

Pupil premium strategy / self-evaluation

1. Summary information

School	Edward the Elder Primary School				
Academic Year	2020-21	Total PP budget	£114,325	Date of most recent PP Review	n/a
Total number of pupils	234	Number of pupils eligible for PP	40%	Date for next internal review of this strategy	July 2021

2. Current attainment

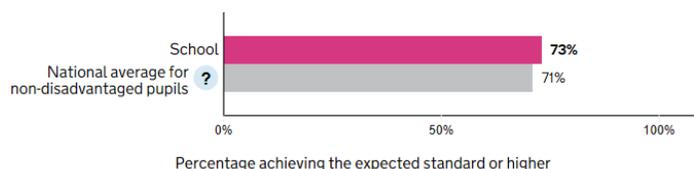
End of KS2 results (summer 2019) *no statutory data for summer 2020 due to COVID

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	3.91	3.32	1.80
Confidence interval ?	0.8 to 7.0	0.4 to 6.2	-0.9 to 4.5
Number of disadvantaged pupils	15	15	15
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils ?	Like-for-like ? -0.62	Like-for-like ? -0.50	Like-for-like ? -0.71

Reading, writing and maths combined [?](#)

Percentage of disadvantaged pupils achieving the expected standard or higher

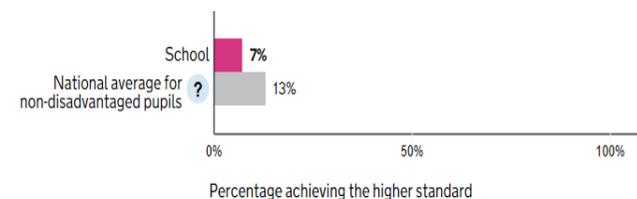
Number of disadvantaged pupils = 15



Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 15

[View as table](#)



		EoY target Summer 20 Expected Reading	EoY target Summer 20 Above Expected Reading	EoY target Summer 20 Expected Writing	EoY target Summer 20 Above Expected Writing	EoY target Summer 20 Expected Maths	EoY target Summer 20 Above Expected Maths
Yr R	Dis	75%	25%	76%	13%	75%	25%
Yr R	Non Dis	83%	17%	78%	17%	83%	17%
Yr 2	Dis	86%	14%	79%	14%	86%	14%
Yr 2	Non dis	75%	31%	69%	31%	75%	31%
Yr 6	Dis	40%	7%	27%	0%	27%	13%
Yr 6	Non dis	87%	33%	87%	27%	87%	47%

Progress meetings in March 2020 indicated that with further intervention in Summer term, pupils would have been on track to reach End of Year targets in Summer 2020. Although 'Expected' percentages for Year 6 disadvantaged pupils appear low, this represents at least expected progress (and more than expected progress for some pupils) since KS1. Therefore our Points Progress predictions for Summer 2020 were positive.

September 2020 – Early indications from baseline assessments across all Year Groups show that although progress was made towards the priorities below between Sept 2019 and March 2020, the priorities below remain following lockdown and further progress may need to be made in reading and writing, alongside maths.

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor oral language skills)

A.	Oral and language skills in Nursery/Reception, which impacts on reading attainment at the end of the phase
B.	PP across KS1 and KS2 have lower attainment than that of their peers in maths and they need intervention to make rapid and sustained rates of progress.
C.	Without current embedded systems to support PP pupils, attainment of PP pupils would likely be lower in English at both KS1 and KS2 – in some year groups they need intervention to make rapid and sustained rates of progress.

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

C. In the majority of Year groups, attendance rates for disadvantaged are lower than for non disadvantaged, which impacts on progress. Improvements in attendance for disadvantaged pupils were measured between Autumn 1 2019 and Spring 1 2020 but still remain below Non Disadvantaged.

Annual Attendance Comparison -			
Term → Year ↓	Autumn 1 %	Autumn 2 %	Spring 1 %
Year R PP	89.4	89.6	90.8
Year R Non PP	95.1	94.6	95.1
Year 1 PP	91.8	92.7	92.6
Year 1 Non PP	91.3	91.0	92.5
Year 2 PP	93.2	94.2	94.8
Year 2 Non PP	95.8	95.1	95.7
Year 3 PP	95.1	94.7	94.5
Year 3 Non PP	98.1	97.6	97.2
Year 4 PP	92.5	92.5	92.8
Year 4 Non PP	97.2	95.3	96.1
Year 5 PP	87.2	87.7	88.3
Year 5 Non PP	95.8	95.9	95.7
Year 6 PP	87.2	96.1	95.2
Year 6 Non PP	95.8	97.8	97.9

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improved language skills across EYFS for PP	Proportions of pupils achieving on track CL at the end of EYFS will be increased from starting points (Baseline).
B.	Increased rates of progress for PP children in maths whose attainment is below that of their peers nationally	Proportions of pupils achieving age related expectations will increase so by the end of KS2 PP pupils achieve at least the expected level in Maths
C.	PP pupils will make increased progress to increase current attainment levels across KS1 and KS2 in English.	Proportions of pupils achieving age related expectations in English will be increased in English at KS1 and KS2
D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves to be in line with Non PP pupils.

5. Review of expenditure				
Previous Academic Year		2019-20 (September 2019-March 2020 due to COVID lockdown March-August 2020)		
i. Quality of teaching for all				
Action	Intended outcome	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
				£25,000 total

<p>Focus on creating a language rich environment</p> <p>Early identification of reluctant communicators</p> <p>Curriculum focus on early language skills</p> <p>Additional S&L/phonics training for new staff</p>	<p>Proportions of PP pupils achieving CL by the end of EYFS will increase</p>	<p>At baseline, 11% of Nursery were 'on track' in CL. This increased to 22% by March 2020.</p> <p>52% of Reception achieved 'on track' in CL at baseline. This increased to 78% by March 2020.</p>	<p>The approach will continue as the previous Nursery cohort are now in Reception. Nursery baselines (Sept 2020) also indicate that the new Nursery cohort face similar issues. An additional member of staff has also started working in EYFS in Sept 2020.</p>	
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<p>Early identification of pupils not working at the expected level in maths through data analysis</p> <p>Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress in maths</p> <p>Gaps in learning identified and misconceptions re-taught</p> <p>Teaching assistant support for each class</p>	<p>Increased progress for PP pupils working below the expected ARE in Maths to ensure further pupils reach an 'on track' level.</p> <p>PP pupils will make at least expected progress to maintain current attainment levels across KS1 and KS2.</p>	<table border="1" data-bbox="674 504 1319 762"> <thead> <tr> <th>March 2020 data</th> <th>Disadvantaged on track maths</th> <th>Non Disadvantaged on track maths</th> <th>Disadvantaged on track reading</th> <th>Non Disadvantaged on track reading</th> <th>Disadvantaged on track writing</th> <th>Non Disadvantaged on track writing</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>77%</td> <td>82%</td> <td>62%</td> <td>76%</td> <td>62%</td> <td>71%</td> </tr> <tr> <td>Yr 2</td> <td>27%</td> <td>47%</td> <td>20%</td> <td>47%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>Yr 3</td> <td>60%</td> <td>84%</td> <td>73%</td> <td>68%</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Yr 4</td> <td>32%</td> <td>73%</td> <td>41%</td> <td>64%</td> <td>41%</td> <td>73%</td> </tr> <tr> <td>Yr 5</td> <td>67%</td> <td>79%</td> <td>67%</td> <td>89%</td> <td>78%</td> <td>89%</td> </tr> <tr> <td>Yr 6</td> <td>33%</td> <td>86%</td> <td>27%</td> <td>86%</td> <td>27%</td> <td>86%</td> </tr> </tbody> </table> <p>Through discussion during progress meetings in March 2020, strategies which had the most impact on increasing PP attainment in maths, reading and writing were discussed. Extra intervention was planned for Year 2 and Year 4 in order for pupils to meet their EoY target.</p>	March 2020 data	Disadvantaged on track maths	Non Disadvantaged on track maths	Disadvantaged on track reading	Non Disadvantaged on track reading	Disadvantaged on track writing	Non Disadvantaged on track writing	Yr 1	77%	82%	62%	76%	62%	71%	Yr 2	27%	47%	20%	47%	20%	40%	Yr 3	60%	84%	73%	68%	73%	74%	Yr 4	32%	73%	41%	64%	41%	73%	Yr 5	67%	79%	67%	89%	78%	89%	Yr 6	33%	86%	27%	86%	27%	86%	<p>This approach will continue as due to lockdown the annual intervention planned did not take place and pupils require further support to meet the target.</p> <p>The reading/writing target will be re-worded as more pupils are now needing to make accelerated progress.</p> <p>The new target will read:</p> <p>PP pupils will make increased progress to increase current attainment levels across KS1 and KS2.</p>	
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ii. Targeted support

<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p> <p>£71,720 total</p>
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<p>Early identification of PP pupils who are reluctant communicators to have regular in-school speech and language support</p> <p>S+L group work for PP pupils delivered by SALT team and in-school team</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum</p>	<p>Improved outcomes for PP who are reluctant communicators</p>	<p>At baseline, 11% of Nursery were 'on track' in CL. This increased to 22% by March 2020.</p> <p>52% of Reception achieved 'on track' in CL at baseline. This increased to 78% by March 2020.</p>	<p>The approach will continue as the previous Nursery cohort are now in Reception. Nursery baselines (Sept 2020) also indicate that the new Nursery cohort face similar issues. An additional member of staff has also started working in EYFS in Sept 2020.</p>																																																		
<p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning.</p> <p>Behaviour team to support pupils to ensure 'behaviour for learning' is effective.</p> <p>Teaching Assistant support in each class allows for teacher to target individuals and groups as necessary in each lesson for 1:1/small group support</p>	<p>Increased progress for PP pupils working below the expected ARE in Maths</p> <p>PP pupils will make at least expected progress to maintain current attainment levels across KS1 and KS2.</p>	<table border="1" data-bbox="667 671 1323 935"> <thead> <tr> <th>March 2020 data</th> <th>Disadvantaged on track maths</th> <th>Non Disadvantaged on track maths</th> <th>Disadvantaged on track reading</th> <th>Non Disadvantaged on track reading</th> <th>Disadvantaged on track writing</th> <th>Non Disadvantaged on track writing</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>77%</td> <td>82%</td> <td>62%</td> <td>76%</td> <td>62%</td> <td>71%</td> </tr> <tr> <td>Yr 2</td> <td>27%</td> <td>47%</td> <td>20%</td> <td>47%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>Yr 3</td> <td>60%</td> <td>84%</td> <td>73%</td> <td>68%</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Yr 4</td> <td>32%</td> <td>73%</td> <td>41%</td> <td>64%</td> <td>41%</td> <td>73%</td> </tr> <tr> <td>Yr 5</td> <td>67%</td> <td>79%</td> <td>67%</td> <td>89%</td> <td>78%</td> <td>89%</td> </tr> <tr> <td>Yr 6</td> <td>33%</td> <td>86%</td> <td>27%</td> <td>86%</td> <td>27%</td> <td>86%</td> </tr> </tbody> </table> <p>Through discussion during progress meetings in March 2020, strategies which had the most impact on increasing PP attainment in maths, reading and writing were discussed. Extra intervention was planned for Year 2 and Year 4 in order for pupils to meet their EoY target.</p>	March 2020 data	Disadvantaged on track maths	Non Disadvantaged on track maths	Disadvantaged on track reading	Non Disadvantaged on track reading	Disadvantaged on track writing	Non Disadvantaged on track writing	Yr 1	77%	82%	62%	76%	62%	71%	Yr 2	27%	47%	20%	47%	20%	40%	Yr 3	60%	84%	73%	68%	73%	74%	Yr 4	32%	73%	41%	64%	41%	73%	Yr 5	67%	79%	67%	89%	78%	89%	Yr 6	33%	86%	27%	86%	27%	86%	<p>The 'system' of identifying pupils for, and providing, extra intervention will continue. However, additional intervention programmes/schemes will be investigated to ascertain which will have the most impact on learning (possibly linked to home learning). Each class will continue to have 1 TA – this will allow for effective, timely support to be given.</p>	
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iii. Other approaches

Action	Intended outcome	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 £30,000 total
Magic breakfast (bagels for all pupils during morning registration introduced)	To ensure all pupils, including PP pupils have a motivation to come to school on time, start each day in a positive manner – ensuring well-being.	Attendance rates for PP pupils increased in the majority of Year groups in Autumn 1, Autumn 2 and Spring 1. Verbal feedback from parents, pupils and staff has been extremely positive: pupils enjoy the bagels, staff feel they are more alert and parents have reported it helps as a motivator to get pupils to school.	The approach will continue for Autumn term 2020, as the funding is guaranteed until then. Once the funding finishes, school would like to continue to provide breakfast, but perhaps alternate the 'type' of breakfast, in order to keep pupils' interest.	
EWO to increase attendance by carrying out Early Help plans for persistent absentees with additional need	To raise progress and attainment for pupils with low attendance	Attendance rates for PP pupils increased in the majority of Year groups in Autumn 1, Autumn 2 and Spring 1. (No statutory data available for 2020 due to no SATs)	The employment of a Trust EWO allows flexibility and attendance issues can be dealt with more rapidly on a day to day basis This strategy is to continue for all pupils including PP pupils with attendance below 90%	

Subsidise off site trips, visits, visitors and residential	To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.	All disadvantaged pupil attended trips and residential	This will continue as it is important to ensure equal access to all areas of school life and the curriculum,	
Provide additional resources to support pupils learning at home (EYFS packs, revision guides)	To ensure all disadvantaged pupils are able to access/complete learning at home as	All disadvantaged pupils were provided with EYFS learning packs and KS1/KS2 revision guides/ workbooks	This will continue.	
Provision of before and after school club to ensure attendance and progress improves	Ensure the facility is available to utilise by disadvantaged pupils if required.	Clubs are open to all pupils, and provided at a reduced rate for disadvantaged families if required	This will continue, and the activities provided by the provision targeted to the needs of the pupils.	

During lockdown, the following was provided to support PP learning and wellbeing:

- Food parcels and food vouchers
- Home learning on Purple Mash, school website or paper copies
- Regular (weekly) phone calls
- Regular EHA/CIN/CP meetings for those applicable virtually
- Childcare Provision offered for the most vulnerable throughout lockdown
- Extra support sourced from Educational Psychology team for any pupil displaying COVID-related difficulty (anxiety)

6. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Proportions of PP pupils achieving CL by the end of EYFS will increase	<p>Focus on creating a language rich environment</p> <p>Early identification of reluctant communicators</p> <p>Curriculum focus on early language skills</p> <p>Additional training for new member of EYFS staff</p> <p>High adult:child ratio in EYFS</p>	<p>This strategy last year was positive in increasing %s of pupils on track in CL. Progress was more rapid in Reception. Therefore the new Reception cohort would benefit from continuing this target. Early baselines of Nursery also indicate their CL scores are lower than age-related.</p>	<p>SLT to carryout observations to ensure effective delivery of phonic/SALT sessions</p> <p>Termly progress meetings will provide analysis of progress the children are making in this key area</p>	KE (EYFS KS1 leader) and AG (English leader)	Termly during progress meetings.
Increased progress for PP pupils working below the expected ARE in Maths	<p>Early identification of pupils not working at the expected level through data analysis</p> <p>Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress</p> <p>Gaps in learning identified and misconceptions re-taught</p> <p>Teaching Assistant per class</p>	<p>Easter 2020 and September 2020 baseline following lockdown identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact</p> <p>Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning.</p> <p>Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p> <p>Termly progress meetings led by the teacher, challenged by leaders.</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly during progress meetings</p> <p>Weekly PPA sessions staff review and discuss progress of pupils</p>

PP pupils will make increased progress to increase current attainment levels across KS1 and KS2.	<p>Early identification of pupils not working at the expected level through data analysis</p> <p>Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress</p> <p>Gaps in learning identified and misconceptions re-taught by teacher or TA</p> <p>Teaching assistant per class</p>	<p>Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact</p> <p>Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning.</p> <p>Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p> <p>Termly progress meetings led by the teacher, challenged by leaders.</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly during progress meetings</p> <p>Weekly PPA sessions staff review and discuss progress of pupils</p>
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Total budgeted cost 30,000

ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Improved outcomes for PP who are reluctant communicators	<p>Early identification of PP pupils who are reluctant communicators to have regular in-school speech and language support</p> <p>S+L group work for PP pupils delivered by SALT team and in-school team</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum</p>	<p>School identifying pupils' individual needs and providing the expertise to ensure impact</p> <p>A thematic approach to the curriculum will enable increased opportunities for speaking and listening through all subjects allowing pupils to communicate through fun and interesting topics</p>	<p>Discussions between SALT team, Schools S+L TA and SENCO to establish impact of group sessions</p> <p>Observations of pupils participation in class/group discussions</p> <p>Monitoring of phonic groups and progress</p>	<p>KE (EYFS leader) and BT (SENCo)</p>	<p>Weekly discussions</p> <p>Termly observations</p>

<p>Increased progress for PP pupils working below the expected ARE in Maths</p>	<p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning.</p> <p>Behaviour team to support pupils to ensure 'behaviour for learning' is effective.</p> <p>Purchase of Mind Maths online programme and development of home learning technology in order to embed a blended learning approach into the curriculum.</p>	<p>Using teachers within school to deliver skills required linked to in-class learning will have positive impact on outcomes.</p> <p>Link with Ed Tech Demonstrator school (Pheasey Park Farm) has outlined benefits to learning of such a system.</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p> <p>Monitoring of usage and impact of online programme</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p> <p>Yearly observations</p>
<p>PP pupils will make increased progress to increase current attainment levels across KS1 and KS2 in English.</p>	<p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning.</p> <p>Teaching Assistant support in each class allows for teacher to target individuals and groups as necessary in each lesson for 1:1/small group support</p> <p>Behaviour team to support pupils to ensure 'behaviour for learning' is effective.</p> <p>CPD provided to staff in Echo reading, Dictogloss and Alan Peate sentence types</p> <p>Purchase of Oxford Reading Buddies online programme and development of home learning technology in order to embed a blended learning approach into the curriculum.</p>	<p>Teachers are accountable for the progress pupils in their class make, and are therefore the most effective staff members to make decisions about who and how skills are taught to positively effect outcomes.</p> <p>As a result of lockdown, baseline assessments (Sept 2020) identify a need for further support in reading and writing for disadvantaged pupils in certain years</p> <p>It will be vitally important that in the event of another lockdown, pupils receive a seamless, accessible education catering to their learning needs</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p> <p>Termly progress meetings led by the teacher, challenged by leaders.</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p> <p>Yearly observations</p>

Total budgeted cost £60,000

iii. Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
<p>Increased attendance rates for pupils identified as PP</p>	<p>Office staff to track PP daily and carryout first day response.</p> <p>Additional EWO time to track PP pupils weekly, offering rapid intervention if required</p> <p>HOS to provide additional support to EWO</p>	<p>Rapid response should and intervention with families will have a positive impact</p>	<p>HOS to monitor attendance alongside EWO weekly</p> <p>Attendance figures analysed weekly</p> <p>Progress and attainment of pupils with low attendance analysed termly</p>	<p>BH (HoS)</p>	<p>Weekly meetings</p> <p>Termly standards meeting</p> <p>Persistent absentees discussed during fortnightly vulnerables meetings.</p>
<p>To reduce the number of lates and ensure all PP pupils start the day in a positive way, ensuring well being.</p>	<p>Continuation of the 'Magic Breakfast' programme. (bagels for all pupils during morning registration introduced). Ensure an alternative breakfast is provided once the funding ceases.</p>	<p>The Magic breakfast programme has been in place for 2 years, and this is final term of its implementation. The impact so far on pupil wellbeing has been positive.</p>	<p>HoS to collect data at given intervals regarding uptake.</p> <p>Lates monitored fortnightly.</p>	<p>BH (HoS)</p>	<p>Termly during reviews with the Magic Brekfast lead, and towards the end of the funded programme for a long-term decision.</p>

<p>To ensure all disadvantaged pupils are able to access/complete learning at home as required by teacher.</p>	<p>EYFS to send 'learning packs' to all new starters to encourage home learning.</p> <p>KS1 and S2 PP pupils to be offered revision workbooks.</p> <p>IT survey to be given to parents to ascertain the depth and accessibility of technology for home learning available within the home (further action including development of home learning portal to come once results received).</p>	<p>Learning and engagement at home will support learning in school, and increase children's overall progress.</p>	<p>Pupil progress challenged during termly progress meetings.</p>	<p>HoS and AHs</p>	<p>Termly standards meeting</p>
<p>To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.</p>	<p>Subsidise off site trips, visitors and residential for PP pupils.</p>	<p>Participation in off sites visits, occasions hosted by visitors and residentials will give PP pupils experiences they may not otherwise have, thus improving their social and mental wellbeing</p>	<p>Office staff and teachers monitor uptake of trips</p>	<p>Teachers</p>	<p>Termly</p>
Total budgeted cost					24,325