



Barrowby Church of England Primary School

Pupil Premium Report 2020-2021

*Make your light shine, so that others will see the good that you do and
will praise your Father in heaven.*

Matthew 5: 16



Year 4 Children at Kingswood



Artsmark
Gold Award
Awarded by Arts
Council England



sing up
Platinum Award



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Pupil Premium 2020 – 2021 Introduction

At Barrowby CE Primary School, we want all our children to:

Make your light shine, so that others will see the good that you do and will praise your Father in heaven. Matthew 5: 16

The Pupil, Service and Premium Plus Premiums are additional funds provided to schools to help address the current underlying inequalities between children.

Pupil Premium

The Pupil Premium (FSM) is to help schools raise the attainment of disadvantaged pupils and close the gap with their peers.

Service Premium (Service Families)

This funding is to be used to support their pastoral care.

Pupil Premium Plus (Looked After Child)

The LAC Pupil Premium is to ensure that pupils are not disadvantaged, from their starting points, in relation with their peers.

‘From April 2014, schools in England can receive the LAC Pupil Premium for children adopted from care, or who left care under a Special Guardianship Order on or after 30 December 2005. Schools can also claim the Pupil Premium for children who left care under a Residence Order on or after 14 October 1991.

It is paid to schools in respect of disadvantaged pupils in Reception to Year 11. The Government has extended the coverage of the Pupil Premium in recognition of the traumatic experiences many adopted children have endured in their early lives and a realisation that their needs do not change overnight.’ PAC website.

In most cases, the funding is clearly identifiable and is left to the discretion of the school to decide how best to use this funding, to help to narrow the gap for individuals.

From September 2012, schools were required to publish online information describing how they have used this funding, so that parents and other stakeholders are made fully aware of how the Pupil Premium has impacted on the attainment of pupils.

What does this mean for Barrowby CE Primary School?

Date of most recent PP Review	2020	Date for next internal review of this strategy	December 2021		
Total number of pupils	259	Number of pupils eligible for PP	31		
			Pupils	Funding	
Pupil Premium Pupil Premium Ever 6			15	£21,520.00	
Pupil Premium carry forward and adjustments				£314.00	
Service Premium (Service Families)			13	£4,030.00	
Service Premium carry forward				£1,662.00	
Pupil Premium Plus (Post Looked After Children)			3	£7,035.00	
Post Looked After Children carry forward				£6,258.00	
Total Pupils			31	£40,819.00	
Total Pupil, Service & LAC Premium Budget					

Current Attainment	<i>Pupils eligible for PP (your school Sept 20 initial Teacher assessments)</i>	<i>School</i>		<i>Pupils not eligible for PP (national average)</i>
		<i>KS1</i>	<i>KS2</i>	
% working at or above the standard in Reading	27%	36% (Y2)	55% (Y6)	No national data available due to national lockdown
% working at or above the standard in Writing	3%	9% (Y2)	16% (Y6)	
% working at or above the standard in Maths	23%	26% (Y2)	55% (Y6)	
% achieved standard in Phonics Screener	100%	85% (Y2)	n/a	
% achieved standard in EYFS	No data available			

Barriers to Future Attainment

In-school barriers		Success Criteria and Desired Outcomes
A	To minimise the impact of Covid 19 on pupil attainment in reading, phonics, grammar & punctuation, writing and maths where it is lower.	<ul style="list-style-type: none"> Support pupils narrow the gap between themselves and their peers in aspects of reading, phonics, grammar & punctuation, writing and maths. Children 'catch up' or 'fill in' any gaps in their knowledge and understanding of the curriculum that have arisen due to lockdown. Improved attainment across the school. Consistent attainment from year group to year group Progress and attainment to be monitored and measured through Pupil Progress meeting, attainment and end of year outcomes. <p><i>PP children to make progress in line with their peer and achieve their end of year expectations</i></p>
B	Some pupils' attitudes to learning can limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging.	<ul style="list-style-type: none"> Clear expectations of behaviours from all staffing groups as well as opportunities given for pupil voice to be heard. Ensure all pupils have access to an exciting and broad and balanced curriculum. <p><i>Children will respect one another, the school and adults in line with the school's values (respect, creativity and independence) and Christian ethos.</i></p>
External barriers		Success Criteria and Desired Outcomes
C	<p>Some disadvantaged pupils do not read at home or receive parental support with homework and through support we would like improve attainment in reading for these pupils.</p> <p>Ensure that children are not disadvantaged in terms of their access to education in the events of class/bubble/ school closures if they should have to learn from home.</p>	<ul style="list-style-type: none"> Frequent reading opportunities (1:1) Phonic Support in lessons and parental information given to help children succeed in the Phonics Screening Test. Ensure that families have access to the online learning resources. Support families where necessary to access online/ home learning by substituting and/or providing necessary resources.

D		<i>Children make continued or accelerated progress in the decoding, and comprehension skills whilst also improving stamina and fluency.</i>
	Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning.	<ul style="list-style-type: none"> • Provide further opportunities for pupils to work collaboratively in order to further develop social skills of teams work, communication and cooperation as well as resilience. • Provide pastoral support as required • Provide pastoral support through PS and 1:1 time with DK • Continue to provide additional Midday Dinner Supervisors to provide targeted play for individuals/groups. • To purchase a range of identified resources to be used to support pupils. <p><i>Children make improved and suitable social choices, have a positive mindset and wellbeing to approach learning successfully.</i></p>
E	Some pupils are unable to fully access the curriculum and wider school life and therefore do not have the opportunity to maximise their learning opportunities.	<ul style="list-style-type: none"> • Subsidise visits and educational experiences • Monitor PP participation in extra-curricular clubs <p><i>To ensure families are equipped and supported so that issues, at home, do not have an adverse effect on school.</i></p>

Our aim, is that every child, in this school continues to make at least good progress and is not disadvantaged.

We want our pupils to leave our school as well educated, self-confident and caring members of society.

In addition to this, at Barrowby CE Primary School we recognise:

*There are different ways to serve the same Lord, and we
can each do different things.
Yet the same God works in all of us and helps us in everything we do.*
1 Corinthians 12: 5-6

Our aim, is that every child, in this school continues to make at least good progress and is not disadvantaged.

*We want our pupils to leave our school as well educated, self-confident and
caring members of society.*

To this end, the funding shall be used to support and develop further opportunities, provision and services, at Barrowby CE Primary School so that all pupils fulfil their potential.

Planned Expenditure 2020-2021

The three sections below:

- Quality Teaching For All
- Targeted Support
- Other Approaches

enables our school to demonstrate how we are using the Pupil, Service and Looked After Children Premium to:

- Ensure no child is disadvantaged through circumstances or starting points;
- Raise individual academic performance-attainment;
- Support social and communication development; and
- Support social and emotional development of pupils and families;

Quality 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? (Time frame and costings.
A Minimise the impact of Covid 19 on pupil attainment in reading, phonics, grammar & punctuation, writing and maths where it is lower.	<p>To provide additional support to help pupils narrow the gap between themselves and their peers in aspects of reading, writing and mathematics.</p> <p>Contribute towards Teaching Assistant subsidy to provide targeted support or class support (depending on individual needs) as the TA will enable teachers to plan lessons that are well structured, differentiated and provide teacher and TA led support.</p> <p>Purchase further high quality texts to support reading lessons in KS2</p> <p>Training (Teacher/TA meetings) for all staff.</p> <p>Monitor and evaluate reading and Maths lessons in KS2 to support teachers to deliver high quality and effective strategies to support reading.</p>	<p>The Mobilise Project and research suggested that deploying TAs effectively will allow the children's learning to be tailored in order to narrow the gap and to further challenge and stretch pupils who are making good progress.</p> <p>Ensure effective use of TAs to facilitate good questioning and to give the right level of group and 1:1 support to help children in narrowing the gap to be further challenged and stretched in their learning and their thinking.</p> <p>Evaluation of text types available suggests the need to research, purchase and promote quality texts that support the curriculum and will enrich the children's reading interests and experiences beyond what is commercially popular.</p> <p>Results in Reading have declined in KS2. Data analysis indicates that this is because children lacked the pace, fluency and stamina to read the texts in the SATs.</p> <p>Results in the Phonic Screener fell last year. Data analysis has suggested that this was in part due to a reduction in TA support in KS1.</p>	<p>Children will be discussed at Key Stage level and if necessary with the SEND team.</p> <p>Impact to be monitored and measured through Pupil Progress & Standards meetings, attainment and end of year outcomes.</p> <p>Regular work scrutiny that will focus on PP children where appropriate.</p> <p>Children in receipt of pupil premium will be discussed at Pupil Progress Meetings and support will be given accordingly to target those vulnerable children who are not making good or better progress.</p> <p>Interventions will be monitored carefully, stored centrally on the SEND tracker and the impact of these evaluated termly.</p>	Headteacher, Deputy Headteacher, English Subject Lead, Phonics Subject lead and KS Leaders and class teacher	<p>Through PPS Meetings scheduled for Assessment Points:</p> <p>Initial assessments to be undertaken in the Autumn term to ascertain gaps in learning that have arisen from the school closure.</p> <ol style="list-style-type: none"> 1. October 2020 2. March 2021 3. July 2021

	<p>Monitor and evaluate Letters and Sounds lessons in FS and KS1</p> <p>Listen PP children read 1:1 at least 3 times a week.</p> <p>CT will monitor progress at 6 assessment points throughout the year.</p> <p>CT will implement targeted support within and outside of lessons to accelerate progress where needed.</p> <p>All children, regardless of background, to make good or better progress in line with age related expectations.</p>	<p>PP children made some good progress in reading, which we believe can be attributed to the frequency of reading opportunities/ support offered to those children in school.</p> <p>Assessing children at 6 points across the year ensures that no child 'slips through the net', children are monitored closely and interventions and support such as PSP, EHA and targeted support can be put in place accordingly to enhance attainment if/when appropriate.</p>	<p>Teachers asked for evidence to show how they are supporting those identified at PPS meetings: tracker information, planning, seating arrangements, adult support, frequency of reading monitored, sign posted to relevant training and courses to support CT's in support their children.</p>		
Total budgeted cost					£10,756

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? (Time frame and costings).
<p>B</p> <p>Some pupils' attitudes to learning can limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging.</p>	<p>Continue with approaches adopted in the last academic year Re Pastoral support, e.g. PSP, Counselling, Healthy Minds, nurture and well being (TA support), Targeted Play support at lunchtime.</p> <p>Use portion of funding to facilitate 1:1 counselling time with DK for identified PP children</p> <p>Fund Midday supervisor to ensure opportunities can be provided to children in need of social and emotional support at lunchtime.</p> <p>TA deployment in lessons to help enthuse and motivate those children lacking in focus.</p>	<p>Positive Behaviour Training (Summer Term 2019) encouraged all staff members to reflect on their own practice in line with school behaviour policy,</p> <p>Working with children and families who are experiencing social/emotional difficulties has had a positive impact on a number of individuals.</p> <p>Children are given the opportunity to improve confidence, social skills, life opportunities and happiness.</p> <p>Children work closely with a member of staff leading targeted play support at lunchtimes.</p> <p>With improved relationships and positive playtimes children will be better motivated in school and for learning.</p> <p>Children will feel proud of their achievements and participate fully in all aspects of school life</p>	<p>Children who lack confidence, behaviour and social skills to work together in small adult led groups in order to develop these key areas.</p> <p>Continue to use SDQ to assess and monitor impact of Targeted Play on individuals.</p> <p>Groups will be monitored using the SEND teacher to identify impact. Impact should be seen in the behaviour, attitude to learning and attainment.</p> <p>Work with midday supervisors to ensure they have an update on the training provided last term.</p> <p>Ensure regular midday supervisor meetings take place to allow for consistency in approach and communication.</p> <p>Ensure regular TA meetings take place to allow for consistency in approach and communication.</p>	<p>Headteacher, Deputy Headteacher, SENDCo, KS Leaders and class teacher</p>	<p>On going in house training through INSET, Teacher meetings, TA meetings and midday supervisor meetings.</p> <p>Reviews of PSP for identified children will identify progress and future actions</p>

			Support from BOSS team if/when necessary.		
Total budgeted cost					£2,610.00

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? (Time frame and costings).
C Some disadvantaged pupils do not read at home or receive parental support with homework and through support we would like improve attainment in reading for these pupils.	<p>KS2 teachers monitor the frequency of reading at home and liaise with parents when this does not happen.</p> <p>All teachers, in all year groups to hear children read on a 1-1 basis over a three-week period. Ros Wilson in-depth reading assessment is carried out three times a year.</p> <p>York reading assessment to inform book bands and ensure children are reading ability appropriate texts.</p> <p>Discrete reading lessons taught weekly for KS2. KS1 support reading development through targeted letters and sound lessons daily.</p> <p>CT have a class record of 1-1 reading with class teachers and teaching assistants.</p> <p>Children will read a wide range of books with</p>	<p>Reading records evidence the frequency of reading at home alongside CT signature to show this has been checked and monitored on a weekly basis.</p> <p>Data analysis of Reading results.</p>	<p>Reading lesson monitoring evaluations schedule throughout the year including lesson study and pupil interview.</p> <p>Book Scrutiny</p> <p>Pupil Progress</p> <p>Pupil Outcomes</p> <p>Class teachers will monitor reading support being given at home and will liaise with parents as appropriate.</p> <p>English Lead will monitor teacher records for frequency, attainment and reading book appropriateness.</p> <p>Pupil Progress meetings focus on pupil's attainment in R, W and M and where one area is identified as an area of weakness appropriate targets and strategies for improvement will be agreed, actioned and monitored.</p>	Headteacher, Deputy Headteacher, English Subject lead, SENDCo	<p>Through PPS Meetings scheduled for Assessment Points:</p> <ol style="list-style-type: none"> 1. October 2020 2. March 2021 3. July 2021 <p>Through Assessment Points:</p> <ul style="list-style-type: none"> • Oct 20 • Dec 20 • Feb 21 • March 21 • May 21 • July 21

	<p>increased fluency and improved stamina. This in turn will impact on their reading comprehension and ability to access age related texts.</p> <p>A proportion of PP funding will fund TA support to hear PP, SP and FSM children read on a 1:1 basis</p>				
Total budgeted cost					£1000.00

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? (Time frame and costings).
D Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning.	Headteacher to take the lead on pastoral support, EHA and TAC. Research 'Growth Mindset' support. SENDCo/ HT to support families and refer to Healthy Minds when appropriate to do so. TA support with emotional wellbeing for identified pupils. Gain pupil voice in PSP and on SEND Support plans. Collective Worship will underpin school values and Christian ethos giving time for pause and reflection- a moment of stillness and calmness in the day.	Effectiveness of HT liaison with families evident through good outcomes achieved for a number of families last year. Important to review 'child's vice' to take into account their changing needs and preferences in order to fully understand and support them. Evidence form SIAMs report and RE Lead questionnaires.	HT to attend necessary training and TAC updates. Daily Collective worship that has the follows guidance set out by Collective Worship lead. Collective worship monitored by CW Lead and Governors.	Headteacher, SLT, class teacher	Ongoing
Total budgeted cost					£500.00

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? (Time frame and costings).
E Some pupils are unable to fully access the curriculum and wider school life and therefore do not have the opportunity to maximise their learning opportunities.	To subsidise educational experiences and residential visits for pupils: <ul style="list-style-type: none"> School to provide subsidised visit and educational opportunities to Pupil Premium children, either in part or whole to ensure that no child misses out on an experience due to financial reasons. To provide a school meal and milk for disadvantaged pupils 	<p>No child should miss out on the opportunity to access activities, resources or visits.</p> <p>External visits or providers enhance the curriculum provision by enthusing, inspiring and exciting the children, putting their learning into context and giving them the opportunity to interact with new resources, experts and places.</p> <p>It often allows them to put their learning into context and interact with additional resources, gain knowledge and insights from experts and experience and understand new places.</p>	<p>Monitor opportunities being provided across the school to ensure fairness and consistency for PP children and families in each year group.</p> <p>Feedback from parents in end of year questionnaire.</p> <p>Monitoring of financial expenditure by School Administrator.</p>	Headteacher, School Administrator.	<p>Review end of financial year (March 2021)</p> <p>Spending in this area might be reduced due to limited access to external experiences due to Covid 19.</p>
Total budgeted cost					£6,950.00

Review of Expenditures

Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>A To minimise the impact of Covid 19 pupil attainment in reading, phonics, grammar & punctuation, writing and maths where it is lower.</p>	<p>To provide additional support to help pupils narrow the gap between themselves and their peers in aspects of reading, writing and mathematics.</p> <p>Contribute towards Teaching Assistant subsidy to provide targeted support or class support (depending on individual needs) as the TA will enable teachers to plan lessons that are well structured, differentiated and provide teacher and TA led support.</p> <p>Purchase high quality texts to support reading lessons in KS2</p> <p>Training (Teacher/TA meetings) for all staff.</p> <p>Monitor and evaluate reading and Maths lessons in KS2 to support teachers to deliver high quality and effective strategies to support reading.</p> <p>Monitor and evaluate Letters and Sounds lessons in FS and KS1</p> <p>Listen PP children read 1:1 at least 3 times a week.</p> <p>CT will monitor progress at 6 assessment points throughout the year.</p> <p>CT will implement targeted support within and outside of lessons to accelerate progress where needed.</p> <p>All children, regardless of background, to make good or better progress in line with age related expectations</p>	<p>Spring 2021 assessment results (conducted 2 weeks after school reopened from the lockdown)</p> <p>Reading: Below 55% (17) EXS+ 45% (14)</p> <p>Writing Below 65% (20) EXS+ 35% (11)</p> <p>Maths Below 42% (13) EXS+ 58% (18)</p> <p>Summer 2021 assessment results (summative)</p> <p>Reading: Below 3% (1) WTS 29% EXS 48% GDS 20% EXS+ 68%</p> <p>Writing: Below 3% WTS 39% EXS 48% GDS 10% EXS+ 58%</p> <p>Maths: Below 3% WTS 35% EXS 35% GDS 27% EXS+ 62%</p>	<p>PP children have made good progress since returning to school after the last lockdown (see results).</p> <p>Reading, writing and Maths have been prioritised and Catch-Up Literacy and Numeracy intervention programmes have been purchased and implemented to help those children who had regressed to 'narrow the gap' or 'catch up'.</p> <p>In line with Government recommendations we will no longer be using PIRA and PUMA assessments in Y1. Teachers will instead focus on word reading and SSP in reading assessments using formative assessments and 1:1 reading observation. In Maths, we have been advised to focus on the teaching of early maths skills before assessing.</p>	<p>£7,118.00</p>
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<p>B</p> <p>Some pupils' attitudes to learning can limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging.</p>	<p>Pastoral support, e.g. PSP, Counselling, Healthy Minds, nurture and well being (TA support), Targeted Play support at lunchtime (when additional midday supervisor is appointed).</p> <p>Use portion of funding to facilitate 1:1 counselling time with DK for identified PP children</p> <p>Fund Midday supervisor to ensure opportunities can be provided to children in need of social and emotional support at lunchtime.</p> <p>TA deployment in lessons to help enthuse and motivate those children lacking in focus.</p>	<p>April 2021</p> <p>DK currently supports PP children through 1:1 counselling and pastoral support.</p> <p>Well being training delivered to all staff at INSET (March 2021)</p> <p>Summer 2021</p> <p>DK supports 2 children in line with their PSP from across the school. This is expected to end at the end of the year. Her support with identified Y6 children will also end when they leave the school.</p>	<p>In September DK will have two afternoons (4 hours) to support pastoral needs across the school as required. A dictated. Quiet and reassuring space is to be made available for this purpose.</p>	<p>£1,702.00</p>
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<p>C Some disadvantaged pupils do not read at home or receive parental support with homework and through support we would like improve attainment in reading for these pupils.</p>	<p>KS2 teachers monitor the frequency of reading at home and liaise with parents when this does not happen.</p> <p>All teachers, in all year groups to hear children read on a 1-1 basis over a three-week period.</p> <p>Ros Wilson in-depth reading assessment is carried out three times a year (Spr 1 assessment was not undertaken due the national lockdown).</p> <p>York reading assessment to inform book bands and ensure children are reading ability appropriate texts.</p> <p>Discrete reading lessons taught weekly for KS2.</p> <p>KS1 support reading development through targeted letters and sound lessons daily.</p> <p>Children read a wide range of books to improve fluency and stamina. This in turn impacts on their reading comprehension and ability to access age related texts. A proportion of PP funding subsidised the Oxford Owl online reading resource allowing all children to continue to read remotely.</p> <p>A proportion of PP funding will fund TA support to hear PP, SP and FSM children read on a 1:1 basis.</p>	<p>Good reading engagement during lockdown</p> <p>Spr 2021 assessments for PP children:</p> <p>Spring 2021 assessment results (conducted 2 weeks after school reopened from the lockdown)</p> <p>Reading: Below 55% (17) EXS+ 45% (14)</p> <p>Summer 2021. Reading: Below 3% (1) WTS 29% EXS 48% GDS 20% EXS+ 68%</p>	<p>Continue with this approach in line with SDP priorities.</p> <p>Make changes to phonics implementation in Rec/Y1 inline with new Government guidance.</p> <p>Implement recommendations from DfE: The reading framework (supporting reading at home section)</p>	<p>£0.00</p>
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Some disadvantaged pupils do not read at home or receive parental support with homework and through support we would like improve attainment in reading for these pupils.	<p>KS2 teachers monitor the frequency of reading at home and liaise with parents when this does not happen.</p> <p>All teachers, in all year groups to hear children read on a 1-1 basis over a three-week period. Ros Wilson in-depth reading assessment is carried out three times a year.</p> <p>York reading assessment to inform book bands and ensure children are reading ability appropriate texts.</p> <p>Discrete reading lessons taught weekly for KS2. KS1 support reading development through targeted letters and sound lessons daily.</p> <p>CT have a class record of 1-1 reading with class teachers and teaching assistants.</p> <p>Children will read a wide range of books with increased fluency and improved stamina. This in turn will impact on their reading comprehension and ability to access age related texts.</p> <p>A proportion of PP funding will fund TA support to hear PP, SP and FSM children read on a 1:1 basis</p>	<p>Spring 2021 assessment results (conducted 2 weeks after school reopened from the lockdown)</p> <p>Reading: Below 55% (17) EXS+ 45% (14)</p> <p>Summer 2021 assessments</p> <p>Reading: Below 3% (1) WTS 29% EXS 48% GDS 20% EXS+ 68%</p>	Changes to be made to Reading records to further encourage/ promote parental support and involvement in reading at home. Access t online SSP books through Oxford Owl for Reception and Y1	£0.00

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning.	Headteacher to take the lead on pastoral support, EHA and TAC. SLT to support where applicable. SENDCo/ HT to support families and refer to Healthy Minds when appropriate to do so. DK supports with emotional wellbeing for identified pupils. Pupil voice gained in PSP and on SEND Support plans. Collective Worship will underpin school values and Christian ethos giving time for pause and reflection- a moment of stillness and calmness in the day.	March 2021- SLT now supporting with PSP implementation and support relevant to their class/ Key Stage. SENCO working with HT on EHC support	DK to continue with counselling and pastoral work.	£1799.69

<p>E</p> <p>Some pupils are unable to fully access the curriculum and wider school life and therefore do not have the opportunity to maximise their learning opportunities.</p>	<p>To subsidise educational experiences and residential visits for pupils:</p> <ul style="list-style-type: none"> • School to provide subsidised visit and educational opportunities to Pupil Premium children, either in part or whole to ensure that no child misses out on an experience due to financial reasons. <p>Roots to Food experience being subsidised for PP in Year groups 2- 6</p> <ul style="list-style-type: none"> • To provide a school meal and milk for disadvantaged pupils 	<p>Roots to Food Sept 2020 Roots to Food April 2021</p>	<p>As restrictions ease we hope to subsidise educational and enrichment experience for PP children including educational visits.</p>	<p>£4,382.40</p>
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