



Pupil Premium Strategy Statement: Coxheath Primary School 2020-2021

1. Summary information					
School	Coxheath Primary School				
Academic Year	2020-21	Total PP budget	£108,225 (based on 77pupils)	Date of most recent PP Review	July 2020
Total number of pupils	405	Number of pupils eligible for PP	79 (20%)	Date for next internal review of this strategy	February 2021
2. Current attainment					
Year 6 results July 2019		Pupils eligible for PP		National figures 2019 (all)	
% achieving expected standard or above in reading, writing and maths		23.5%		65%	
% making expected standard or above in reading		41.2%		73%	
% making expected standard or above in writing		88.3%		78%	
% making expected standard or above in maths		47.1%		79%	
School Progress measures in Reading		-2.9			
School Progress measures in Writing		0.7			
School Progress measures in Maths		-3.8			
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers					
A	A significant percentage of children demonstrate poor speech and language skills on entry, coupled with limited vocabulary.				
B	Progress data, particularly for reading and maths was below national with less than 50% making the expected standard in each subject.				
C	72% of disadvantaged pupils did not return to school before September 2020. Mobility of disadvantaged children has an impact on their progress in school				
D	Some pupils require nurture and well-being support to be ready to learn.				
External barriers					
E	Attendance and punctuality is poor for the disadvantaged group of children. 92.2% of Pupil Premium Children compared to non-Pupil Premium children of 96.1% (March 2020)				
F	Limited number of disadvantaged children participating in after school clubs or school trips				

4. Desired Outcomes 2020-21		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>All speech and language needs identified at an early stage and children engage with intervention programmes.</p> <p>Develop opportunities for oracy across the curriculum.</p> <p>Pupils are exposed to a wide range of vocabulary to improve comprehension and spoken language</p>	<p>Progress made against targets in individual SaLT programmes.</p> <p>High quality, effective speech and language support given. Improved awareness of SaLT strategies and skills amongst staff.</p> <p>75% children achieve ARE in reading in year R</p> <p>Impact of speech and language therapist evident in progress of individuals towards their targets</p>
B	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make accelerated progress towards age related national expectations.</p>	<p>Pupils will meet (or exceed) age related national expectations in English and Maths</p>
C	<p>To ensure disadvantaged pupils consolidate basic skills and access catch-up programmes as needed</p> <p>Targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations.</p> <p>Children joining the school mid-year or mid-key stage to have needs assessed promptly and access to targeted support as appropriate</p>	<p>Contact made with previous school and case history established including previous assessments and support given.</p> <p>Staff will assess the needs of new pupils and add into provision maps quickly</p>
D	<p>To provide nurture to all children who need well-being support to be ready to access learning.</p>	<p>Attendance at nurture groups decreased over time for target pupils</p> <p>Nurture groups established throughout the day</p> <p>Pupil voice survey to show positive outcomes</p>
E	<p>All disadvantaged pupils will show continued improved attendance and punctuality</p>	<p>All disadvantaged pupils will match or exceed national averages for all pupils</p> <p>Effective tracking strategies in place</p> <p>Increased communication with parents from Family Liaison Officer and Senior Leaders</p>
F	<p>To ensure disadvantage pupils have access to a range of social/.cultural/sporting experiences, visits and activities.</p>	<p>Attendance of pupil premium children at clubs to be in line with non-disadvantaged</p> <p>Pupil premium group is represented in all areas of responsibility in the school</p> <p>Funding is not a barrier to participation.</p>

5. Planned expenditure - Academic Year 2020-21

i. Quality of teaching for all

Desired Outcome A - All speech and language needs identified at an early stage and children engage with intervention programmes.

Develop opportunities for oracy across the curriculum.

Pupils are exposed to a wide range of vocabulary to improve comprehension and spoken language

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones?	Staff lead	Mid-year Review
<p>S&L Assessments for Yr R and year 1 carried out by end of term 1 KS2 Junior Language Link purchased and selected children tested Case load revised for Speech and Language therapist and new referrals made Phonics lead to give training to new TAs and 1:1s Tailored CPD needed to support TAs School to apply to take part in Effective Kent Project – Nuffield Early Language Intervention and SENCO assistant to receive appropriate training to deliver the intervention. Inclusion Lead to deliver OTAP sessions on BRP Opportunities to develop oracy and vocabulary across the curriculum</p>	<p>Underachievement in Speech and Language evident in summative data, pupil progress reviews and in some children's every day conversation. Phonics training for staff identified to support all learners, including BRP training for TAs S+L interventions for current year 1 were disrupted due to COVID-19 Approx 1/3 of YR pupils identified as needing support from Speech and Language Link assessments Evidence in spelling, reading and speech levels / scores Some children have not accessed NHS services when there has been a need.</p>	<p>Dec – all pupils in YR assessed and Y1 re-assessed for speech and language. Pupils are taking part in interventions and referrals made as necessary. Training for staff running groups and in phonics. BRP sessions set up in each class. March – review of caseload of Speech and Language Therapist. Assessments made with Junior Language Link for KS2 and programmes implemented. Pupils accessing BRP have made 6 months progress in reading age. July – children have made progress against individual targets, reassessments and referrals completed. BRP pupils have made 6 months progress in reading age. 75% YR ARE for reading.</p>	<p>SG RM GA</p>	

Desired Outcome B - To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make accelerated progress towards age related national expectations

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones?	Staff lead	Mid-year Review
<p>All staff will receive appropriate CPD to facilitate development and high quality teaching . Teachers will give pupils opportunities to consolidate key skills with particular focus on disadvantaged children Teachers will use accurate formative assessment to adapt teaching sequences to pupil need. Additional targeted TA time 4 x 15hrs per week.</p>	<p>24% of PP children are also SEN. Following a SEN review it was acknowledged that, in order for all groups to succeed, teachers need to employ a diverse range of strategies that foster pupils' engagement as well as enabling knowledge acquisition. It is now necessary that in the context of the new curriculum, and the emphasis on 'mastery' teachers</p>	<p>Dec - pupil assessment in phonics and reading identified pupils needing support and intervention is in place. Pupils working below the year group curriculum accurately identified and groups for maths implemented.</p>	<p>BT SG LW</p>	

Focus on Quality First Teaching from SEND Action Plan	appropriately foster SEN/disadvantaged pupil's engagement, curriculum access and achievement.	<p>CPD on SEND review action plan delivered and teaching sequences appropriate for all children that consolidate key skills.</p> <p>An increasing % of outstanding precise teaching evident across the school, which meets the needs of disadvantaged pupils.</p> <p><u>March</u> – Internal and external reviews confirms teaching meets the needs of disadvantaged pupils.</p> <p><u>July</u> - Disadvantaged pupils meet (or exceed) age related expectations in English and Maths</p> <p>End of KS2 Targets for PP children: Reading 67%, Writing 71%, Maths 67% RWM 56%</p>	SG	
<p>Desired Outcome C - To ensure disadvantaged pupils consolidate basic skills and access catch-up programmes as needed</p> <p>Targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations.</p> <p>Children joining the school mid-year or mid-key stage to have needs assessed promptly and access to targeted support as appropriate</p>				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones?	Staff lead	Mid-year Review
<p>Pupil progress tracked through assessments at Dec/April/July.</p> <p>Tracking of provision map data.</p> <p>Summative assessments to take place for all subjects in July Additional intervention sessions will take place, based on gaps and needs</p> <p>Focus in Pupil Progress Meetings on progress of disadvantaged pupils</p> <p>Staff will assess the needs of new pupils and add into provision maps quickly.</p> <p>Contact made with previous school and case history established including previous assessments and support given.</p>	<p>The attainment gap between disadvantaged and non-disadvantaged remains a focus for the school. Although the disadvantaged group achieved will in writing in 2019 with a positive progress measure of 0.7, this cannot be said of Reading and Maths with progress measures of -2.9 and -3.8 respectively.</p> <p>As of 24th June 2020 – 72% of disadvantaged pupils did not attend school throughout June or July, 77% of FSM and 54% of SEND.</p> <p>Mobility has been a factor historically, which has impacted on pupil outcomes. IDSR shows the school in the bottom 20% for stability.</p>	<p><u>Dec</u> – review system in place for in year admissions, baseline assessments analysed and key gaps identified for teaching sequences and interventions. Reading and phonics baseline completed and actions incorporated.</p> <p><u>March</u> – 60 % green progress in provision map targets demonstrating interventions well matched to pupil's identified need</p> <p><u>July</u> – 75 % green progress on provision maps. All year groups (PP pupils) to increase the % working at expected levels to be in line with national averages for all pupils.</p>	LW SG	

Desired Outcome D - To provide nurture to all children who need well-being support to be ready to access learning.				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones?	Staff lead	Mid-year Review
Attendance at nurture groups decreased over time for target pupils Nurture groups established throughout the day Pupil voice survey to show positive outcomes	Approximately 2.5% of our children have difficulty coming into school in the morning for a variety of reasons and are encouraged into school through the nurture breakfast provision. This not only supports the children but also helps the parents through any attachment difficulties their children exhibit. A nurture TA is employed by the school to provide support to individual children throughout the school day as needed. The Nurture TA checks in with identified pupils (daily/weekly as agreed).	<u>Dec</u> – nurture provision re- established, initial Boxall profiles completed for key children and strategies identified. Lunchtime nurture group established. <u>March</u> – Lego and social skills established. Progress measured through Boxall profiles and reduction in behaviour incidents. <u>July</u> - Improved engagement for PP children in class work and good progress made Pupil voice survey and levels of engagement and wellbeing tracked with 95%+ of pupils responding positively.	SG AC	
Desired Outcome E - All disadvantaged pupils will show continued improved attendance and punctuality				
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones?	Staff lead	Mid-year Review
All disadvantaged pupils will match or exceed national averages for all pupils Effective tracking strategies in place Increased communication with parents from Family Liaison Officer and Senior Leaders	From IDSR January 2020 - Overall absence for pupils in receipt of free school meals (7.2%) was in the highest 20% of all schools in 2019 as well as in 2018. Persistent absence for pupils in receipt of free school meals (25.0%) was in the highest 20% of all schools in 2019 as well as in 2018.	<u>December:</u> Attendance for disadvantaged group 93.5% <u>March:</u> Attendance for disadvantaged group 94% <u>July:</u> Attendance for disadvantaged children in line national figures for disadvantaged.	BE LV	
				Quality teaching for all cost: £77,113

ii. Targeted support

Desired Outcome A - All speech and language needs identified at an early stage and children engage with intervention programmes.

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones	Staff lead	Mid-year Review
<p>EEF – Nuffield Early Language Intervention(NELI) Speech and Language Link assessments and interventions for Key Stage 1 Junior Language Link purchased and assessments completed Referrals to NHS or school Speech and Language therapist Training for TAs to deliver interventions devised by speech and language therapist.</p>	<p>Underachievement in Speech and Language evident in summative data, pupil progress reviews and in some children’s every day conversation. 2019 baseline for disadvantaged pupils: Listening and attention 20% Understanding 20%, Speaking 0% Overall 15% of disadvantaged pupils were at age related expectations on entry. EEF efficacy trial showed that Yr R children participating in the 20 week intervention made an additional 2 months progress compared to a control group. After 6 months, follow up analysis showed the effects on pupil language outcomes grew.</p>	<p><u>Dec</u> – Applied for NELI training. All pupils in YR assessed and Y1 re-assessed for speech and language. Pupils are taking part in interventions and referrals made as necessary. Training for staff running groups and in phonics. <u>Mar</u> – NELI first programme completed. 50% of pupils to be on track to achieve age related expectations for language and communication strands. <u>Jul</u> – 75 %+ pupils to achieve age related expectations in language and communication strands in Year R. Children who have not made progress in Speech and Language interventions are referred to Speech and Language Therapy services.</p>	SG	

Desired Outcome B - To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make accelerated progress towards age related national expectations

Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones	Staff lead	Mid-year Review
<p>Access to learning resources when needed, e.g. concrete materials in Maths, word mats, sensory support, rest breaks, pre-teaching of vocabulary. Teaching backwards approach used. Good practice identified and shared through Quality First Teaching observations. Maths teaching groups set up for children working below the curriculum for the Year group.</p>	<p>24% of PP children are also SEN. The team had a deep understanding of their pupil cohort and a strong commitment to provide a balanced, meaningful educational experience. It may be useful to revisit this conversation with the staff team, to join the dots between ‘learning by design’ teaching outcomes for SEN pupils, differentiated from their relative starting points, and evidence informed class based and non-class based interventions. Specific recommendations are infused throughout this report.</p>	<p><u>Dec</u> - Quality first teaching strategies implemented which address the needs of all pupils. Maths groups established. Provision maps identify clearly the support in place for disadvantaged pupils. <u>Mar</u> – Internal review shows that strategies are in place and embedded in teaching practice. Disadvantaged children on track to achieve targets in Reading, Writing and Maths <u>July</u> – PP children will meet or exceed ARE in English and Maths.</p>	SG RJ BT	

Desired Outcome C - Targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations. Children joining the school mid-year or mid-key stage to have needs assessed promptly and access to targeted support as appropriate				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones	Staff lead	Mid-year Review
<p>Mentoring – Teachers to give Pupil Premium mentoring for 1 hr per week</p> <p>Interventions – invite only maths and reading sessions (morning 1:6) with a focus for disadvantaged pupils</p> <p>BRP – all TAs to do 3x 15 mins BRP intervention per week with at least 1 disadvantaged pupil, for 10 weeks.</p> <p>Gaps identified in phonic knowledge and interventions such as phonic groups, Toe by Toe or precision teaching.</p> <p>EEF project – Switch On Reading - focus on lower KS2 disadvantaged children.</p>	<p>Approximately 24% of PP children are on the SEN register (19 pupils July 2020)</p> <p>At the last assessment point in March 2020, 63% of year 2 (current year 3) were on track to achieve the expected standard in reading and 13% greater depth. Of the disadvantaged children in this group, only 36% of them were on track to achieve the expected standard.</p> <p>A similar picture is evident in current year 4, as at the last assessment point in March 2020, 67% were on track to achieve the expected standard and only 31% of the disadvantaged group.</p> <p>EEF project evidence showed that pupils who were provided with a Switch on Reading intervention made 3 months additional progress.</p>	<p>Dec – KS1 - Reading – 55% EXS+, 8% GDS Maths – 60% EXS+, 8% GDS KS2 - Reading – 65% EXS+, 10% GDS Maths – 70% EXS+, 10% GDS March KS1 - Reading – 60% EXS+, 10% GDS Maths – 62% EXS+, 12% GDS KS2 - Reading – 70% EXS+, 14% GDS Maths – 75% EXS+, 14% GDS July – School targets (FFT KS2 targets) KS1 - Reading – 65% EXS+, 12% GDS Maths – 65% EXS+, 14% GDS KS2 - Reading – 67% (65%) EXS+, 25% (23%)GDS Maths – 67% (72%) EXS+, 16% (19%) GDS Combined – 56% (57%) EXS+, 8% (8%) GDS</p>	<p>HM BE SG</p> <p>RM</p> <p>RM</p>	
Desired Outcome D - To provide nurture to all children who need well-being support to be ready to access learning.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones	Staff lead	Mid-year Review
<p>Nurture</p> <p>Key pupils tracked using Boxall Profiles – progress in targeted areas seen</p>	<p>Approximately 2.5% of our children have difficulty coming into school in the morning for a variety of reasons and are encouraged into school through the nurture breakfast provision. This not only supports the children but also helps the parents through any attachment difficulties their children exhibit.</p> <p>A nurture TA is employed by the school to provide support to individual children throughout the school day as needed. The Nurture TA checks in with identified pupils (daily/weekly as agreed).</p>	<p>Dec – nurture provision re- established, initial Boxall profiles completed for key children and strategies identified. Lunchtime nurture group established.</p> <p>March – Lego and social skills established. Progress measured through Boxall profiles and reduction in behaviour incidents.</p> <p>July - Improved engagement for PP children in class work and good progress made Pupil voice survey and levels of engagement and wellbeing tracked with 95%+ of pupils responding positively.</p>	<p>SG AC</p>	

Desired Outcome E - All disadvantaged pupils will show continued improved attendance and punctuality					
Chosen action/approach		What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones	Staff lead	Mid-year Review
Attendance Disadvantaged pupils to be offered breakfast club FLO/SLT to track attendance fortnightly with families who historically show poor attendance Prompt action to be taken and letters sent home as soon as attendance drops to 93%		The end of July 2019 attendance figure of 95% is broadly in line with national averages. This is consistent with previous years. Attendance for disadvantaged groups is lower with a small number of families impacting significantly. The school is working with other agencies to address this.	December: Attendance for disadvantaged group 93.5% March: Attendance for disadvantaged group 94% July: Attendance for disadvantaged children in line national figures for disadvantaged.	BE LV	
					Targeted Support Cost: £27,227

iii. Other approaches

Desired Outcome F					
Chosen action/approach		What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What are the milestones	Staff lead	Mid-year Review
To ensure opportunities are provided for all disadvantaged children to access a range of social/cultural/sporting experiences, visits and activities	Invitation to extra-curricular clubs Cultural visits/trips	New Ofsted Framework: 26: Quality of Education An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Parents of our disadvantaged children often need financial support so their children can go on school trips.	Dec – Year group trips booked. 30% of PP children attend clubs PP children to attend school trips – funding negotiated when requested. March – 40% of PP children attend clubs 80% of PP children to be registered for or have attended a school trip. July – 50% of PP children to attend an afterschool or lunchtime club. 80% of PP have attended at least one class trip.	HM BE	
	Reading Ambassadors	Reading ambassadors were introduced last year as a measure to give disadvantaged children areas of responsibility. Every term each class has a different reading ambassador who will read a new book and then promote the book to other classes/year groups. The reading ambassador is given a copy of the book to keep for their class. This was very successful so we wish to continue this for 2021.	Dec – pupils chosen and introduced to scheme March – Pupil voice from school council showing positive attitudes towards reading. July - % ARE, pupil survey –positive attitude to reading PP children make up a significant proportion (75%+) of Reading ambassador group.		Other Approaches Cost: £3800
Total budgeted cost					£108,140

6. Review of Strategy and Expenditure 2019-20

Covid-2019 statement: The school went into lockdown on Monday 23rd March 2020. Apart from the two initial weeks, in which Coxheath Primary was open for the children of key workers, we operated as part of the Coppice Primary Partnership Hub based at Loose Primary School until Coxheath reopened on 1st June 2020. Since 23rd March, 72% of disadvantaged children have not been in school although regular contact has been maintained with all families.

Desired Outcome	Cost	Objective	Expected Impact	Mid-Year Review/ End of Year Review
EYFS - Targeted support for pupils to raise the number of children meeting and exceeding national expectations.	£11,352	<p>Improve basic language skills, build vocabulary, basic literacy and numeracy skills.</p> <p>Build social and emotional skills so children are more ready to learn.</p> <p>1:1 weekly mentoring from class teacher</p>	<p>Pupils pass Speech and Language link on re-takes. Referrals put in place for pupils where recommended.</p> <p>Increase in pupils achieving GLD</p> <p>Increased confidence and appropriate social interaction.</p>	<p>Comparing the baseline data and the data obtained in December, there has been significant progress in the % of disadvantaged children working at age-related expectations for language skills, literacy and numeracy and social/emotional skills</p> <p>March data for on track to meet age related expectations = Listening and attention 67%, Understanding 50%, Reading 67%, Writing 83%, Number 83%, Managing feelings and behaviour 67%, Making Relationships 50%.</p> <p>Class teachers have designated mentoring time each week, which has had an impact on engagement, progress and attainment.</p>
<p>KS1 -Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations.</p> <p>Phonics lead teacher to ensure quality first teaching in phonics lessons and interventions.</p> <p>Reading TA (BRP) to support identified pupils to improve reading fluency and accuracy.</p> <p>Commissioning of a speech and language therapist to work with pupils.</p> <p>Extra support in class to provide interventions for pupils to address underachievement.</p>	£12,856	<p>Ensure quality first teaching.</p> <p>Identified next steps targets for pupils identified. Effective interventions providing targeted support for pupils to address underachievement.</p> <p>Small group support to extend skills in phonics, reading, writing and maths.</p> <p>Speech and language assessments and support for identified pupils.</p> <p>TAs trained to support individual pupils.</p> <p>1:1 weekly mentoring from class teacher (costed below)</p>	<p>Disadvantaged children achieving expected standard school targets in Reading (64%), Writing (54%) and Maths (67%) and greater depth targets of Reading (13%), Writing (4%), Maths (14%).</p> <p>71% of disadvantaged pupils achieving year phonics screening.</p> <p>Increased confidence and appropriate social interaction.</p> <p>Pupils make progress against their speech and language targets.</p>	<p>All PP children discussed with HT/DHT re-provision in mentoring sessions, in addition to PP meetings/provision maps.</p> <p>All teachers have designated mentoring time for pupil premium pupils.</p> <p>Phonics – forensic tracking to secure best practice for all children</p> <p>Year 1 – 57% PP on track compared to 42% all pupils (Dec 19) March 57% PP on track compared to 56% for all pupils.</p> <p>Year 2 – 20% on track phonics retake compared to 33% all pupils. March 20% PP on track compared to 47% for all pupils.</p> <p>Focus now on improving attendance of disadvantaged pupils – FLO, Senco, HT, DHT. Plan made to tackle low attendance, meetings held with all parents where attendance <90%. PP attendance 92.2% compared to 96.1% for non PP. Whole school 95.3%.</p> <p>Speech and Language assessments –</p> <p>2 Pupil premium children in Y1 have made progress against their SALT targets. Pupils in Year 2 have been reviewed and re-assessed. 3 children have been referred to SALT and individual programmes devised. 62% of pupils on the case load of the speech therapist are in receipt of pupil premium. (across both key stages)</p>

<p>KS2 - Targeted Support – providing focused 1:1 and small group teaching to close learning gaps in core subject areas and raise the number of children exceeding national expectations.</p> <p>Provide effective interventions for pupils to address underachievement including corrective teaching.</p> <p>Year 6 – Booster groups for English and Maths</p>	£32,681	<p>Ensure quality first teaching. Effective interventions providing targeted support for pupils to address underachievement especially in lower KS2. 1:1 weekly mentoring from class teacher (costed below)</p> <p>Ensure inference and comprehension skills are taught. Encourage reading at home and develop resilience for tackling challenging texts. Development of maths and English skills through targeted 1:1 support and gap analysis addressing misconceptions.</p>	<p>Disadvantaged children achieving expected standard school targets in Reading (69%), Writing (68%) and Maths (77%), Combined (58%) and greater depth targets of Reading (18%), Writing (7%), Maths (17%), Combined (3%)</p> <p>Children show increased enjoyment and engagement with reading as evidenced in pupil survey.</p>	<p>All PP children discussed with HT/DHT re-provision in mentoring sessions.(see notes) in addition to PP meetings/provision maps.</p> <p>Year 6 early morning arithmetic/vocab sessions aimed at PP children.</p> <p>The Speech therapist has supported pupils in KS2 and her advice has supported 2 pupils in the EHCP process. A social skills group has also been developed for Upper Key Stage 2 which is supporting pupils with social communication and anxiety. (50% of the group is PP)</p> <p>PP pupils access all clubs fully (between 13% - 25%) PP pupils are fully represented across areas of responsibility in the school. Reading Ambassadors scheme set up 10/12 of the pupils are in receipt of PP (83%) For all areas of responsibility PP children are represented at around 20%.</p> <p>SEND review completed in December 2019 has led to a review of and focus on the interventions we offer.</p>
<p><u>Family Welfare & Social / Emotional Development</u></p> <p>To monitor Early Help progress and identify families that may need further support.</p> <p>To provide parenting support.</p> <p>Monitor and track pupil attendance.</p> <p>To provide targeted well-being interventions from Nurture TA for identified pupils to facilitate their readiness to learn.</p> <p>Additional play therapy for LAC pupils</p> <p>Transition project to support pupils in term 6</p>	£33,935	<p>Identified families offered support from EH, food bank and other services.</p> <p>Support for parents to enable pupils and families to engage with and attend school</p> <p>Increased awareness of basic behaviour management strategies and improved parent confidence.</p> <p>Use Boxall Profiles to identify areas of need and targets.</p> <p>Nurture provision at the start of the school day to support transition. 1:1 and small group work including Lego therapy.</p> <p>Additional services where needed</p> <p>To develop nurture class provision in the afternoons.</p>	<p>Attendance for disadvantaged group to be in line with national for all pupils 94.5%</p> <p>Families are signposted to appropriate support.</p> <p>Children make progress against their targets.</p> <p>Children show improved social skills and self-confidence.</p> <p>Children transition between home and school ready to learn.</p> <p>Children respond positively to transition project</p>	<p>There have been no exclusions this academic year. Incidents requiring reflections reduced for PP pupils from 33% in term 1 to 25% in term 2.</p> <p>Nurture provision for the start of the day is well developed. Lego groups and social skills groups are established. Time to respond to individual pupils' needs is also available. In the pupil survey children were positive that they had an adult to go to if needed. Nurture and wellbeing tab created on school website and resources sent to parents during school closure. Nurture TA sent letters to key children.</p> <p>LAC pupils receive weekly play therapy. This is having a positive impact. LAC support continued with PeP meetings and LAC reviews.</p> <p>Transition project initial meeting attended. Transition activities sent out weekly to Year 6 parents along with transition booklet. Pupils supported on return to school and transition meetings held with secondary schools.</p> <p>Risk assessments completed for identified pupils. Regular telephone calls and email support for all PP families. Food vouchers organised. Pupils invited to the hub school and then planned transition for key pupils as Coxheath re-opened.</p>
<p><u>Staff Training</u></p> <p>To provide bespoke TA training and quality CPD for teachers as part of an 'Outstanding Teacher Programme' with clear focus for inclusion</p>	£6502	<p>TA focus on underachieving disadvantaged pupils.</p> <p>Ensure quality first teaching and effective interventions.</p>	<p>Lesson observations to be 100% good or better</p> <p>Interventions have a positive impact on pupil progress.</p>	<p>TA training programme has focussed on areas of need for pupils e.g. Social Communication and classroom activities, e.g. marking and Maths. The sessions have been well attended.</p> <p>Teaching 100% good or better – School Strategic document and HT report to governors.</p>
<p><u>1:1 Tuition & Mentoring</u></p> <p>All pupils to receive additional tuition or mentoring. Additional time has been made available by the employment of a sports coach.</p>	£21,235	<p>Raise attainment of disadvantaged pupils. Support the wellbeing of disadvantaged pupils.</p>	<p>Increased % of pupils working at or above expected national expectations</p> <p>Pupils talk positively about their school experience.</p>	<p>The pupil survey showed a positive response from pupils about their school experience. Pupils are proud of their school and feel that they learn new and exciting things.</p>

