

# Pupil Premium Strategy Statement 2020-21



## Hemlington Hall Academy

<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£164,090	<b>Date of most recent PP Review</b>	14.07.19
<b>Total number of pupils</b>	289 excl N 328 In N	<b>Number of pupils eligible for PP</b>	138/289 = 48% R-Y6	<b>Date for next internal review of this strategy</b>	Spring 2021

### School Context:

- Hemlington Hall Academy is predominantly a 2-form entry school, being of greater than average size nationally with 328 children (incl Nursery). The number on roll will increase with admissions into Nursery over the Autumn Term. The number on roll has decreased fractionally over time due to the falling local birth rate.
- Boys/Girls: = 54% (176)/ 46% (152)
- The Pupil Premium / Ever 6 figure Reception – Y6 is 138/328 = 43%.
- 23% of Pupils have a support plan (72/317) and 24% (17/27SEND) of SEND pupils have an EHCP. These figures are increasing year on year despite a falling roll.
- The school local deprivation indicator is in the 4<sup>th</sup> quintile (more deprived) of all schools. The SEND Base pupils fall into 5<sup>th</sup> quintile (the most deprived) of all schools. Hemlington Hall Academy is highly inclusive: the school has 3 SEND Resource Bases for MLD (Rec – Y2), LKS2 base MLD and ASD (UKS2) which currently caters for 14, 7 and 6 children respectively. This is as a result of our excellent reputation across the town for supporting SEND children and colleagues. However, due to our positive reputation across the town, we see increasing numbers of children with special educational needs applying / transferring to our school. This can have an impact on outcomes.
- Hemlington Hall Academy have 'Rising 3' provision in place as well as 30 hour provision for 17 children, rising to 21 in the Spring Term.

### 1. Current attainment

<b>2018/2019 KS2 Pupil Outcomes (officially reported data)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving in reading, writing and maths	42%	51%
KS2 progress in reading	-1.68	-0.6
KS2 progress in writing	+1.18	-0.4
KS2 progress in maths	-1.82	-0.6
<b>2020/2021 (Unofficial Data due to COVID)</b>	<b>Eligible Pupils 41% R-Y6</b>	
KS2 attainment in reading	17.4% (NA 31%)	
KS2 attainment in writing	13% (NA 31%)	

KS2 attainment in maths	21.7% (NA 24%)	
-------------------------	----------------	--

## 2. Barriers to future attainment

### In-school barriers

<b>A.</b>	Disadvantaged children across school are not making rapid enough progress in core subjects through Early Years, Key Stage 1 (particularly girls) and Key Stage 2 (particularly boys). In spite of progress by the end of KS2 2019 in Maths and writing, the gap against non-pp children remains.
<b>B.</b>	In spite of ongoing progress towards National Expectations at EXS, there has been a downward trend in disadvantaged children attaining greater depth / higher scores at the end of each Key Stage in core subjects and combined subjects. Disadvantaged pupils are below their peers and when compared against national data.

### External barriers

<b>C.</b>	To improve attendance for all children including disadvantaged pupils.
<b>D.</b>	To address the emotional well-being and mental health needs of a high proportion of our disadvantaged pupils. If not addressed, these needs have a negative impact on pupils' learning and progress.

## 3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	To increase the proportion of disadvantaged children making good or better progress against their prior attainment, particularly boys in KS1 & KS2	<ul style="list-style-type: none"> <li>High quality, targeted teaching ensure outcomes of disadvantaged pupils across the year demonstrate good or better progress from their starting points</li> <li>An increased (%) number of disadvantaged children make minimum expected progress (3 bands) from their September start point with 33% targeted to make better than expected progress (4 bands)</li> </ul>
<b>B.</b>	To improve the percentage of disadvantaged children achieving higher scores / Greater Depth standard at the end of each Key Stage	<ul style="list-style-type: none"> <li>5% of disadvantaged pupils meet higher standards in one or more core subjects in each year group</li> <li>attainment gap narrows between disadvantaged and National Other GDS at the end of each key stage by rigorous monitoring and application of assessment and tracking procedures within each year group in core subject</li> </ul>
<b>C.</b>	To improve attendance for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils increases by 1.2% and is more in line with National Averages and National attendance of all pupils.</li> <li>Strategies to improve attendance are reflected in improving figures.</li> <li>Intervention and catch up programmes ensures children are still on track.</li> </ul>
<b>D.</b>	To continue to develop provision to impact positively on children's self-esteem, mental health and well-being. Nurture and curriculum programmes will increase independence, resilience, learning engagement and ultimately, progress	<ul style="list-style-type: none"> <li>Disadvantaged pupils access a full and broad curriculum because their emotional needs are met effectively</li> <li>Home learning will be effective in cases where PP children need to isolate.</li> </ul>

- Specialist professionals provide mental health / emotional support for disadvantaged pupils
- Pupils are trained to support each other with mental health / emotional issues through the Headstarter program

How are HHA using disadvantaged funding to improve classroom practice, provide targeted support and support whole school strategies?

**i. Quality of teaching for all**

Actions	Evidence	Monitoring and Evaluation	Staff lead	Review of expenditure & Impact Evaluation Summer 2021
<p>Mixed ability teaching in:            - well-planned classes            - increased capacity in areas of most need            - Support Staff across the school</p> <p><b>Cost: nil</b></p>	<p>Data files demonstrate regular and routine monitoring of pupil's learning and progress.            Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.            SEN Support Plans</p>	<p>SLT / Trust to monitor impact and quality of teaching.</p>	<p>HT            DHT            AHT</p>	<p>Classroom Secrets, Times table Rock stars, Education City (including home access) and Dynamo Maths resources purchased to reduce Teacher Workload and support planning teaching and learning for PP children.            High quality support staff support all children, with a focus on narrowing the PP-Non PP gap to be at least in line with National outcomes            Children attend school every day and on time            Children enjoy their learning and make at least good progress from their start points            Children provided with support and work which reflects classroom practice in the event they have to isolate.</p>
<p>Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children</p> <p><b>Cost: Staff Release £2000</b></p>	<p>Assessment and tracking systems monitor termly pupil's learning and progress.            Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.</p>	<p>SLT - week before each term using data from tracking system</p>	<p>SLT            Trust</p>	<p>Leadership is strong and emphasis is driven through SIP – strategic and progressive improvement for Teachers and pupils in all aspects of school            Teachers receive timely and effective training to use in-school tracking systems and plan lessons effectively to meet pupils needs / effect progress            Regular support for all teachers and assessment of individual PP children impacts on their outcomes and targets 'the gaps' through 'rapid response'            Data files demonstrate regular and routine monitoring of pupil's learning and progress.            Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.            SEN Support Plans</p>
<p>Using the agreed school system, in-class records for reading will be ordered according to priority, with disadvantaged pupils / those not being read with at home at the top of the list – aiming to read with an adult minimum 3 x per week</p> <p><b>Cost: nil</b></p>	<p>Reading records analysed, so teachers can prioritise their class readers.            Reading support training for parents / volunteers in school            Data files demonstrate regular and routine monitoring of pupil's learning and progress.</p>	<p>SLT            Trust</p>	<p>Teachers</p>	<p>Teachers / Support staff liaise closely with parents to encourage more reading for every child            Staff commit to hearing children read in school each week, especially those who are not showing evidence of reading with an adult at home            SLT monitor Reading records half termly</p>

<p>Following Staff CPD, all staff are able to identify signs of stress and support children within class  <b>Cost: £2200 CPD / Programme</b></p>	<p>Registers for Nurture / Bungalow Therapy / Counselling Services  Therapeutic reports  CPOMs  Data files  Pupil Progress outcomes  Head Start  Art of Brilliance</p>	<p>Regular review at Staff Meeting of Mental Health training and the impact for pupils in class  3 staff are trained as Mental Health First Aiders  Increased time allocated to Nurture Group (HLTA Release)</p>	<p>SLT  FLO</p>	<p>Staff are able to spot signs of stress and enable pupils in class to access support as appropriate  Individuals / groups have additional classroom support supported through PP funding, where appropriate.  Parent / school relationships improve through improved communication using wider professional services where appropriate  Classroom teacher is able improve classroom provision through support of professionals.  Staff absence reduces. Staff are able to identify signs of stress and access support offered via SAS / Chapters</p>
<p>Using the service and support from 'Achievement for All' Staff will be able to identify ways to support pupils and parents in engaging in learning more and understanding how to learn outside of the school community.  <b>Cost: £3,500 per year (2 year subscription package)</b></p>	<p>Assessment and tracking systems monitor termly pupil's learning and progress.  Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.  Regularly review the practices around PP with Achievement for All  Parental engagement</p>	<p>SLT / Trust to monitor impact and quality of teaching.</p>	<p>SLT</p>	<p>Staff will be able to support pupils and parents in knowing how to more their learning forward.  Staff commitment to narrowing the gap in learning for PP children.  Regular support for all teachers and assessment of individual PP children impacts on their outcomes and targets 'the gaps' through 'rapid response'</p>
<p>To split Year 3/4 into smaller class (2x Y3 and 2x Y4) to enable teachers and TAs to focus more effectively on narrowing the attainment gap of PP children.  <b>Cost: £8,952</b></p>	<p>Assessment and tracking systems monitor termly pupil's learning and progress.  Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.</p>	<p>SLT  Trust</p>	<p>SLT</p>	
<p>DHT 0.8 /AHT 0.2 to be released from teaching commitment to support teaching, learning assessment and pupil progress  <b>Cost: £22,000 contribution</b></p>	<p>Ofsted have highlighted the importance of assessment and tracking of individual children very carefully.  Data files demonstrate regular and routine monitoring of pupil's learning and progress.  Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.  SEN Support Plans</p>	<p>HT/DHT to analyse data and provide feedback to staff on individual children and groups.  Half termly SSE monitoring.  Pupil Progress meetings  Data Analysis  Pupil Premium data.</p>	<p>SLT</p>	<p>Leadership is strong and emphasis is driven through SIP – strategic and progressive improvement for Teachers and pupils in all aspects of school  Regular support for all teachers and assessment of individual PP children impacts on their outcomes and targets 'the gaps' through 'rapid response'  Data files demonstrate regular and routine monitoring of pupil's learning and progress.  Pupil Progress meetings highlight children at risk of underachieving - pupils list to be produced for each class.  SEN Support Plans</p>

<p>Improve standards in core subjects through investment in targeted teaching materials, pupil resources, educational visits, authors and theatre visits, including new reading resources (£4000) <b>Cost: £18,000 contribution</b></p>	<p>School Improvement Plan Purchase of EY / KS1 Reading materials Author and Illustrator visit Oct 2019 – measure pupil outcomes Maths Teaching Materials Education City Subscription Personalised learning opportunities through 1:1 technology</p>	<p>Governor Monitoring SSE Monitoring Pupil Progress Meetings Appraisal Pupil Evaluations</p>	<p>JK CI SLT</p>	<p>Gap is narrowing between PP / Non-PP outcomes at the end of each year, reflecting at least national averages More opportunities for visits / visitors provided within contexts across year groups Pupil Premium funding ensures no child is disadvantaged as a result of financial hardship Gap narrowing between PP / Non-PP in core curriculum areas in all year groups</p>
<p>Continue to improve standards in Foundation subjects through investment in leader training / release, targeted teaching materials, pupil resources, visitors / visits <b>Cost: £9,478</b></p>	<p>School Improvement Plan Record of educational visits in termly Governor Report - measure pupil outcomes against tracking and assessment system Music Teaching Materials / TVMS Purchase of new presentation devices (£12,000) and hand-held technologies (£6500)</p>	<p>Governor Monitoring SSE Monitoring Pupil Progress Meetings Appraisal Pupil Interviews Floor Books Subject Leader Files / Data analysis annually</p>	<p>JK SLT</p>	<p>Gap is narrowing between PP / Non-PP outcomes at the end of each year, reflecting at least national averages Children have access to high quality, stimulating lessons with excellent resources and wide opportunities to build on their learning year on year</p>
<b>Total budgeted cost</b>	<b>£66,130</b>			
<b>Targeted support</b>				
<b>ii. Actions</b>	<b>Evidence</b>	<b>Monitoring and Evaluation</b>	<b>Staff lead</b>	<b>Review of expenditure &amp; Impact Evaluation Summer 2021</b>
<p>Families of PP children identified in Early Years and supported where appropriate <b>Cost: nil</b></p>	<p>EY database showing PP families Activities funded to engage parents early</p>	<p>SSE – EY Lead Monitoring Pupil Progress Meetings Pupil Interviews Floor Books Subject Leader Files / Data analysis annually Governor Termly report</p>	<p>KG</p>	<p>Staff attend Early Words Together program and roll it out to raise standards in reading / parental engagement Parents invited to Stay and Play and Curriculum Workshops every half term, to engage them in their child's learning and development Teachers ensure appropriate provision for EY disadvantaged children to ensure they reach AT LEAST expected standard by July Gap between PP / Non-PP outcomes in core subjects is narrowed in all subjects</p>
<p>Maintaining small class sizes in KS2 to tackle underachievement particularly boys <b>Cost: £17,000 contribution</b></p>	<p>To address the attainment gap between PP and non PP in classes with challenging data.</p>	<p>SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data analysis termly PP Termly Report to Governors</p>	<p>SLT</p>	<p>Teachers ensure appropriate provision for disadvantaged children to ensure they reach at least expected standard by July Gap between PP / Non-PP outcomes in core subjects is narrowed in all subjects All staff focus on reading / disadvantaged in line with SIP</p>

Provide additional TA support learning and well-being (Thrive) across lower KS2 <b>Cost: £10,395 Contribution</b>	To address the attainment gap between PP and non PP in classes with challenging data.	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data	SLT	Teachers ensure appropriate provision for disadvantaged children to ensure they reach at least expected standard by July Gap between PP / Non-PP outcomes in core subjects is narrowed in all subjects Support staff focus on reading / disadvantaged in line with
Providing an HLTA full time in HNB <b>Cost: £14,000 CONTRIBUTION</b>	Support PP children in small group learning / catch up 'rapid response' To address the attainment gap between PP and non PP	SSE monitoring. Pupil Progress Meetings Data Analysis Pupil Premium data SEND data analysis	SENCo SLT	Teachers ensure appropriate provision for disadvantaged children to ensure they reach at least expected standard by July Gap between PP / Non-PP outcomes in core subjects is narrowed in all subjects Support staff focus on reading & phonics / disadvantaged in line with SIP
Improve training and development of all staff in order to raise achievement for PP children, particularly in Maths and Foundation Subjects <b>Cost: £4,000 contribution</b>	Identify training needs pertinent to staff audits and School Improvement Plan. Source / Plan in-service across the school year. Monitor impact of training half termly through SSE timetable	Targeted Teachers / staff attend various training across the year – follow up regularly through staff / team meetings, Appraisal Pupil Progress meetings SSE monitoring	SLT	Teachers are upskilled in new techniques for teaching reading. As a result, children's standards in all subjects improves. Teachers ensure appropriate provision for disadvantaged children to ensure they reach at least expected standard by July Gap between PP / Non-PP outcomes in core subjects is
<b>Total budgeted cost</b>	<b>£45,395</b>			
<b>iii. Actions</b>	<b>Evidence</b>	<b>Monitoring and Evaluation</b>	<b>Staff lead</b>	<b>Review of expenditure &amp; Impact Evaluation Summer 2021</b>
<b>Other approaches</b>				
Support Staff supervision every lunch time to maintain positive playground rules and behaviour, thus impacting on classroom behaviour. <b>Cost: £3000 contribution</b>	pupils have structure in a well-organised, well-supervised outdoor environment and behaviour is effectively managed	Pupil Questionnaires. Behaviour monitoring at break times. CPOMS record.		Children respond to adults appropriately and feel supported during break / lunchtimes. Children experience consistency of school expectations with familiar staff Children's behaviour more positive when supervised over lunch by TAs, and teachers report fewer issues. Pupil survey reported fewer children concerned about the behaviour of others at breaktimes
PP children given the opportunity to access resources / training that they would not be able to access <b>Cost: £4500</b>	Horse Riding Tuition Reading Materials provided Swimming Lessons Music Tuition Shine Club funded Holiday Club (sports / arts) funding Dongles for home learning/Laptops for Home learning	TVMS monitoring Holiday Club registers After School Club registers Teacher/Pupil feedback	JK RM KG	Parents are supported financially to enable their child to access wider learning, which has a positive impact on pupil outcomes, learning, confidence and well-being Children have opportunities to learn percussion and perform within assemblies, lessons and at school events. Children tell us they enjoy music /learning an instrument / other specialist courses that they are able to attend
PP children to receive discount / full funding on residential visits <b>Cost: £4750</b>		Half termly SSE monitoring Reach for the stars	SLT	PP children will access the opportunity to explore outdoor curricula beyond the classroom, and for some, beyond their own experiences, with trained professionals and staff.

		Pupil Data and assessment Pupil evaluations		Children will learn social skills and 'growing up' in terms of leaving parents, learning new skills. Children build and improve relationships, confidence, risk-taking and personal attitudes.
Improve independence and self motivation of PP children through effective and challenging learning environments across the school including technology resources <b>Cost: £9,000 contribution</b>	Increase learner access to / use of digital technology and high quality teaching through increased access to 1:1 devices.	Governor monitoring SSE timetable End of Year data	SLT	Lesson observations across the year show that children use the outdoor and indoor areas with increasing independence, as a result of the rich materials and resources provided. Staff focus on developing challenge tasks and improving the layout and structure of the learning environments, leading to improved learning from all of the children, but particularly a group of PP boys. Children are challenged to solve real life problems independently. School environment / layout is improved to maximise learning across the school Physical development has improved to meet National standard in EYFS and across school. Attendance is good and improving. This is an area of continued work supported by IEWO.
Free Breakfast Club for all PP children An average of 90 children currently access this daily. Free milk daily for reception children <b>Cost: £4500 contribution</b>	EEF research suggests gains of 2 months for children who attend extended school hours.	FLO to lead and manage according to school need FLO to source additional funding streams Parent / pupil questionnaire responses	FLO	Well attended daily so that children are fed and ready to learn. Children are ready to start the school day with improved concentration and a smoother start to the day. Children can access 'wake up shake up', PE Class or other learning opportunities, such as board games, I.T. programmes, reading and construction. Children develop social skills and learn how to make choices and become independent Children have nutrients and vitamins that their young body's need for healthy growth and development
Wide range of in-school / after school clubs offered for free each week with in-school Sports Coach and bought-in instructors <b>Cost: £4000 contribution</b>	EEF research suggests gains of 2 months for children who attend extended school hours. Sports holiday clubs. Chess. Mighty Warriors	Half-termly work with P.E. Coordinator / Middle Leader Sport Coach Appraisal monitoring through DC Parent / pupil questionnaire responses	PE Lead	Outcomes for all year groups against national curriculum standards are positive, and more in line with expectations. Some PP children excel in individual sports, accessing team events across the year and being targeted for additional clubs where possible. Employed Coach has a significant impact, as a permanent, high quality member of staff, due to his particular strengths with PP boys and SEND. Children and Parents are supported with personal and physical well-being, which impacts on their SEMH and coordination skills
Teacher and TA support children with social, emotional and learning needs using THRIVE assessment <b>Cost: £1000 contribution</b>	EEF research suggests gains of 4 months when this type of support is available for children.		RC RT	

<p>IEWO involvement supports children with attendance issues to attend school regularly (94%+ minimum) <b>Cost: £1700</b></p>	<p>to improve attendance and learning for targeted individuals to improve attendance and learning for targeted individuals</p>	<p>Weekly Attendance reports Attendance registers /monitoring summaries ACC Meeting Records Weekly assembly &amp; rewards Home visits</p>		<p>Current Attendance is 95.6%: increase of 0.2% by end of year SSE / Monitoring evidences curriculum that inspires children to learn. Children tell us they enjoy their lessons. IEWO liaise closely with FLO / SLT to address poor attendance swiftly External services are involved as appropriate to support hard to reach families All attendance policies and procedures are followed rigorously, to deter parents from taking children out of school in term time. Pupil standards in all curriculum areas improve as a result of a rich curriculum.</p>
<p>Specialist support  The Bungalow Play Therapy Family Counselling Bereavement counselling Safeguarding SaLT Language &amp; Learning Team Sound Training Educational Psychologist <b>Cost: £9600</b></p>	<p>EEF research suggests gains of 4 months when this type of support is available for children.</p>	<p>SSE outcomes</p>	<p>SLT</p>	<p>Ed Psych assessment outcomes ensure individual children have specific, targeted intervention within the class. Specialist provision investigated in a timely manner, as appropriate. Individuals / groups have additional classroom support supported through PP funding, where appropriate Parent / school relationships improve through improved communication through school / wider professionals Classroom teacher is able improve classroom provision through support of professionals. PP Children who have an assessment / support via the Language and Learning Team receive a full, written report and discuss it with the LLT. Teachers use the report to action support within the classroom, using additional TA interventions in all cases. Parents are fully informed of the progress of their child. Teachers use professional reports to action support within the classroom, using additional TA interventions as appropriate</p>
<p>Full time FLO to support families and children in receipt of PP funding. <b>Cost: £16,000 contribution</b></p>	<p>Provide a full-time Family Liaison Officer to support the well-being, learning and safety needs of targeted individuals and families in receipt of Pupil Premium Evaluate impact through regular S/G meetings and pupil progress Liaise closely with external services Ongoing vigilance to identify any child who may be at risk of safeguarding concerns</p>	<p>Appraisal outcomes Respect room register Pupil Outcomes CP Plan reviews Progress of children / families supported by FLO and other services Detailed CPOMS records</p>		<p>Ensure the role is valuable to the school, the pupils, the parents and staff. Majority of the case workload are in receipt of PP – FLO can support Parents to access: Families Connect Workshops Debt management Signposting to other professional services Funding (incl uniform, support with school visits) Foodbanks / charitable organisations Christmas gifts TFM Curriculum adult learning workshops Coffee mornings / schools events incl PTA Children are better supported by parents who have received assistance to cope with challenging circumstances Children are safe, healthy and ready to learn.</p>



Family learning / PTA events. <b>Cost: £1000 contribution</b>	Provide family learning events including parenting classes, workshops, networking opportunities and access to support agencies in familiar surroundings	Annual Review Event registers Event reviews Coffee Morning Sept 2019 Bank statements		Parents / Carers access support / learning opportunities / workshops throughout the year in order to support their children Children and families engage in low-cost, fun and inclusive events across the year
Transition and induction support for mobile PP children. <b>Cost: £800</b>	Identify mobile children and devise targeted work with FLO or Learning Mentors ensures any new child settles and makes a smooth, progressive transition from previous / to new school. Provide Uniform and equipment to support family Effective communication and transition between previous / receiving school and HHA	Assistance to attend Secondary / SEND Base Visits Assistance to complete necessary paperwork Assistance to make meetings at secondary / new school Plan SE / Self esteem & Confidence transition visits	JH CSh EF SL KE	Targeted work with FLO or Learning Mentor ensures any new child settles and makes a smooth, progressive transition from previous school. Uniform and equipment provided to support family and ensure child feels part of HHA Effective communication and transition between previous school and HHA
Appointment of CLA Champion <b>Cost: nil</b>	Vulnerable children are offered targeted support through a key lead in school. Additional programmes sourced to meet the 'whole child's' needs Time allocated to complete paperwork, liaise with outside agencies and guardians half termly. LAC children can access support in school at any time through LAC lead Special Learning / Memory Books developed with each child.	Data Analysis Special Books LAC Review outcomes / progress measures CPOMs records	SLT PKB	Review through Appraisal Procedures Vulnerable children receive targeted support through LAC lead which impacts positively on their well-being, emotional resilience, learning and outcomes LAC children access additional support / coaching / programmes which impact positively on their well-being, emotional resilience, learning and outcomes LAC paperwork is detailed and kept up to date in order to attain best outcomes with all services / guardians for the child LAC children access support in school at any time Special Learning / Memory Books developed for each child.
Children's University to encourage involvement on learning beyond the school day. <b>Cost: £100</b>	Children offered opportunities to be rewarded for accessing extra-curricular activities, gaining stamps on their Passport. Children and families invited to Graduation ceremony at Teesside University.	Annual Review Passports Club registers	EH RM	Taxi transport costs covered to support 3 PP families escorting their child/ren to the ceremonies. Children access a wide range of activities after school / outside of school which enrich their learning.
New starter funding for book bags, uniform, water bottles and new PE kits for whole school  <b>Cost: £3000</b>	Provide differentiated Learning Packs laminating for each child Calculation Policy published / shared with parents Dictionaries, materials / age-appropriate resources provided to families SSE H/W monitoring evaluates impact of additional resources linked to homework Parent / pupil questionnaires	Pupil and parent questionnaires Pupil Progress meetings incl Reach for the Stars Children attend school and lessons equipped for learning.	SLT EY lead	All children wear uniform to reduce any anxiety and ensure all children feel part of their school. Every child has a uniformed PE Kit and therefore can access EVERY P.E. lesson to improve their health, interests and talents. All Children are appropriately clothed for school, and for the weather throughout the year. Families experiencing hardship have been supported.
<b>Total budgeted cost</b>	<b>£62,950</b>			
				<b>£174,475</b>

**Proposals for 2021/22**

- Maintain positive staffing levels across school: £45,000 contribution
- Maintain Smaller class sizes in KS2: £20,000 contribution
- Family Liaison Officer: £24,000
- School Visits and residential trips to enrich and enhance the curriculum: £5,000 contribution
- Supporting Mental Health Services in school incl Staff CPD: £7,000 contribution
- Improve outdoor learning / play facilities for pupils: £30,000 contribution