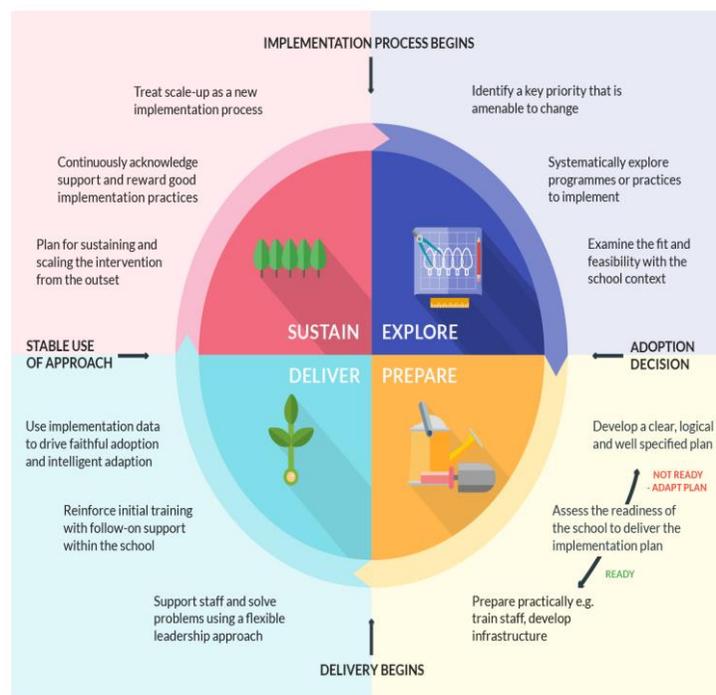


Pupil premium strategy statement

Supported by - Education Endowment Foundation – Putting Evidence to work.



• Summary information

School	Mount street Academy				
Academic Year	2020-2021	Total PP budget	£98.158	Date of most recent PP Review	October 2020
Total number of pupils	303	Number of pupils eligible for PP	This number will change throughout the year	Date for next internal review of this strategy	Jan 2021

Current attainment (End of previous academic year) No results are available for 2019--20 due to COVID 19			
	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP who are not SEND (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS1 % achieving expected standard or above in reading			
KS1 % achieving expected standard or above in writing			
KS1 % achieving expected standard or above in maths			
Year 1 % achieving expected standard in phonics			
EYFS % achieving GLD			
Attendance of pupils eligible for PP	%	%	%

• Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor oral language skills, including limited range of vocabulary, linked to limited life experiences and availability of quality text.	
B.	Levels of self-esteem and confidence for some pupils (including Pupil Premium pupils) are low; this leads to an over reliance on adults and a detrimental effect on academic progress, with children displaying an “I can’t without help” or “Why bother?” ethos rather than “I will try my best.”	
C.	Lack of experiences for Pupil Premium pupils; this leads to limited language enrichment which has an effect on writing attainment.	
D.	Low levels of communication and Language skills having an effect of reading and writing progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	The profound emotional, social and environmental needs of our Pupil Premium families’ affects pupils’ ability to be successful in life.	
F.	Absence (and persistent absence)	
• Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Specific Success criteria / benchmarks</i>
A.	Pupils are confident users of language, using and understanding more complex sentences.	High quality interactions with adults, language and grammar structures to extend expressive language with highly immersive experiences generating awe and wonder. All PP children will make at least expected progress and some with make accelerated rom their prior attainment at the end of each academic year. Ensure that targeted PP children make better than expected progress from their prior attainment, resulting in a greater percentage achieving a higher standard.

B.	Levels of self-esteem and confidence are improved. Children are able to self-regulate emotions, build relationships with their peers and settle to learn well through trusting relationships with adults.	The self-esteem and motivation of Pupil Premium pupils in learning situations will be improved. Adults including pastoral practitioners are proactive in supporting children to enable them to reach their full potential. Increased communication between school support systems results in a consistent approach. Fundamental needs, like breakfast and healthy snacks are subsidised. Levels of expected and better than expected progress for PP pupils will increase as well as holistically through additional support provided through a series of sessions within a Forest School experience. Pupils are able to manage their feelings more appropriately.
C.	Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language which will have an impact on progress in writing.	The enrichment of language will mean that for Pupil Premium pupils, the progress will be better than expected in writing by the end of the year so that the differential between Pupil Premium and “other” pupils is reduced.
D.	Pupils and parents feel supported to discuss concerns and engage in support. Parental and pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment where emotions are dealt with and managed appropriately.	Attendance of parents of disadvantaged pupils at parents evening and other events e.g. class assemblies is high. Parents of children on the SEND register meet regularly with the team and develop a strong partnership approach to promoting their child’s progress and engagement. Pupil and parental questionnaires will highlight the impact of support.
E.	Pupils and parents feel supported to discuss concerns and engage in support. Parental and pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment where emotions are dealt with and managed appropriately.	Pupil and parental questionnaires will highlight the impact of support. Pupils are able to manage their feelings more appropriately. Behaviour for learning and resilience in learning is evident for disadvantaged pupils.
F.	Maintain attendance ensuring that all children including PP rise above national average.	All Pupils will be in school and attendance figures will show that despite Covid we have good attendance, discounting isolation periods. RS will monitor and evaluate on a weekly basis.

• **Planned expenditure**

Academic year

2020 - 2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved attention, concentration and memory. C. Improve oral-language skills. D. Offer a wider range of experiences. F. Increased % of PP children achieving age related expectations for writing at the end of the year.</p>	<ol style="list-style-type: none"> 1. Access to quality training and resources on the Talk for Writing approach 2. Use PP money to offer an engaging curriculum experience, including a wide range of visits/workshops in order to develop culturally rich experiences both in and out of school. 3. Curriculum coherence ensures that learning is built on in an accumulative approach through units which are designed to use memory for learning strategies to help ensure the learning 'sticks'. 4. Our curriculum has a heavy local context which allows connection to community experiences and surrounding natural life. 5. Carefully selected texts will form the reading spine and foundation subjects will create 'Reading blankets' to enrich and deepen the learning within a subject through story and text. 6. Rocksteady Music School will offer rock band sessions to PP children which have been proven 	<p>Teachers in the school have highlighted that many of our PP children do not have the vocabulary and experiences to be able to apply what they have learnt/know to their independent writing.</p> <p>Children often seem less-engaged in their learning if it is not something that they are familiar with.</p> <p>A Pantomime experience will enrich children's cultural capital as many of our PP will never go to the theatre. The pantomime is always based on a traditional tale which is a core part of the Talk for writing approach where children use traditional tales.</p> <p>We know that some children do not have the opportunities in their home/family life for culturally enriching experiences within their local area or with an awareness for natural life or responsibility for the world in which we belong. We therefore endeavour to plug these potential voids in a child's formative years and have created a Pupil Offer which sets out the experiences we pledge our children will have in their time with us, such as:</p> <ul style="list-style-type: none"> • Theatre productions • Visit to a farm • Den building • Visit to an art gallery • Local historical museums • Lincoln Castle • Lincoln Cathedral • Fire lighting 	<ul style="list-style-type: none"> • Ensure that staff understand how to support PP children through pre-learning and follow-up sessions. Children will predominantly be in a group with either a teacher or teaching assistant. • Ensure that year group and class specific planning demonstrates pre-learning and follow up sessions that are targeted at PP children. • All staff (including support staff) to attend Talk for Writing training sessions and follow up planning meetings. • Subject leaders will ensure that their subject is represented through at least one enriching opportunity throughout the year. 	<p>Kelda Parker (Cultural Capital lead)</p> <p>Subject leaders in all foundation subjects</p> <p>Hilary Wren – English Lead</p>	<p>June 2021</p>

	to positively build confidence, attention, happiness and attitudes to learning.				
<p>A. Improved attention, concentration and memory.</p> <p>D. Offer a wider range of experiences.</p> <p>F. Increased % of PP children achieving age</p>	<p>Staff training- EYFS for all – Communication and Language and Phonics</p> <p>Also see 2, 4 and 6 above</p>	<p>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families (EEF Toolkit 2018)</p>	<ul style="list-style-type: none"> Plan in CPD staff meetings where EYFS team will share early interventions and the impact and how this can benefit children in KS1. PP lead to discuss with class teacher which children are accessing Early interventions and measure impact 	<p>Amy Paine (EYFS Lead)</p> <p>Kelda Parker (PP lead)</p>	<p>June 2021</p>
<p>B. Improve self-esteem, independence, confidence and resilience.</p> <p>A. Improve attention, concentration and memory.</p>	<p>Staff CPD:</p> <p>Memory for learning Rosenshine's principles of instruction</p>	<p>Every child has the right to be given high expectations and not to have curriculum content missed or dumbed down.</p> <p>Explicit instruction and memory for learning strategies ensure that every child has the 'same diet'.</p> <p>Research based strategies that all teachers should know (Barak Rosenshine)</p>	<p>Ongoing CPD time to train staff different research based strategies that improve memory for learning.</p> <p>DHT and PP lead to hold conversations with class teachers – to monitor impact of various memory for learning strategies.</p>	<p>Suzanna Oaten (DHT)</p> <p>Kelda Parker (PP lead)</p>	

<p>B. Improve self-esteem, independence, confidence and resilience. A. Improve attention, concentration and memory.</p>	<p>Staff training - CPD time for staff on effective feedback for pupils. CPD time for SEN intervention strategies updates</p>	<ul style="list-style-type: none"> • A study conducted by Hattie, 2009 suggests that this specific feedback about teaching makes the single biggest improvement to learning outcomes. • Precision teaching is a method of planning a teaching programme which meets the needs of a child who is experiencing difficulty. Precision teaching is effective because it means that practitioners focus very closely on exactly which material a child is struggling with and which methods are proving fruitful. It allows practitioners to give exact and precise feedback (EEF toolkit 2018). 	<p>Teachers/TA's to track progress and this is to be reviewed by the class teacher on a short-term basis.</p> <p>SENCO/PP lead to review progress in relation to precision teaching outcomes and the wider application. SEND tracking.</p> <p>SENCO/PP lead to hold regular conversations with class teacher – ensure the use social and emotional scale (progression framework) to track impact.</p>	<p>Christina Horton (SENDCO)</p> <p>Suzanna Oaten (DHT)</p> <p>Kelda Parker (PP Lead)</p>	<p>June 2021</p>
Total budgeted cost					£24,760
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve attention, concentration and memory. G. Improve attendance</p>	<p>Attendance incentives including offering a free breakfast club to persistent absentees.</p>	<p>Attendance of PP children in school who did not attend Breakfast club continues to be low.</p> <p>Offering a free breakfast improved attendance last school year for those whose parents engaged. Teachers felt that children were more prepared and focused/ready to learn.</p> <p>Offered staggered start and end times for individual children to accommodate home needs – e.g. dropping off/collecting from the office.</p>	<p>Monitor attendance. Conversations with class teachers to discuss whether or not they feel children are more focused and ready to learn.</p> <p>PP lead/Family Support worker to keep the register for this group fluid according to attendance records.</p> <p>When Covid safety procedures allow, breakfast club to be re-established. Judy Shaw and Yvette Molson to lead breakfast club.</p> <p>Magic breakfast bagels to be used (when Covid allows).</p>	<p>Ruth Stephenson (Family Support Worker).</p> <p>Kelda Parker (PP lead)</p> <p>Judy Shaw (Pastoral Support Worker)</p>	<p>Jan 2021</p>

<p>A. Improve attention, concentration and memory.</p>	<p>Designated SEND champions (TA1) delivering 1:1 and small group intervention support. Yvette Molson (TA1) to deliver emotional support sessions to identified priority children. Nurture Suite to be established as an environment conducive to emotional and pastoral focused sessions</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 10-30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF Toolkit, 2018)</p>	<p>TA to track progress.</p> <p>SENCO/PP lead to hold regular conversations with class teachers to discuss progress. Progress will be tracked and monitored.</p> <p>PP lead to hold regular conversations with PP children – re application in class.</p>	<p>Christina Horton to organise intervention groups and monitor impact.</p> <p>Kelda Parker (PP lead)</p>	<p>June 2021</p>
<p>C. Improve oral language (including vocabulary and speech pronunciations)</p>	<p>Staff training – - EYFS for all – ELKLAN Speech and language training. 1: 1 and small group provision of speech and language. EYFS</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.(EEF toolkit 2018)</p>	<p>TA to track progress.</p> <p>SENCO/PP lead to hold regular conversations with class teachers to discuss progress. Progress will be tracked and monitored.</p> <p>PP lead to hold regular conversations with PP children – re application in class.</p>	<p>Lucy Smith (Phonics lead)</p> <p>Suzanna Oaten/Amy Paine EYFS lead</p>	<p>June 2021</p>
<p>B. Improve self-esteem, independence, confidence and resilience. E. Improve behaviour (low-level, disruptive behaviour)</p>	<p>Pastoral support for individual pupils. 1.25 hours a day/7.5 hours a week Well-being team including SENDco, pastoral support, family support worker. Continuous CPD looking at what training is needed for staff re emotional literacy etc. Nurture suite continues to be developed as a 'safe place for children with PP funding. Designated SEND champions (TA1) delivering 1:1 and small group intervention support. Yvette Molson (TA1) to deliver emotional support</p>	<p>Social and emotional learning interventions have a significant impact on attitudes to learning, social relationships in school and attainment itself. EEF (2018) suggests that SEL programmes have benefited disadvantaged pupils more than other pupils, although all pupils have benefited on average.</p>	<p>PP lead to have regular conversations with Judy Shaw, Ruth Stephenson and class teachers to discuss impact. Progress will be tracked and monitored.</p> <p>PP lead to attend well-being team meetings when appropriate.</p> <p>PP lead/SENCO to hold regular conversations with PP children – discuss progress using 5 point scale.</p> <p>PP lead/SENCO to hold regular conversations with class teacher – use social and emotional scale (progression framework) to track impact.</p>	<p>Ruth Stephenson (Family Support Worker).</p> <p>Kelda Parker (PP lead)</p> <p>Judy Shaw (Pastoral Support Worker)</p> <p>Christina Horton (SENDCo)</p>	<p>June 2021</p>

H. Improve parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework)	Reading after school club (<i>to be established once Covid is not impacting after school clubs</i>) Reading for Pleasure drive through reading suitcases and World Book Days etc...	As a school we highly value the involvement of parents. We have identified that attendance at our termly SHARE has dropped. Children are also reading less at home and less homework projects have been produced.	PP lead and English Lead to have regular conversations with class teachers and the family support worker. Families will be identified and Early Health Assessments will be offered to families.	Ruth Stephenson (Family Support Worker). Kelda Parker (PP lead) Hils Wrenn (English Lead)	June 2021
H. Improve parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework)	Family support worker	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF Toolkit, 2018).	Class teacher to track progress. PP lead to hold regular conversations with class teachers to discuss progress and will attend Pupil Progress meetings. Progress will be tracked and monitored.	Kelda Parker (PP lead)	June 2021
E. Improve behaviour (low-level, disruptive behaviour) B. Improve self-esteem, independence, confidence and resilience.	Family support worker (EHC plans) SHARE	The visit will enhance the children's learning and link closely with areas of the curriculum being studied. Some PP children have not experienced these type of awe and wonder opportunities to engage hands on in the natural world, living in the city.	Blocks of sessions at a Forest school setting led by a trained forest school teacher.	Neil Groves (Forest School lead - BA) Kelda Parker (PP Lead) Ruth Stephenson	June 2021
B. Improve self-esteem, independence, confidence and resilience. E. Improve behaviour (low-level, disruptive behaviour)	SENCO Family Support SLT Y Molsen (TA)	Nurture room set up to provide support and specific focused intervention for children who need additional support to help them access learning.	SENCO, TA (Y Molsen) and PP Lead to monitor progress/outcomes through tracking and conversations.	Christina Horton (SENCO) Y Molsen (TA) Kelda Parker (PP Lead)	

Total budgeted cost £65 398

iii. 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?
B. Improve self-esteem, independence, confidence and resilience.	Trinity Sports coach time to run PP sessions with	The overall impact of sports participation on academic achievement tends to be positive but	PP lead to meet with Chloe Fletcher (PE co-ordinator).	PP lead	June 2021

F. Increased % of PP children achieving age related expectations at the end of the year.	interventions on resilience and confidence. Contribute towards sports holiday clubs for PP Children.	low (about two additional months' progress) (EEF Toolkit, 2018)	PP lead and Chloe to observe the sports sessions for PP children to monitor children's resilience, confidence and core stability (physical development)	Chloe Fletcher (PE co-ordinator)	
D. Offer a wide range of experiences B. Improve self-esteem, independence, confidence and resilience.	Pupil Premium children (with a focus in KS1) to participate in a block of Forest School sessions at Benjamin Adlard.	The visit will enhance the children's learning and link closely with areas of the curriculum being studied. Some PP children have not experienced these type of awe and wonder opportunities living in the city.	Forest school led by a trained forest school teacher. PP Lead to monitor outcomes of participation including attitudes and well being of children.	Kelda Parker PP Lead Neil Groves (Forest School lead)	June 2021
B Improve self-esteem, independence, confidence and resilience.	Funded place for free sports club run by Gainsborough Trinity	Improve children health and wellbeing. Develop self-confidence and provide children with strong experiences.	CF to ensure provision is provided. KP to ensure PP children attend.	Chloe Fletcher (PE coordinator) Kelda Parker (PP Lead)	June 2021
A. Improve attention, concentration and memory. B. B Improve self-esteem, independence, confidence and resilience.	Music provider 'Rocksteady Music School' to provide music sessions for individual pupils in small group rock bands. Some PP funded places and additional bursary places offered as part of the agreement.	Improve children wellbeing and spark interest in new experiences and unlock talents and future skills.	KP to facilitate and organise to ensure pupils receive provision. Laura Larwood (Music lead) and Kelda Parker to monitor quality of sessions.	Kelda Parker (PP Lead)	June 2021
E. Improve behaviour (low level, disruptive behaviour as well as specific behaviour displayed)	NeedsBright Solutions involvement working with individual children and class teachers.	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with decrease in problematic behaviours. Approaches such as improving teachers behaviour management and pupils cognitive and social skills seem likely to be effective (EEF Toolkit 2018)	Anna Needham (behavioural specialist) to hold weekly meetings with SENCO. PP lead to hold conversations with children to discuss their views. Use the 5 point scale as a reference to track progress.	Anna Needham (Needs-Bright Solutions) Christina Horton (SENCO) Kelda Parker (PP Lead)	
Total Budgeted cost					£6900

Review of expenditure				
Previous Academic Year		2019 – 20 £98,620		
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	Cost
A. Improved attention, concentration and memory. C. Improve oral-language skills. D. Offer a wider range of experiences. F. Increased % of PP children achieving age related expectations for writing at the end of the year.	Use PP money to offer a creative curriculum, access to the talk for writing approach and a wide range of visits/experiences in order to increase cultural capital.	Although the flow of the year was hampered it's clear that the use of talk for writing and the development of key phonics interventions was having a positive impact on pupil's development. Visits were obviously limited due to the social situation however pupils benefited from a range of experiences such as the panto, visitors and experiences into school etc. and these helped to provide exciting writing opportunities for pupils that may not have had the experiences at home. Pupils who weren't able to afford additional opportunities were given the chance to experience this.	. The use of more visual resources has a positive impact on our pupils and this can be further enforced through maths and other subject areas. An investment in increasing experiences in school is vital to engaging and enthusing pupils and makes them more culturally aware and worldly interested.	£15,182
A. Improved attention, concentration and memory. D. Offer a wider range of experiences. F. Increased % of PP children achieving age related expectations at the end of the year.	Staff training- EYFS for all – Communication and Language and Phonics	Data for the year was unavailable due to school closures but internal assessments demonstrate that pupils were making effective progress and this was a beneficial approach. Staff have benefited from the training available and improved phonics teaching has helped PP pupils achieve better	Despite the lack of end of year data- This was a strong approach and helped our PP children. This is something that must continue and training needs to be revisited due to a long time without implementation due to school closure.	£1000
B. Improve self-esteem, independence, confidence and resilience. A. Improve attention, concentration and memory.	Staff training – - Memory for learning Rosen shine's principles of instruction			£1,500
B. Improve self-esteem, independence, confidence and resilience. A. Improve attention, concentration and memory.	Staff training - - CPD time for staff on effective feedback for pupils.	This was effective and this training has helped to improve the way that pupils learning was progressed and moved forward. Again full results were hampered by school closure but where this training took place it was effective.	Pupils respond well to verbal feedback and other alternative feedback channels.	£5000

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
A. Improve attention, concentration and memory. G. Improve attendance	Attendance incentives including offering a free breakfast club to persistent absentees.	Children were offered free breakfast club places and this allowed them to arrive at school on time and get a healthy start to the day. Improving concentration and behaviour.	This is an effective strategy to support out vulnerable PP Children who need additional support.	£4,500
A. Improve attention, concentration and memory.	TA1 16.25 hours. 1:1 and small group intervention support.	Small group intervention was effective to support pupils on catching up. Unfortunately the full programme couldn't be delivered due to school closures but it will play an important part in the	This additional support is an effective way of providing catch up intervention for pp pupils who require extra academic support to fulfil their potential.	£10,500
C. Improve oral language (including vocabulary and speech pronunciations)	Staff training – - EYFS for all – ELKLAN Speech and language training.	A number of staff are now skilled to provide these intervention and this has been effective to ensure we have a breadth of skills when opening the nurture suite.	This additional training is an effective way of skilling up staff to provide catch up, bespoke or advance intervention support for pp pupils who require extra academic support to fulfil their potential.	£12,000
B. Improve self-esteem, independence, confidence and resilience. E. Improve behaviour (low-level, disruptive behaviour)	Pastoral support for individual pupils. 1.25 hours a day/7.5 hours a week Well-being team including SENDco, pastoral support.	Strong pastoral support for our pp children has meant that pupils have been well supported on the lead up to and during the school closure. This additional support not only helps the children in school but families at home improving around quality of life and opportunities for success.	A bespoke timetabled approach to pastoral support would be even more effective. The work done this year has led to the opening of a new nurture room that Weill be timetabled to provide pupils many who are PP with bespoke nurture and learning support. The need for pastoral support is imperative especially after recent social situations and heightened levels of anxiety and	£8,538
H. Improve parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework)	Reading after school club	Pupils benefited and enjoyed the afterschool club provide for them. This helped to increase interest in reading and foster a love of reading within the group. It also allowed pupils to experience stories in a way that they don't all experience at home. Obviously the data is unavailable but pupil voice and teacher feedback was very positive. Pupils all read more.	When clubs return this is an effective way of encouraging PP children to engage with reading in a group way after school.	£3,500
H. Improve parental engagement and confidence in knowing how to support their child's learning (especially with reading and homework) G. Improve attendance.	Family support worker	Strong pastoral support for our pp children has meant that pupils have been well supported on the lead up to and during the school closure. This additional support not only helps the children in school but families at home improving around quality of life and opportunities for success. Additional capacity help to improve attendance and ensure children got extra support with situations at home.	A bespoke timetabled approach to pastoral support would be even more effective. The work done this year has led to the opening of a new nurture room that Weill be timetabled to provide pupils many who are PP with bespoke nurture and learning support. The need for pastoral support is imperative especially after recent social situations and heightened levels of anxiety and worry.	£16,500

A. Improve attention, concentration and memory.	1:1 and small group interventions (maths and literacy catch up sessions) TA1 16.25 hours. 1:1 and small group intervention support.	PP children got focused and specific interventions and targeted family support provided by this additional member of staff helps to improve attendance, attainment and wellbeing.	Even more pastoral time required and this has been increased from a shared worker across two sites to one full time Family support worker and nurture provider.	£10,500
---	---	---	---	---------

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
B. Improve self-esteem, independence, confidence and resilience. F. Increased % of PP children achieving age related expectations at the end of the year.	Breakfast club for persistent absentees. Attendance incentives. Family support worker	Attendance did improve up until the point of school closure. The additional measures helped to support an improvement in these areas. This obviously impacts on achievement and wellbeing. Incentives also help to hook pupils into things that they may not usually be interested in.	An effective strategy and vitally important as the school returns to more normality.	£4,400
E. Improve behaviour (low-level, disruptive behaviour)	Family support worker (EHC plans) SHARE	PP children got focused and specific interventions and targeted family support provided by this additional member of staff helps to improve attendance, attainment and wellbeing.	Even more pastoral time required and this has been increased from a shared worker across two sites to one full time Family support worker and nurture provider. Open up a nurture provision room from Sept 2020	£2,500

- **Additional detail**

--