



New Brighton Primary School

PUPIL PREMIUM

The pupil premium report is a statutory document that outlines how much pupil premium grant (PPG) our school received and how the grant was spent and used.

This report is intended to help staff members, governors, external organisations and parents understand how the PPG was spent, and whether the money was used in a way to help eligible pupils make sufficient educational progress and close the attainment gap between themselves and non-disadvantaged pupils.

To help us when publishing their pupil premium report the section at the start of the report includes information relevant to the report and our pupil premium situation, e.g. the total number of pupils compared to the number of pupils eligible for the PPG.

The 'Quality of teaching for all' section outlines what we expect the impact to be from the spending decisions we have made. PPG was spent in order to evaluate the overall success of the spending priorities we have chosen..

The 'Summary of spending' section is split into three sub-sections: 'Desired outcomes', 'Targeted support' and 'Other approaches' – these sub- sections are completed with the information relevant to them, e.g. placing information and costings relating to recruiting high-quality staff members in the 'Targeted support' section.

The impact statement outlines the effect on pupils' progress the money has had, particularly in relation to English, mathematics and science.

Purpose

- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how this funding has impacted on eligible pupils and the wider population.

Mission statement

Our pupil premium grant allocation will be used to dismantle the barriers faced by disadvantaged pupils to enable them to develop effective learning behaviours, which will enable them to achieve comparative levels to their non-disadvantaged counterparts.

Action to address in-school barriers:

1. To develop confidence, resilience and a love of learning.
2. To improve pupil literacy attainment.
3. To experience an engaging curriculum which inspires and motivates.

Action to address external barriers:

4. To support and encourage learning at home.
5. To ensure pupils have excellent physical and mental health.

2019 – 2020 REVIEW AND IMPACT DOCUMENT:

School name:	NEW BRIGHTON PRIMARY SCHOOL		
Academic year:	2019 - 2020	Academic year:	2019 - 2020
Total number of pupils on roll:	616 (JAN 2020 CENSUS)	Total number of pupils on roll:	616 (JAN 2020 CENSUS)
Date of review:	(AUTUMN 2020 COMPLETED) SUMMER 2020	Date of review:	(AUTUMN 2020 COMPLETED) SUMMER 2020

2019 - 20 Data Headlines

- In 2019-2020 pupils again entered school in EYFS with significantly low language baseline data and although progress was stro they remained behind their non-pupil premium counterparts
- KS1 reading data indicates that pupil premium pupils outperformed their non-pupil premium counterparts in attainment at EXS b non pupil-premium children has a significantly higher number at GDS. There was less of a gap between them in writing at EXS, again the gap widened when it came to GDS, the same is true for attainment in maths at the end of KS1.
- At the end of KS2 there was an attainment gap at EXS and GDS in reading writing and maths between pupil-premium and non-pupil premium students. This was most significant in writing at EXS and maths EXS and GDS.

End of KS1

Year 2 outcomes for 2019 - 2020 - End of KS1 Data (Projected- no formal assessments or moderation took place)

The chart below shows the attainment of pupils entitled to pupil premium compared to their non-pupil premium counterparts:

Year 2 2019 - 20 (Cohort:)	Attainment Pupil Premium (Cohort: 26)	Attainment Non-Pupil Premium (Cohort 63)	Attainment Gap	Progress Pupil Premium	Progress Non- Pupil Premium	Progress Gap
Reading at expected level +	80%	73%	+7%			
Reading at greater depth (6)	11%	27%	-16%			
Writing at expected level +	68%	71%	-3%			
Writing at greater depth (2)	7%	20%	-13%			
Maths at expected level+	76%	74%	+2%			
Maths at greater depth	7%	20%	-13%			

Year 6 outcomes for 2019 - 2020 - End of KS2 Data (Projected- no formal assessments or moderation took place) The chart below shows the attainment of pupils entitled to pupil premium compared to their non-pupil premium counterparts:

Year 6 (Cohort:) 2019 - 20	Attainment Pupil Premium (31)	Attainment Non-Pupil Premium (55)	Attainment Gap	Progress Pupil Premium	Progress Non-Pupil Premium	Progress Gap
Reading at expected level	70%	81%	-11%			
Reading at greater depth	12%	27%	-15%			
Writing at expected level	54%	73%	-19%			
Writing at greater depth	0%	12%	-12%			
Maths at expected level	61%	81%	-20%			
Maths at greater depth	8%	29%	-21%			

NEW BRIGHTON PRIMARY PUPIL PREMIUM TIERED MODEL 2019 - 21

1

Teaching

JOINT PROFESSIONAL DEVELOPMENT FOR ALL TEACHING STAFF

Professional development
SPEECH AND LANGUAGE SUPPORT
Recruitment and retention

ACCELERATED READER
SPECIALIST career teachers

WHOLE SCHOOL POSITIVE EMOTIONAL HEALTH

ADHD FOUNDATION CPD

SMALL GROUP TEACHING UKS2

SEND 1:1 SUPPORT

QUALITY FIRST TEACHING



2

Targeted academic support

READING 1:1 INTERVENTIONS

HOMEWORK CLUB

ATTENDANCE STRATEGIES

PRE AND POST TEACHING

3

Wider strategies

UNIVERSAL BAGEL CLUB

SOCIAL COMMUNICATION GROUPS

ENRICHMENT ACTIVITIES

FAMILY SUPPORT WORKER

2019 – 2020 PUPIL PREMIUM STRATEGY

Quality of Teaching for All

Action	Intended outcome	Estimated impact	ONGOING EVALUATION (LAST UPDATED Nov 2020)	Cost	Staff lead
<p>To provide joint professional development opportunities for all teaching staff</p>	<p>To improve individual teaching by developing clear targets for improvement.</p> <p>To visit other teaching staff to develop good practice.</p> <p>To evaluate improvements made and discuss further strategies to embed good practice seen.</p>	<p>Teaching and Learning lead and individual teachers agree that the teacher demonstrates greater skills in their personal areas for development.</p> <p>Pupil progress is consistently good in their class/ in their dominant area of PPA taught.</p> <p>Learning walks demonstrate more consistently good/outstanding teaching standards in all year groups.</p>	<p>The report from the teaching and learning lead identifies greater self-reflection and video footage taken during JPD sessions effectively showcases improved skills.</p> <p>Internal data demonstrates good progress in all classes.</p> <p>Learning walks and book scrutinies demonstrate consistently good teaching and learning across all year groups and effective well pitched planning.</p>	<p>£13,972 (£5,155 TLR, £1,000 Resources, £2,957 cover x 0.1, Teacher release x 27 days x £180 = £4,860)</p>	<p>Mark Jones</p>
<p>Secure funding to re-locate the library as soon as the Sports Barn has been completed and begin to review stock and invest in new books.</p>	<p>Library is relocated within the building, stock and staffing is suitable.</p>	<p>Children demonstrate greater engagement in reading for pleasure and expectations for pupils are well communicated to parents</p>	<p>Due to delays in planning for the sports barn we were able to complete the purchase of books and learning walks and pupil conferences demonstrated greater engagement.</p> <p>Library facilities were available from September and Caroline has been given full time responsibility to work with the literacy team to increase pupil access and engagement.</p>	<p>£5,000 book stock and library labels (An additional Ear Marked £51,966 for re-build as agreed plans and re-organisation of existing TA support to establish a full time librarian role</p>	<p>Literacy Team : John Jones, Rebecca Ryder, Steph Jones and (from summer term 19 Sarah Appleton).</p>

Nov 2020: Library has now been

organised so that books reflect AR reading levels and all classes have regular access to sessions facilitated by C.Waldron. We are continuing to invest in new book-stock to better reflect the needs of the children. In addition book-bands in KS1 are being re-organised so that they follow the ATOS book level system used by AR.

<p>Improving the confidence, well-being and engagement of pupil premium children completing the Tranquility programme.</p>	<p>Continue to provide all children with a full time School Mentor and Massage Therapist (0.4 FTE) available to support children with emotional barriers to their learning within the school Tranquility Room.</p>	<p>Pupil social, emotional and mental health support is available to ensure pupils experiencing barriers to their learning of this nature are effectively supported.</p>	<p>This has proved effective in reducing pupil anxiety and pupils who have accessed this support in the Autumn term 2019 have generally made good academic progress.</p> <p>Nov 2020: Pastoral team now includes Jane Brennan (SENCO), Sam Marriot (FSW), Emma Pennington (Mental health lead for students) and Carol Sheridan (Parent/Student therapeutic worker)</p>	<p>£33,746 (£24,966 Emma + £8,780 Carol)</p>	
<p>Increase staff CPD to improve outcomes for ADHD and ASC pupils</p>	<p>Access support from the ADHD Foundation to maximise the learning for pupils with identified needs</p> <p>Develop parental capacity to support the emotional well-being an educational attainment of pupils on the SEND register</p>	<p>All staff (Teaching TA and Lunchtime Supervisors) will effectively support pupils with identified needs during the school day and this will maximise their effective learning</p>	<p>CPD support from the ADHD Foundation was valued by staff and parents. Next year we will continue to access this support and will further develop the support for individual parents.</p>	<p>ADHD Foundation annual contract via Wallasey Alliance (SLA - £1,316.66 + PROJECTS: £450,£140 X 2) = £2,046.66</p>	<p>Jane Brennan</p>
<p>Quality Teaching for All Total spend:</p>				<p>£106,730.66</p>	

Targeted Support

Action	Intended outcome	Estimated impact	ONGOING EVALUATION (LAST UPDATED NOV 2020)	Cost	Staff lead
<p>Maintain successful support for PP individuals working below ARE in reading throughout the school</p>	<p>TA support for reading to work with all pp who are below ARE within school</p>	<p>All identified pupils complete an agreed intervention to secure HFW and CEW reading and spelling and read texts at an age appropriate level</p>	<p>The TA intervention was successful in reducing barriers to pupil confidence in reading but did not fully address the need to include PP pupils who were disengaged with reading but were at ARE.</p> <p>We have benefitted from an increase of 1 X FTE. We identified those pupils reading at ARE but who did not read for pleasure at home or who did not demonstrate home support and have included them in interventions or library support groups</p> <p>November 2020: Reading team updated in September 2020 (Sue Fowlds, Jo Walker and Denise Rainford). Pupils identified as needing intervention by Star Reading test are being supported by the reading team. All class teachers monitor home reading engagement of each pupil on a weekly basis and this is celebrated through the school newsletter.</p>	<p>£28,224 (£15,231 + £12,993)</p>	<p>Coleen Hibbard (Niy Johnson and Sue Fowlds)</p>

<p>Implement Accelerated Reading</p>	<p>Increase pupil engagement and reading for pleasure</p>	<p>Improve pupil literacy skills to exceed national averages at the end of KS1 and KS2 (Monitor estimated 7 month increase)</p>	<p>Evaluation of the project and visit completed in Autumn term. Webinars scheduled for Spring term and £7,000 book funding allocated. Jan 2020 – Jack employed 0.2 FTE to support ICT registration of books November 2020: AR now embedded from YR2 to YR6. Pupils completing AR sessions on a daily basis, whole school and class displays celebrate reading success and progress. Identified pupils receiving targeted interventions. Literacy team have completed webinar training and this is being cascaded out to the rest of the school staff.</p>	<p>£11,470.50 plus £7,000 Initial book funding and £3,000 ICT support</p>	<p>John Jones</p>
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<p>Provide additional intervention support for PP children who need support with homework activities</p>	<p>2 x TA Homework clubs to be available free of charge to PP pupils to increase engagement with learning outside the classroom.</p>	<p>Identified children to be able to complete homework set and maintain their progress and self-esteem. We hope these pupils will also engage more effectively in their school learning.</p>	<p>Increased 38 x 1 hour TA weekly homework club with computer access/ TA support available to pupils entitled to pupil premium to 2x per week funding</p>	<p>£1,008 x 2 £2,016</p>	<p>Band Leaders and Stuart Kidd/Sarah Delaney</p>
<p>TA Pre and Post teaching to be embedded to increase attainment in writing</p>	<p>TAs to be available in all FS,KS1 and LKS2 classes to develop keep up not catch up approach to support</p>	<p>Children do not miss valuable lesson time and have timely support to maintain their effective learning ensuring Quality First teaching is maximised</p>	<p>Less children are being taken out of class for TA interventions and the value of effective pre-and post teaching is evident in recent (Au 2019)book scrutinies and learning walks</p>	<p>Cost within staffing TA support 25 x 0.1 (2.5 FTE based on average level 2 TA - £10,173 p.a. = £25,432)</p>	<p>Claire Evans</p>
<p>Targeted Support Total spend:</p>				<p>£77,142.50</p>	

Other Approaches

Action	Intended outcome	Estimated impact	ONGOING EVALUATION (LAST UPDATED DEC 2019)	Cost	Staff lead
<p>Additional Speech and Language support from SALT and from a TA delivering the SULP programme.</p>	<p>To increase attainment and progress in phonics, reading and writing for the identified cohort.</p>	<p>All children needing S&L support were seen by the SALT and completed a S&L programme. Progress in reading and writing for PP cohort is in line with non PP counterparts</p>	<p>SALT support was accessed more efficiently and programmes were delivered more promptly. SULP programme was most effective when delivered by more skilled TAs – decision was to give sole responsibility for this to one skilled TA across the whole school to maximise impact next academic year. Autumn 2019 review demonstrated greater impact and reduced disruption to learning due to careful timetabling which rotates</p>	<p>£14,272 for SULP TA and £6,000 additional S&L support from a therapist</p>	<p>Jane Brennan</p>
<p>Subsidy for music tuition, residentials and clubs and activities for CLA and PP children.</p>	<p>To ensure PP pupils have access to enhancement activities to boost their engagement and progress.</p>	<p>Pupil progress and attendance will increase for those attending clubs and residentials</p>	<p>Access to sporting and performing arts clubs has been a significant factor in the progress and attainment of some pupils. The review of PP access will be completed after the spring term 2020 following group registers being developed within Arbor.</p>	<p>£2,000</p>	<p>Cathy Murphy</p>

<p>Part funding for Inclusion Manager and Family Support Worker.</p>	<p>To work with our most vulnerable pupils and their families to ensure basic needs are met and parents feel able to support their children</p>	<p>Pupils with SEND will have appropriate support and will access quality first teaching. As a result progress will be consistently good for the SEN cohort</p>	<p>Additional funding and support was accessed for our SEND cohort and quality first teaching advice was given. Greater emphasis this academic year will be placed on ensuring QFT strategies are applied across all lessons by increasing monitoring and adopting a coaching role. Support from the ADHD Society improved the outcomes for pupils where parents accessed support and this is continuing to have an impact from Autumn 2019.</p> <p>Access to FSW support for our vulnerable families did not fully meet the increased needs of our families last academic year. Where support was given parents worked well and demonstrated appropriate coping strategies. From Autumn 2019 this was increased to 0.6 FTE from 0.2 FTE. The impact of this will be evaluated from Spring 2020</p>	<p>£33,903 (TLR £6,060 and 3 days UP3 @ £23,643 = £29,703 plus 1 day FSW @ £4,200)</p>	<p>Jane Brennan and Angie Churchill</p>
<p>Part funding to support the attendance officer to boost attendance for PP pupils where this is an issue.</p>	<p>To ensure PA pupils improve their attendance</p>	<p>More consistent targeting PAs and weekly monitoring will reduce the number of pupils who are PA</p>	<p>Although many PA pupils improved their attendance this did not always increase attendance for this cohort to nationally expected levels.</p> <p>From Autumn 2019 discreet time each week to monitor and support attendance has been introduced and the PA % has decreased from 9.7% in 2018 – 19 to 7.6% Sept to Dec 2019</p> <p>November 2020: Attendance officer now sits on on weekly pastoral team meetings to support and provide</p>	<p>£12,000</p>	<p>Jane Easton/Je an McWilliam</p>

			information around pupils with attendance issues who may need support from the pastoral staff.		
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<p>Provide free breakfast provision for PP children including Bagel Club and Bright Sparks (3 places).</p>	<p>To ensure children begin school ready to learn each morning and are not late for school</p>	<p>Pupil punctuality improves and pupils are consistently ready to learn</p>	<p>Although only introduced fully in the spring term access to the bagel club made a positive impact on pupil well-being, punctuality and engagement with learning. In light of this we have successfully funded this to the end of this academic year 2020. Numbers have continued to improve and the cost for retaining this in the autumn term 2020 is being calculated so this can be brought to governors at the beginning of the summer term.</p>	<p>£3,000(Bright Sparks) plus staff costs 2 x 1hr @£10.43x 26 weeks</p>	<p>Coleen Hibbard/ John Jones</p>
<p>Provide EYFS funding for TAs as required prior to the application for IPF /EHCP</p>	<p>To ensure pupil learning is effectively promoted within EYFS by responding quickly to the need for additional support</p>	<p>Learning is not disrupted for the individual pupil with additional needs or for other pupils within their learning groups</p>	<p>The Inclusion Manager was quick to respond to the needs of individual pupils and appropriate support was put in place as soon as their needs were identified</p> <p>Although retrospective funding was accessed initial and immediate support, both in EYFS and in other year groups throughout the school has been a significant strength in ensuring learning was not disrupted . This should continue to be funded next academic year at the same basic rate</p>	<p>£13,063x 2= £26,126</p>	<p>Jane Brennan</p>
<p>Other Approaches Total spend:</p>				<p>£97,301</p>	
<p>Grand Total Spend</p>				<p>£281,174.16</p>	
<p>FUNDING 2019 - 20</p>				<p>£276,230</p>	

2020 – 2021 PUPIL PREMIUM STRATEGY PROJECTION

2020 - 2021 Barriers to achievement

- Gaps in key learning from missed face to face teaching during lockdown in Spring 2020
- Parental engagement with remote learning
- Engagement with reading at home
- Significant number of children below A.R.E compounded by missed education in Spring 2020
- Small number of children with gaps in phonic phases
- Significant number of children with SEND

School name:	NEW BRIGHTON PRIMARY SCHOOL		
Academic year:	2020 - 2021	Academic year:	2019 - 2020
Total number of pupils on roll:	633 (January census)	Total number of pupils eligible for pp funding on roll:	189 (January census)
Date of review:	(AUTUMN 2020 COMPLETED) SUMMER 2021	Date of review:	(AUTUMN 2020 COMPLETED) SUMMER 2021

Quality Teaching for All

Action	Intended outcome	Projected Costs	Staff Lead	Impact
To develop assessment systems, both formative and summative to identify gaps in learning	<p>To improve assessment of children's learning needs.</p> <p>To develop assessment systems to enable effective identification and reporting</p>	<p>£13,972 (£5,155 TLR, £1,000 Resources, £2,957 cover x 0.1, Teacher release x 27 days x £180 = £4,860)</p>	Mark Jones	<p>Mark Jones worked in conjunction with Molly Cullen to develop a suite of AfL resources which were shared with all staff. Staff across school have developed a wider range of AfL strategies. Summative assessment tracker and system was put in place at the end of Autumn 2020 and rolled out in the Spring term.</p>
<p>Part funding to support the librarian to boost increase in reading opportunites and skills.</p> <p>Review stock and invest in new books.</p>	<p>Librarian to target and support PP children in knowledge of books, authors and give opportunities to for extra reading and regular loaning of books</p> <p>Increase in numbers and interests of books</p>	<p>£% of Librarian Wage</p> <p>£2,000 book stock and library labels</p>	Literacy Team	<p>Book stock in the library was reviewed regularly and new stock ordered to meet the needs of the children in school.</p> <p>The librarian arranged for a number of authors to come in throughout the year/virtually in some cases. Librarian set up a timetable and regular sessions for all classes to access the school library and choose books.</p> <p>This enabled all children including pupil premium eligible pupils to have access to high quality and engaging texts.</p>
Improving the confidence, well-being and engagement of pupil premium children completing the Tranquility programme.	<p>Continue to provide all children with a full time School Mentor and Massage Therapist (0.4 FTE) available to support children with emotional barriers to their learning within the school Tranquility Room.</p>	<p>£33,746 (£24,966 Emma + £8,780 Carol)</p>		<p>School learning mentor and massage therapist worked in conjunction with class teachers to identify children who required additional support to help them access the curriculum.</p> <p>pupils with pastoral and SEMH needs who may otherwise have not had the skills or resilience to access the curriculum were given this opportunity.</p>
Increase staff CPD to improve outcomes for ADHD and ASC pupils	<p>Access support from the ADHD Foundation to maximise the learning for pupils with identified needs</p> <p>Develop parental capacity to support the emotional well-being an educational attainment of pupils on the SEND register</p>	<p>ADHD Foundation annual contract via Wallasey Alliance (SLA - £1,316.66 + PROJECTS: £450,£140 X 2) = £2,046.66</p>	Jane Brennan	<p>School worked in conjunction with the ADHD foundation and parents were able to attend coffee morning and ADHD workshops. Staff received CPD led by the SENDCo around ADHD training.</p> <p>As a result, staff had better knowledge of ADHD and how it can affect pupil engagement, this in turn supported those pupils with ADHD including children who are eligible for FSM.</p>

Deployment of Teaching Assistants in all classes to		<i>£% of TA x 25 3 hours x 38 weeks</i>		Classes all have TAs. TAs developed to model behaviours in class and observe the teaching element. TAs have been supporting groups by reteaching concepts to pupils after observing strategies to ensure pupils maintain focus and progress.
support children during live learning				
Purchase of ICT equipment to ensure all children have the same opportunities to learning		<i>£% of ICT budget</i>		Chromebooks purchased for KS1 and KS2 pupils (one per pupil). Pupils have access to these to develop ICT within the lesson.
Sectioned Cost				

Targeted Support

Action	Intended outcome	Projected Costs	Staff Lead	Impact
Maintain successful support for PP individuals working below ARE in reading throughout the school	TA support for reading to work with all pp who are below ARE within school	£% of reading team support (+ more)	John Jones Reading Support Team	Pupils are identified from AR reports as to whether they require immediate intervention, intervention or on watch. These pupils have received additional 1:1 support with TAs looking at HFW and CEW as well as building fluency and confidence.
Embed Accelerated Reading	Increase pupil engagement and reading for pleasure	<i>£11,470.50 plus £7,000 Initial book funding and £3,000 ICT support (Ask John what we are paying for this year)</i>	John Jones	Staff becoming increasingly confidence. Staff meetings have taken place to create the classroom culture for AR. JJ has dropped into lessons and pupils are accessing reading materials appropriately. Audit of book stock by CW is ongoing and new books will be purchased.
Provide additional Health and fitness opportunities for children out of learning hours	2 x TA Sports clubs to be available free of charge to PP pupils to increase engagement with health and fitness	<i>£% TA 1 hour per day x 38 weeks</i>	Sports Coordinator	Pupils have been identified and encouraged to take part in extracurricular activities. Sports clubs and activities have been limited due to covid and managing the interaction between pupils but pupils are engaging.

TA Immediate intervention and planned intervention to increase progress	TAs to be available in all FS,KS1 and LKS2 classes to develop intervention for	<i>Cost within staffing TA support 25 x 2 hours x 38 weeks</i>	Claire Evans	TAs have had training and support, to access pupil assessment data to target interventions. TAs (absence dependent) are able to support pupils with basic knowledge to ensure they do not fall behind. Staff absence due to covid has had an impact on the consistency of delivery.
Sectioned Cost				

Other Approaches

Action	Intended outcome	Projected Costs	Staff Lead	Impact
Additional Speech and Language support from SALT and from a TA delivering the SULP programme.	To increase attainment and progress in phonics, reading and writing for the identified cohort.	<i>£14,272 for SULP TA and £6,000 additional S&L support from a therapist</i>	Jane Brennan	<p>Specific SEND TA works with children to deliver SALT interventions to children across school. NV works in conjunction with SENDCo to allocate children, work through specific resources and provide regular provision.</p> <p>NV works in conjunction with the SALT team to ensure up to date resources are used for the children.</p> <p>KC delivers SULP to children across school (y1-6)</p> <p>Additional SALT support via schools 'bought in' service with Jen Williams (Therapist).</p> <p>SENDCo has regular meetings with the school speech therapist and SALT manager from Wirral to look through the caseload list. This is additional to the NHS SALT work carried out in the clinic.</p>
Subsidy for residentials and clubs and activities for CLA and PP children.	To ensure PP pupils have access to enhancement activities to boost their engagement and progress.	£2,000	Danny Hart	Residentials have been planned across KS2 and pupil premium pupils have been offered subsidies.
Part Funding for Inclusion Manager and Family Support Worker	To work with our most vulnerable pupils and their families to ensure basic needs are met and parents feel able to support their children.	<i>£33,903 (TLR £6,060) 3 days UP3 @ £23,643 = £29,703 plus 1 day FSW @ £4,200)</i>	Jane Brennan and Sam Marriot	<p>Vulnerable pupils and families were supported by the FSW across the year both in school and out of school.</p> <p>Vulnerable pupils and families (many of whom were eligible for FSM) received support that enabled children to better engage with the curriculum.</p> <p>After the initial COVID outbreak it was clear that a greater number of our families had pastoral/SEMH need and this action helped them through signposting to relevant agencies, supporting reluctant children to come into school and with lower level anxieties. A range of support programmes were offered by the FSW which helped to meet the needs of this cohort.</p>
Part funding to support the attendance officer to boost attendance for PP pupils where this is an issue.	To ensure PA pupils improve their attendance	£12,000	Jane Easton/Jean McWilliam	Jill Eastwood (attendance officer) has worked alongside phaseleaders (SLT) and the pastoral team to support families with poor attendance. She has also worked with the local authority attendance officer to review and improve our

				attendance practices. Families with low attendance receive trigger letters each half term and are supported with attendance meetings in school.
Provide free breakfast provision for PP children including bagel club and Bright Sparks (3 places)	To ensure children begin school ready to learn each morning and they are not late for school	£3000 (<i>Bright Sparks</i>) plus staff costs 2 x 1hr @ £10.43x 26 weeks	Kelvin Wilkiins/John Jones	Bagel club in the morning ran successfully at 8am in the lower hall. This was staffed by the SLT.
Provide EYFS funding for TAs as required prior to the application for IPF	To ensure pupil learning is effectively promoted within EYFS by responding quickly	£13,063x 2= £26,126	Jane Brennan	Pupils identified with SEND and pupil funding applied for.
/EHCP	to the need for additional support			
Part Funding for Enrichment Co-ordinator	Children to have opportunities to experience wider experiences linked to learning and beyond	£% of enrichment coordinator (+ more?)		SF has successfully run enrichment activities alongside his TA role. This has allowed pupils to make connections between learning and real life experiences. To look at broadening his capacity for following years.
Renovation of the Sensory Room	Provide a comfortable space for PP children to access nurture and support	£		Sensory room has been painted and CJ and other mental health first aiders have been looking at purchasing resources. To be continued next year.
SECTIONED COST				
TOTAL COST		£268, 480		
Funding 2020-2021		£248, 685		