



**Saltwood Church of England Primary School  
Pupil Premium Strategy Statement 2020-2021**

1. Summary Information					
<b>School</b>	Saltwood Church of England Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£19,290	<b>Date of most recent PP review</b>	Autumn 2021 Spring 2021
<b>Total number of pupils</b>	222 218	<b>Number of pupils eligible for PP</b>	14 20	<b>Date for next internal review of this strategy</b>	Summer 2021

2. Current Attainment for 2018-2019 (no data for 2019-2020 due to COVID-19)			
Year 6 SATs Expected +	Saltwood	Saltwood Pupil Premium 5 pupils	National (all children)
Reading	87.5%	60%	73%
Writing	84.4%	40%	78%
GPS	65.6%	20%	78%
Maths	62.5%	20%	79%

Year 2 SATs Expected +	Saltwood	Saltwood Pupil Premium 3 pupils	National (all children)
Reading	93.5%	67%	80%
Writing	80.6%	33%	75%
Maths	83.8%	0%	81%

Phonics Year 1	Saltwood	Saltwood Pupil Premium	National (all children)
	93.5%	100%	82%

Early Years July 2019 Good Level of Development	Saltwood	Saltwood Pupil Premium	National (all children)
	76.7%	100%	71.5%



<b>3. Barriers to Future Attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Achievement in reading and writing for Year 5 boys	
<b>B.</b>	Achievement in maths for looked after and post-adoption pupils	
<b>C.</b>	Some pupils in receipt of Pupil Premium have low self-esteem and self-confidence, impacting on wellbeing and performance across the curriculum	
<b>D.</b>	Emotional and social wellbeing of looked after pupils	
<b>E.</b>	Some pupils in receipt of Pupil Premium also have Special Educational Needs; priority needs are ASD support and Cognition and Learning (maths)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	COVID-19 impact on attainment and wellbeing of pupils	
<b>G.</b>	Limited access to support and learning resources for some families in receipt of Pupil Premium	
<b>H.</b>	Lack of involvement in the wider community and outside clubs for some pupils	
<b>4. Desired Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Achievement in reading and writing for Year 5 boys meets individual targets	Targeted KS2 boys made very good progress in closing gap before school closure. Assess gaps in reading and writing on return to school with specific planning and intervention to support; pupils on track for their target and will



		close gap / reach expected standard in reading and writing by term 6. Tracked throughout the year by teacher assessments with 1-1 TA support for pupils identified as not on track.
<b>B.</b>	Achievement in maths for looked after and post-adoption pupils meets individual targets	Specialist assessment informs planning and intervention support. Private tutors funded. Pupils achieve their end of year target.
<b>C.</b>	Measurable improvement in self-esteem and self-confidence, impacting positively on wellbeing and performance across the curriculum	Pupils receive intervention support from nurture TA; positive impact shown in Boxall Profile tracking and through teacher and parent observation. DHT and SENCO support specific family and pupil needs, including signposting and obtaining support required. Parent support workshops to be held for parents (understanding behaviour, building confidence, anxiety).
<b>D.</b>	Measurable impact on emotional and social wellbeing of looked after pupils	Looked after pupils receive specialist counselling / intervention support from nurture TA; positive impact shown in Boxall Profile tracking and through teacher and carer observation.
<b>E.</b>	Some pupils in receipt of Pupil Premium also have Special Educational Needs; priority needs are ASD support and Cognition and Learning (maths)	ASD pupils supported effectively in order to access curriculum and meet individual targets. Parental feedback identifies that they feel supported in developing ASD knowledge, understanding and strategies. Specialist maths assessment informs planning and intervention support. Pupils achieve their end of year target.
<b>F.</b>	COVID-19 impact on attainment and wellbeing of pupils supported effectively	Individual pupil needs identified, planned for and met, resulting in pupils achieving successful transition in returning to school. Gap analysis informs quality first teaching with priority intervention support for Pupil Premium children.
<b>G.</b>	Increase access to support and learning resources	Parents and carers receive support and learning resources needed through Pupil Premium funding.
<b>H.</b>	Support involvement in the wider community and outside clubs for some pupils	All pupils in receipt of Pupil Premium are given the opportunity to access extra-curricular activities through Pupil Premium funding.



<b>5. Planned Expenditure</b>					
<b>Academic year</b>	2020-2021				
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



<p><b>A, B, C, F</b></p>	<p>Quality first teaching with experienced CT who has moved up with the class, knows pupils well and has high expectations of them.</p> <p>Term 1 recovery curriculum: settling pupils back into school; PSHE focus; building reading and writing stamina.</p> <p>Introduction of ‘Jigsaw’ PSHE scheme.</p> <p>Teacher assessment and gap analysis to inform planning; time to revisit where needed; data drop end term 2.</p> <p>Reading given high priority in class with regular guided reading and weekly 1-1 reading session for all pupils. Reading Challenge encourages increased participation at home. School reading spine ensures pupils experience range of high quality texts.</p> <p>Pupils engaged with writing through subject matter; school focus on handwriting and spelling.</p>	<p>Pupil tracking shows pupils made good progress pre-lockdown.</p> <p>Support will be needed to return to school and reintegrate after a significant period away for many pupils (wellbeing and academic).</p> <p>To meet new PSHE curriculum requirements.</p> <p>We will need to re-assess where the children are in their learning and plan carefully to fill gaps and proceed.</p> <p>Reading and writing performance in the school is traditionally a strength and key to success.</p> <p>Need for school focus identified on handwriting and addressing spelling errors in work more thoroughly.</p>	<p>DHT to monitor planning on weekly basis.</p> <p>EHT and DHT to carry out drop-in observations and deep dive work scrutiny.</p> <p>Data drop end term 2.</p>	<p>EHT</p> <p>DHT</p>	<p><b>January 2021:</b></p> <ul style="list-style-type: none"> <li>• Recovery curriculum supported pupils in returning to school with additional nurture support for individuals as required</li> <li>• Close liaison with parents / carers throughout</li> <li>• PSHE focused on wellbeing; full Jigsaw scheme now to be followed from September 2021</li> <li>• Gap analysis informed planning and intervention support</li> <li>• Small group tutoring from January 2021</li> </ul>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



A	<p>Quality first teaching with gap analysis on return to school. Pupil Premium priority for additional intervention support: reading comprehension; Reading Challenge to encourage reading engagement at home; spelling support; handwriting; writing for enjoyment; stamina. Teacher has moved up with class, knows pupils well and has high expectations of them.</p>	<p>Pupil entry and exit data using these strategies shows pupils made good progress pre-lockdown.</p> <p><i>EEF research shows:</i></p> <p><i>Reading comprehension strategies have positive impact on progress (+6 months).</i></p> <p><i>Feedback has high impact (+8 months).</i></p> <p><i>Individualised instruction has impact (+3months) and 1-1 tuition has impact (+5 months)</i></p>	<p>Termly monitoring of reading and writing with actions discussed to support CT. Pupil voice to inform provision through 1-1 mentoring with DHT.</p> <p>SLT data analysis: Target Tracker and Progress in Reading Attainment assessments and gap analysis three times per year to measure progress and inform planning. Pupil Premium focus during SLT 'deep dive' monitoring and pupil progress reviews.</p>	<p>DHT</p> <p>CT</p>	<p><b>January 2021</b></p> <ul style="list-style-type: none"> <li>• During autumn 2020 additional pupils became FSM.</li> <li>• Attended weekly 1:2 / 1:3 in-school tutoring focusing on reading and writing.</li> <li>• Work to regain stamina in reading and writing showed positive progress.</li> <li>• 80% took part in Reading Challenge.</li> <li>• Positive progress during term 1 and 2 (expected progress 2 steps): Reading: average 3.4 steps; Writing: average 3.4 steps Maths: average 2.2 steps</li> <li>• All pupils in this group invited to attend during school closure with 80% uptake, resulting in small class teaching.</li> <li>• Weekly tutoring for priority PP pupils.</li> </ul>
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B	<p>Quality first teaching with gap analysis on return to school, comparing to performance pre-lockdown. Babtie maths assessment to identify gaps and inform targeted class and intervention support.</p> <p>Out of school tutoring.</p>	<p>Babtie maths assessment gives detailed gap analysis to inform individual planning.</p> <p>Tutoring provides additional individualised instruction and feedback.</p> <p><i>EEF research shows:</i></p> <p><i>Feedback has high impact (+8 months).</i></p> <p><i>Individualised instruction has impact (+3months) and 1-1 tuition has impact (+5 months)</i></p>	<p>Intervention planning with entry and exit data will be monitored at end of each 6 week block.</p>	<p>DHT</p> <p>SENCO</p> <p>CTs</p>	<p><b>January 2021:</b></p> <ul style="list-style-type: none"><li>• Gaps identified and closely linked to PEP / personalised plan targets</li><li>• All pupils in this group invited to attend during school closure with 100% uptake, resulting in small class teaching and noted improvement in confidence (CT observation and pupil voice)</li><li>• Weekly 1-1 tutoring moved in-school with strong liaison between CT and tutor now possible</li></ul>
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C	<p>Pupils receive intervention support from nurture TA; positive impact shown in Boxall Profile tracking and through teacher and parent observation.</p> <p>DHT and SENCO support specific family and pupil needs, including signposting and obtaining support required.</p> <p>Parent support workshops to be held for parents (understanding behaviour, building confidence, anxiety).</p>	<p>Support from nurture TA and individualised programmes (e.g. Think Good, Feel Good) have proven track record.</p> <p>DHT and SENCO are able to support family and pupil needs on an individual basis.</p> <p>Request from Parent Forum.</p> <p><i>EEF research shows:</i></p> <p><i>Feedback has high impact (+8 months).</i></p> <p><i>Individualised instruction has impact (+3months)</i></p> <p><i>Behaviour interventions have impact (+3 months)</i></p> <p><i>Social and emotional learning has impact (+ 4 months)</i></p>	<p>Intervention planning with entry and exit data (including Boxall Profile) will be monitored at end of each 6 week block.</p>	<p>DHT</p> <p>SENCO</p> <p>Nurture TA</p>	<p><b>January 2021:</b></p> <ul style="list-style-type: none"> <li>• DHT and SENCO maintain close liaison with parents / carers</li> <li>• Nurture showing positive impact</li> <li>• Parent workshops postponed due to COVID-19</li> <li>• Uniform purchased</li> </ul>
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D	Specialist counselling / intervention support from nurture TA.	<p>This is an area identified as needing support through monitoring in school, close home school liaison and PEP meetings.</p> <p><i>EEF research shows:</i></p> <p><i>Feedback has high impact (+8 months).</i></p> <p><i>Individualised instruction has impact (+3months)</i></p> <p><i>Behaviour interventions have impact (+3 months)</i></p> <p><i>Social and emotional learning has impact (+ 4 months)</i></p>	Intervention planning with entry and exit data (including Boxall Profile) will be monitored at end of each 6 week block, informed by teacher and carer observations.	DHT SENCO Nurture TA	<p><b>January 2021:</b></p> <ul style="list-style-type: none"> <li>• All pupils in this group invited to attend during school closure with 100% uptake, resulting in small class teaching and noted improvement in confidence and wellbeing (CT observation and pupil voice)</li> <li>• DHT and SENCO maintain close liaison with parents / carers</li> <li>• Nurture and play therapy showing positive impact</li> <li>• Church Street Counselling Project accessed</li> </ul>
E	<p>ASD pupils supported effectively in order to access curriculum and meet individual targets. Support parents in developing ASD knowledge, understanding and strategies.</p> <p>Cognition and Learning (maths): see above</p>	<p>ASD pupils not able to access school effectively without high level of support.</p> <p><i>EEF research shows:</i></p> <p><i>Individualised instruction has impact (+3months)</i></p> <p><i>Social and emotional learning has impact (+ 4 months)</i></p>	SENCO planning and monitoring.	DHT SENCO CTs	<p><b>January 2021:</b></p> <ul style="list-style-type: none"> <li>• Further SEN referrals made</li> <li>• High level of DHT and SENCO support for families during school closure to meet individual needs successfully</li> </ul>



F	Individual pupil needs identified, planned for and met, resulting in pupils achieving successful transition in returning to school. Gap analysis informs quality first teaching with priority intervention support for Pupil Premium children.	<p>DHT and SENCO maintained close contact with vulnerable families throughout lockdown. Communication has been key to pupils already successfully reintegrated during summer term, prior to whole school opening.</p> <p><i>EEF research shows:</i></p> <p><i>Feedback has high impact (+8 months)</i></p> <p><i>Individualised instruction has impact (+3months)</i></p> <p><i>Social and emotional learning has impact (+ 4 months)</i></p> <p><i>Parental engagement has impact (+3 months)</i></p>	<p>EHT and DHT to carry out fortnightly wellbeing monitoring, with Pupil Premium a priority.</p> <p>Feedback from families and carers; actioned by DHT and SENCO as required.</p>	SLT CTs	<p><b>January 2021:</b></p> <ul style="list-style-type: none"><li>• Successful transition into school for all pupils autumn 2020</li><li>• All vulnerable pupils invited to attend during school closure with high uptake, resulting in small class teaching and noted improvement in confidence and wellbeing (CT observation and pupil voice)</li></ul>
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G	Use Pupil Premium funding to purchase resources e.g. special interest books for able pupils and support manuals for parents.	This approach has allowed access to resources that would have not otherwise been possible.  <i>EEF research shows:</i>  <i>Parental engagement has impact (+3 months)</i>	DHT and SENCO will identify where support / funding needed and action accordingly.	DHT	<b>January 2021:</b> <ul style="list-style-type: none"><li>• Devices provided to all pupils in need to support home learning</li><li>• Resources purchased to support individual needs including: sensory circuit development; sensory diet development; Nessy dyslexia support; Number Shark; light box; parent manuals to support wellbeing; closing the attainment gap book; leading on pastoral care book</li><li>• Uniform purchased</li><li>• Extra-curricular activities signposted and paid for</li></ul>
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H	All pupils in receipt of Pupil Premium are given the opportunity to access extra-curricular activities through Pupil Premium funding.	<p>Proven track record of increasing access to extra-curricular activities for Pupil Premium children, including wide range of trips, residential, sports clubs, swimming, art club, science club and music lessons.</p> <p><i>EEF research shows:</i></p> <p><i>Arts participation has impact (+3 months)</i></p> <p><i>Collaborative learning has impact (+5 months)</i></p> <p><i>Outdoor adventure learning has impact (+4 months)</i></p> <p><i>Sports participation has impact (+2 months)</i></p>	DHT will monitor extra-curricular activities and re-offer opportunity to those families who have not yet chosen to take up.	DHT	<p><b>January 2021:</b></p> <ul style="list-style-type: none"> <li>• Rock Steady has continued remotely</li> <li>• Swimming lessons postponed during lockdown</li> <li>• Extra-curricular activities signposted and paid for</li> <li>• Church Street Counselling Project accessed</li> </ul>
<b>iii. Other approaches</b>					
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>C, D, E</p> <p>Parents well supported in meeting the mental health needs of their child alongside their learning needs</p>	<p>Parent support workshops to be held for parents (understanding behaviour, building confidence, anxiety). Dependant of COVID-19 situation.</p> <p>DHT, SENCO and specialist nurture TA support specific family and pupil needs effectively.</p>	<p>Parents / carers seek advice for a range of concerns about how to best support their child.</p> <p>Parents / carers continue positive relationships with DH and SENCO, from which support can be discussed and accessed.</p> <p><i>EEF research shows:</i></p> <p><i>Self-regulation has high impact (+7 months)</i></p> <p><i>Parental engagement has impact (+ 3 months)</i></p> <p><i>Scial and emotional learning (+ 4 months)</i></p>	<p>Parent support workshops to be held for parents (understanding behaviour, building confidence, anxiety).</p> <p>DHT, SENCO and specialist nurture TA support specific family and pupil needs as identified by the school / family.</p>	<p>DHT</p> <p>SENCO</p> <p>Nurture TA</p>	<p><b>January 2021:</b></p> <ul style="list-style-type: none"> <li>• DHT, SENCO and CTs have supported on individual level of need during lockdown</li> <li>• Parent workshops postponed due to COVID-19</li> <li>• Nurture promptly implemented where needed following return to school</li> <li>• Early Helps referrals promptly made</li> <li>• Church Street Counselling Project accessed</li> </ul>
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1. Review of expenditure			
Previous academic year		2019-2020	£10,955
<p><i>Evaluating the impact of Pupil Premium expenditure in the 2019 to 2020 academic year is difficult as a result of reduced pupil numbers having attended between March 2020 and July 2020.</i></p>			
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)
Targeted KS2 boys are on track for target and will reach expected standard in reading by term 6.	<p>Training delivered through staff meetings for teachers and teaching assistants; informed by gap analysis and English subject leader update meetings.</p> <p>Quality first teaching providing challenge for all pupils.</p> <p>Reading given high priority in class with regular group guided reading and weekly 1-1 reading with adult for all pupils.</p> <p>Bloom's Taxonomy provides focus for reading comprehension.</p> <p>Reading Challenge provides incentive for reading with an adult at home.</p>	<p>March data drop and pupil progress meetings held with SLT (including SENCO) to review and plan provision. DHT and SENCO have ensured all areas where PP children are at risk or behind have resulted in specific provision / map/ personalised plan (SEN) targets with entry and exit data. PIRA and SATs paper gap analysis has informed individual targets. 1-1 review and mentoring session with DHT not possible due to school closure from 20.3.20. TA has engaged Y6 pupil by reading 1-1 on daily basis to him; filmed last chapters of book during lockdown. 2 boys have made 4 steps progress (expected amount); 1 has made 3 steps; 1 has made 2 steps (SEN).</p>	<p>Continue to work with determination to find way to engage pupils who need to with reading, including reading to them, group discussions, finding a story / author who engages.</p> <p>Continue to prioritise Pupil Premium children for 1-1 reading session each week and more frequently where identified as need.</p> <p>COVID-19 will be factor for pupils who did not read regularly during school closure and support will need to be put in place.</p>



<p>Targeted KS2 boys are on track for target and will reach expected standard in writing by term 6</p>	<p>Training delivered through staff meetings for teachers and teaching assistants; informed by gap analysis and English subject leader update meetings. Quality first teaching providing challenge for all pupils. Writing clearly planned and structured, including Talk for Writing strategies and personal targets.</p>	<p>March data drop and pupil progress meetings held with SLT (including SENCO) to review and plan provision. DHT and SENCO have ensured all areas where PP children are at risk or behind have resulted in specific provision / map/ personalised plan (SEN) targets with entry and exit data. 1-1 review and mentoring session with DHT not possible due to school closure from 20.3.20. 2 boys have made 4 steps progress (expected amount); 1 has made 3 steps; 1 has made 2 steps (SEN).</p>	<p>Continue to have high expectations in terms of presentation, punctuation and handwriting. Scaffolded support as needed with content.</p> <p>COVID-19 will be factor for pupils who did not write regularly during school closure and support will need to be put in place.</p>
<p>Targeted year 2 and year 3 girls are on track for target and will reach expected standard in maths by term 6. Tracked throughout the year by teacher assessments with 1-1 TA support for pupils identified as not on track.</p>	<p>Maths attainment at end of KS2 forms focus of school improvement plan. Training delivered through staff meetings; informed by gap analysis and maths subject leader update meetings. Maths clearly planned and structured. Personal targets to inform next steps.</p>	<p>March data drop and pupil progress meetings held with SLT (including SENCO) to review and plan provision. DHT and SENCO have ensured all areas where PP children are at risk or behind have resulted in specific provision / map/ personalised plan (SEN) targets with entry and exit data. 1-1 review and mentoring session with DHT not possible due to school closure from 20.3.20. 3 girls have made 4 steps progress (expected); 1 has made 3 steps progress. 2 / 4 are on track to reach expected.</p>	<p>Carry out further Babtie maths assessments to inform planning, intervention support and homework. Monitoring will be needed to ensure this informs individualised planning (DHT and SENCO).</p>
<p>Pupils who are on SEN register make measurable steps of progress</p>	<p>SENCO and class teachers adapt tracking, planning and teaching to meet specific needs of identified pupils (academic and wellbeing).</p>	<p>March data drop and pupil progress meetings held with SLT (including SENCO) to review and plan provision. DHT and SENCO have ensured all areas where PP SEN children are at risk or behind have resulted in specific personalised plan (SEN) targets with entry and exit data. 1-1 review and mentoring session with DHT not possible due to school closure from 20.3.20. Data withheld to protect pupil identity.</p>	<p>Continue closed monitoring of PP / SEN pupils (DHT and SENCO).</p>







<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Targeted KS2 boys are on track for target and will reach expected standard in reading by term 6	Targeted intervention support for all pupils performing below target level with clear entry and exit data. Mentoring, including addressing areas identified from classwork	See above	See above
Targeted KS2 boys are on track for target and will reach expected standard in writing by term 6	Targeted intervention support for all pupils performing below target level with clear entry and exit data. Mentoring, including addressing areas identified from classwork and practising and consolidating learning as instructed by class teacher.	See above	See above
Targeted year 2 and year 3 girls are on track for target and will reach expected standard in maths by term 6. Tracked throughout the year by teacher assessments with 1-1 TA support for pupils identified as not on track.	Targeted intervention support for all pupils performing below target level with clear entry and exit data. Mentoring, including addressing areas identified from classwork and practising and consolidating learning as instructed by class teacher.	See above	See above
Targeted SEN pupils will make measurable steps of progress by term 6. Tracked throughout the year by teacher assessments with 1-1 booster support from TA.	Targeted intervention support for all pupils performing below target level with clear entry and exit data. Mentoring, including addressing areas identified from classwork and practising and consolidating learning as instructed by class teacher.	See above	See above



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)
Parents well supported in meeting the mental health needs of their child alongside their learning needs	Parent support workshops to be held for parents (understanding behaviour, building confidence, anxiety).  DHT, SENCO and specialist nurture TA support specific family and pupil needs effectively.	New dates arranged but school closure from 20.3.20 will impact. Parents meet with DHT, SENCO on regular basis. Parents see nurture TA for support. EHT and DHT available for support during school closure.	Importance of regular contact with vulnerable families during lockdown and need to resume this should further closure occur.
Improve pupil emotional wellbeing	1-1 / small group nurture with specialist TA for identified pupils.	Nurture support (including support from VSK) shows progress from entry to exit data.	Need for nurture TA continues. DHT and SENCO will need to continue to liaise closely for timetabling and programmes, supported by outside agencies where appropriate.
Improve pupil emotional wellbeing and sense of achievement using their particular skills	Identified pupils lead gardening: plant and maintain crops in poly-tunnel for distribution once ready; re-establish wildlife garden. Work weekly with site manager and monitor / maintain daily during lunch break.	Vulnerable pupils closely monitored and supported with constructive activities during break times. Decline in entries in behaviour log.	Value of finding vocational activities for pupils who can find social and academic side of school challenging.
Parents / carers and pupils will be supported in finding extra-curricular activities beneficial to their child	Pupils will have a range of opportunities both in school and out of school to access the wider curriculum through sports (including swimming), music, arts and other clubs. Access to the year 6 residential trip supported.	Majority of PP pupils access extra-curricular activities. Offered to 4 KS2 pupils who do not but declined. Books to match pupil interests purchased.	Valuable to work with families to identify support best suited to individual needs e.g. sports clubs, books, tutoring. DHT to maintain this contact and dialogue with all Pupil Premium families. 100% of Pupil Premium children were able to access Year 6 residential trip and all Pupil Premium children able to access all school trips.