style-type: none"> • Release time for Phase leaders to meet with PP champion, monitor QFT in year groups • SENDCo and SENTAs to support staff with double disadvantaged pupils | <p>DDA pupils and non-DA pupils.</p> <p>DA pupils' disproportionality disadvantaged during Covid 19 pandemic</p> | | | | | |
| <p>Continue with focusing on Read, Write Inc and reading;</p> <ul style="list-style-type: none"> • RWI TAs for 1to 1 daily keep up sessions • RWI resources for PP parents • RWI resources • RWI Lead • RWO consultant to support school | <p>C</p> <p>DA pupils' disproportionality disadvantaged during Covid 19 pandemic and parents were not trained in RWI so pupils have missed six months of the programme.</p> | <p>95% of DA pupils pass the phonics screener in year 1 and 100% of pupils in year 2 pass.</p> | <p>RWI TAs</p> <p>RWI Consultant</p> <p>RWI Lead</p> <p>RWI home Packs</p> | | <p>NY and NW</p> | |
| <p>Increasing the combined for PP through improving the % of pupils achieving ARE and GD in writing</p> <p>Monitoring and improving QFT for writing through:</p> <ul style="list-style-type: none"> • Writing lead and phase leaders monitoring QFT through learning walks, book scrutiny, planning, rates of progress • Bracknell Forest Writing consultant supporting the | <p>E</p> <p>DA GD combined below 7% and gap between DA GD pupils and non-DA GD pupils.</p> <p>DA combined in years 2 and 3 below 65% and below and those years groups have not been I</p> | <p>DA combined (RWM) above 70%</p> | <p>% PP lead</p> | | <p>NW and phase leaders</p> | |

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| <p>school and specific year group with GD writing</p> <ul style="list-style-type: none"> The school to continue to work with White Knights on writing journey e.g. GHPS staff to visit Whiteknights | <p>school since March 20 (year groups who haven't returned).</p> | | | | | |
| <p>Increasing GD in reading, writing and maths</p> <ul style="list-style-type: none"> GD Booster groups in years 5 and 6 Reviewing provision and QFT for GD pupils | <p>A and B</p> <p>DA GD combined below 7% and gap between DA GD pupils and non-DA GD pupils</p> | <p>15% of pupils achieve GD in writing, reading and maths</p> | | | <p>NW CA and CP</p> | |
| <ul style="list-style-type: none"> Smaller year 5 and 6 classes so gaps addressed in class (.6 teacher) HLTA to release teachers for therapy intervention groups Teachers for boosters for years 4, 5 and 6 for the next three years | <p>A and B</p> <p>DA pupils' disproportionality disadvantaged during Covid 19 pandemic and parents were not trained in RWI so pupils have missed six months of the programme.</p> <p>Years 2,3,4 and were not returning year groups and have not attended school since March 20</p> | <p>90% of DA pupils have gaps filled</p> | <p>.6 teacher</p> | | <p>NW</p> | |

TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS

| Action | Barrier(s) | KPIs | Projected Spend | Date | Staff lead | Interim Review |
|--|---|---|-----------------------|------|---------------|----------------|
| Pixl therapy groups for ARE and GD <ul style="list-style-type: none"> • Pixl membership • Pixl Lead • Release time for teachers to take therapy group or additional teacher | DA pupils' disproportionality disadvantaged during Covid 19 pandemic and parents were not trained in RWI so pupils have missed six months of the programme. | 90% of DA pupils have gaps filled 15% of pupils achieve GD in writing, reading and maths | £2,700 per year | | CP and NW | |
| Boosters before and after school for years 4,5, and 6 <ul style="list-style-type: none"> • Teachers for boosters | DA pupils' disproportionality disadvantaged during Covid 19 pandemic and parents were not trained in RWI so pupils have missed six months of the programme. | | Teachers for boosters | | CA, CP and NW | |

WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS

| Action | Barrier(s) | KPIs | Projected Spend | Date | Staff lead | Interim Review |
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| <p>Continue to increase attendance for DA and reduce PA e.g. Year3 a priority year group for PA.</p> <p>Reduce the number of lates for DA pupils.</p> <p>WPA Attendance Officer</p> <p>School attendance officer</p> | <p>Current year 3 cohort has PA of 27% and this year group has not been in school since march 2020.</p> | <p>PP PA < 7%</p> <p>PP attendance 97%+</p> | <p>£6000</p> | | <p>NW</p> | |
| <p>Supporting pupils with their Emotional and mental health</p> <ul style="list-style-type: none"> • Canine Assisted Therapy • ELSAs • Play Therapy • FSA • SENDCo | <p>Pupils' mental and emotional health had shown an increase before COVID 19. Since the COVID 19 pandemic there has been 20% increase of anxiety, mental health issues.</p> | <p>85% of DA show an improvement in SDQ scores</p> | <p>£20,000</p> | | <p>NW</p> | |
| <p>Pupils Welfare Support</p> | <p>School has seen an increase of pupils eligible for FSM and parents are struggling even more financially due to COVID 19 pandemic.</p> | <p>All families who request help with uniform are provided with e.g. jumpers, shoes etc and pupils are provided with breakfast if needed.</p> | <p>£1000 per year</p> | | <p>NW</p> | |

| PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER PUPILS | | | | | |
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| Action | KPIs | Projected Spend | Date | Staff lead | Interim Review |
| Support and provision will be based on each pupil's specific needs e.g. ELSA, tuition etc. | 100% of PP + pupils show the same rates of progression academically and emotionally as non-DA pupils. | | | NW | |

| | Challenge(s) | Mitigating action |
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| Teaching | DA pupils being disproportionality impacted by COVID 19 and large gaps emerging. Pupils not attended school since March and have not accessed any of the learning set. Double disadvantaged not making the same rates of progress of non-DA pupils | PP champion and phase leaders monitoring QFT and producing Raising Attainment Plans for DA pupils. Smaller classes for Year 5 and 6 for reading, writing and math SENDCo and SENTAs working with teachers, TAs and parents |
| Targeted support | The number of pupils needing intervention and tutoring due to large gaps emerging and not attending school since March. | Booster sessions for years 4, 5 and 6 (year groups who did not return) Pixl therapy groups |
| Wider strategies | Increased numbers of pupils experiencing mental health problems. | Support for pupils with mental health and anxiety etc through: ELSAs Canine Assisted Therapy Play Therapy Support for families by FSA, SENTAs, SENDCo |