

Pupil premium strategy statement:

1. Summary information					
School	Downs View Infant School				
Academic Year	2019/20	Total PP budget	Projected April 2019- March 2020 £63,430 – Actual £56312 April 19 - Sept 19 £35,310	Date of most recent external PP Review – conducted by Marc Rowland	25 th November 2016
				Date of most recent internal PP Review	October 2019
Total number of pupils	262	Current Number of pupils eligible for PP	EYFS 9 chn = 10% Year 1 25 chn =28% Year 2 23 chn =28% Whole school 53 chn 22%	Date for next internal review of this strategy	March 2020 – did not occur – Covid 19 Review took place September 2020

2. Current attainment			
Attainment for: 2018-2019 end of KS1(15 children eligible for PP)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP Comparison between Downs View ‘other’ and National ‘other’</i>	
% achieving expected standard or above in reading, writing and maths	47%	DV 77%(2019)	Nat 63.9%(2019)
% achieving expected standard or above in reading	50%	DV 85%(2019)	Nat 70%(2019)
% achieving expected standard or above in writing	50%	DV 83.%(2019)	Nat 72%(2019)
% achieving expected standard or above in maths	57%	DV 84%(2019)	Nat 79%(2019)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of wellbeing and involvement – Some disadvantaged children have low levels of wellbeing and involvement slowing progress in all curriculum areas, low levels of resilience, confidence, self-esteem and poor mental health
B.	Poor oral language skills are impacting on some disadvantaged children’s ability to speak, listen and have a wider understanding of language
C.	Poor fine motor control is hindering progress of some disadvantaged children with their writing
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Low Attendance- This reduces school hours and can cause pupils to make limited progress towards end of year expectations.		
E.	Family vulnerability – parental mental health issues impacts on the children’s levels of wellbeing and involvement, social and emotional needs, attendance and parental engagement.		
F.	Limited literacy support at home- children do not read at home or complete home learning tasks, slowing progress in English and lowering the child’s personal expectations of their possible achievement.		
G.	Limited life experiences		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evidence</i>
A.	<p>Desired Outcomes: Disadvantaged children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline Measure: Wellbeing and involvement scores – Leuven scale Points of progress in reading, writing and Maths across an academic Year.</p>	<p>PP children with low levels of wellbeing and involvement will have high levels of wellbeing and involvement Pupils eligible for PP are able to access the curriculum and make at least expected progress from their baseline i.e. EYFS at least 6 points progress Year 1 at least 4 points of progress Year 2 at least 6 points of progress</p> <p>In reading, writing and maths</p>	<ul style="list-style-type: none"> Wellbeing and involvement scores for all children eligible for PP. Termly Target Tracker data – Term 1 baseline and Terms 2,4,and 6. End of year/Key stage data Pupil progress minutes
B.	<p>Desired outcome: Disadvantaged children’s reading and writing improves in line with other children nationally Measure: Target Tracker data , Interim frameworks</p> <p>End of KS1 2018/19 data Downs View reading disadvantaged expected + 50% 2018/19 data National other expected + 70% Difference -20%</p> <p>Downs View writing disadvantaged expected + 50% 2018/19 data National other expected + 72% Difference -22%</p>	<p>Pupils eligible for PP make better progress in reading so that their writing is influenced by this End of KS1 Target 2019/20 74% Pupils eligible for PP achieve at least expected in reading</p> <p>Pupils enjoy and foster a love of reading. They can read and can talk enthusiastically about quality texts</p> <p>Pupils eligible for PP are able to access the curriculum and make at least expected progress from their baseline i.e. EYFS at least 6 points progress Year 1 at least 4 points of progress Year 2 at least 6 points of progress In reading and writing</p>	<ul style="list-style-type: none"> End of KS1 reading data End of EYFS reading data End of KS1 writing data End of EYFS writing data Reading assessments/ Benchmark/Toe by Toe Pupil progress minutes/provision plans Termly Target Tracker data – Term 1 baseline and Terms 2,4,and 6. Year 1 phonic screening test results and Year 2 retakes
C.	<p>Desired outcome: Disadvantaged children’s writing improves in line with ‘other’ children nationally Measure: Target Tracker , Interim frameworks</p> <p>End of KS1 2018/19 data 2018/19 data Downs View writing disadvantaged expected + 50% 2018/19 data National other expected + 72% Difference -22%</p>	<p>Pupils eligible for PP write independently with confidence and enjoyment Pupils eligible for PP can achieve well in SPAG Pupils eligible for PP have good fine motor control impacting on handwriting</p> <p>End of KS1 Target 2019/20 73 % Pupils eligible for PP achieve at least expected in writing</p>	<ul style="list-style-type: none"> End of KS1 writing data End of EYFS writing data Work in books Termly Target Tracker data – Term 1 baseline and Terms 2,4, and 6. Pupil progress minutes’ /provision plans

D.	Desired Outcome: To close the attendance gap between the percentage of Pupil Premium and 'other' children	Reduce the number of persistent absentees among pupils eligible for PP Attendance for Pupils eligible for PP is in at least 96% Lateness of Pupils eligible for PP improves End of Year 2019/20 Target The attendance difference between the percentage of Pupil Premium and 'other' children will have closed to 1.5% The 2018/19 figure difference was 4%	<ul style="list-style-type: none"> • attendance data for disadvantaged and 'other' pupils • Attendance meeting records
E.	Desired outcomes: Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Measure: wellbeing and involvement scores, Play therapy SDQ scores	Children retain more friendships Childrens levels of wellbeing and involvement improve Pupils are able to access learning Attendance improves – see above	<ul style="list-style-type: none"> • Wellbeing and involvement scores for all children eligible for PP. • Progress from intervention groups supporting emotions and behaviour such as Lego therapy
F.	Desired Outcomes: Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children. Measure: Attendance at workshops, parent consultation meetings	Parents of children who are eligible for PP are engaged in their children's education and support their children at home by assisting with home learning, attending workshops and listening to their children read regularly.	<ul style="list-style-type: none"> • Workshop feedback forms and registers • Reading records • Parent consultation attendance
G.	Desired Outcomes: Parents of children eligible for PP are engaged in their child's learning. They support them with their home learning consolidating learning in school.	Parents of children eligible for PP are engaged in their child's learning, ensuring home learning is completed when required	<ul style="list-style-type: none"> • Home learning books • Wellbeing scores • Reading records • Reading reward scheme

5. Planned expenditure**Academic year****2019/20**

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

i. Quality of teaching for all**Desired outcome****Chosen action /
approach****What is the evidence and
rationale for this choice?****How will you ensure it is
implemented well?****Staff lead****Review September
2020**

<p>B. Desired outcome: Disadvantaged children's reading and writing improves in line with other children nationally</p> <p>End of KS1 2018/19 data PP chn</p> <p>Downs View reading disadvantaged expected + 50% 2018/19 data National other expected + 70% Difference -20%</p> <p>Target 2019/20 Reading 74%</p> <p>Downs View writing disadvantaged expected + 50% 2017/18 data National other expected + 72% Difference -22%</p> <p>Target 2019/20 73%</p>	<p>Guided Reading and Phonics Training for all teaching and support staff.</p>	<p>Phonics provides a foundation of learning meant to help make reading easier. Training will ensure that all staff have the up to date knowledge and skills required to deliver high impact phonics lessons and plan and deliver phonic interventions to accelerate progress and diminish gaps.</p> <p>Guided Reading allows pupils to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. Specific training will ensure that all staff are aware of the expectations within a guided reading session and have the knowledge and skills to deliver quality first guided reading to accelerate the progress of pupils and diminish differences.</p>	<p>Training to be delivered by the English leader/Reading Champion</p> <p>Phonics lessons are to be monitored termly</p> <p>Phonics assessment will be used to monitor progress of individuals and groups for reading and writing</p> <p>Monitoring of reading and writing data in Term 1(baseline),2,4 and 6</p>	<p>Emma Stanley</p>	<p>Due to Covid 19 – no data is available after end of Term 4 for analysis. Phonics training took place on 3rd September 2019 The Year 1 Phonic Screening test did not take place this academic year so data to analyse is unavailable</p> <p>Guided reading training took place on 25th September 2019 End of Term 4 data(March 2020) for reading -%on track for at least the expected standard EYFS 2019/20 (2018/19 term 4) PP 58.9% (33.3%) 'other' 76.8% (57.3%) Difference -17.9% (-24%) The difference has diminished by 6.1% compared to previous year. PP attainment also rose by 25.6% in 2019/20 Year 1 2019/20 (2018/19 Term 4) PP 58% (50%) 'other' 78% (79%) Difference -20% (-29%) The difference has diminished by 9% compared to previous year. Year 2 2019/20 (2018/19 Term 4) PP 42% (50%) 'other' 72% (77%) Difference -30% (-27%) The difference has increased by 3% compared to previous year.</p>
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<p>B Focus on oracy and language enrichment so that disadvantaged children's reading and writing improves in line with other children nationally</p>	<p>Use of learning wall, hooks for lessons and talk for writing to teach and embed quality vocabulary into the children's learning.</p>	<p>Vocabulary is the key to a child's understanding and communication with others. It aids the development of effective reading and creative writing later on. By providing rich vocabulary exposure the aim is to develop children's speaking, listening, reading and writing skills.</p>	<p>Monitor vocabulary introduced and revisited within lessons, books and floor books. Monitor the school environment for vocabulary provision and enrichment.</p>	<p>Emma Stanley Sarah Collins</p>	<p><u>Review Sept 2020</u> Observation with SIA Teachers provide a range of effective scaffolding to support children's writing, such as working walls, spelling logs, and live marking, which results in misconceptions being cleared up quickly. Provision for writing indoors and out is available in EYFS and the use of language toolkits is impacting positively on children's attitudes to learning. Following deep dive training and support from SIA plan to establish key vocabulary for each foundation subject has been devised. Core vocabulary children are to know will be in bold and words that they are exposed to listed too. These teaching and learning strategies will be continued and new members of staff trained so that vocabulary maintains a key part of school improvement.</p>
<p>G.Children will have the foundations of the key life skills required to develop as well rounded individuals in society.</p>	<p>Teaching of life skills each week including for example: Hygiene Handwashing Food preparation Holding a knife and fork Healthy and Safety Basic first aid</p>	<p>These life skills need to be acquired to ensure individuals are prepared for living in society today in a safety.</p>	<p>Observe lessons Monitor planning Pupil voice</p>	<p>Year group leaders Sarah Collins</p>	<p><u>Review Sept 2020</u> During a recent peer to peer review this provision was commended for developing the skills of pupils. Skill covered this term have included- holding a conversation, tying shoe laces and cleaning teeth. Development of these skills supports our vision of nurturing children so that they are prepared for life beyond school in the future. See peer to peer review repo. See class floor books for</p>

					The teaching of life skills has been a great success and will be part of the curriculum this year. See class floor books for pupil voice and evidence.
G. Providing children with experiences based on the The National Trust 'Things to do before I am 11 and ¾.'	Survey the children – find out which experiences they have not done and then creatively provide the opportunity for them to do so. e.g. Kite making, stargazing and making a nature crown.	These experiences enable to increase their wellbeing, solve problems, develop resilience and have fun!	Monitor provision for children and parents.	Year group leaders Sarah Collins	<u>Review September 2020</u> During ID and within lessons experiences have been provided that are The National Trust 'Things to do before I am 11 and ¾'. A survey was conducted so that teachers were aware of the experiences the children had had and activities planned accordingly Challenges were sent home for homework from the leaflet. Achievements were celebrated in class. This strategy will continue – most of the activities take place outdoors and will be able to continue during lockdown periods.
ii.Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	<u>Review September 2020</u>
A. PP children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline	Forest School	Forest School aims to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner. These principles of Forest School will provide children with opportunities that engage and enthuse and raise levels of wellbeing.	Monitoring of wellbeing and involvement scores Join in/observe Forest School session to monitor progress of individuals Discussion with Forest School Lead Gather pupil voice	PP champion Forest School Leader	Forest School took place up until the end of Term 4 led by a qualified Forest school instructor. It continues to be a positive experience for the children and will take place again this year. Year 2 data Term 4 % of chn who had attended Forest School on track to achieve expected at the end of the year.

Reading 56%
 Writing 49%
 Maths 67%
Year 1 Term 4
 Reading 66%
 Writing 60%
 Maths 70%
 Also see below Wellbeing and Involvement Tracking grid 2019/20 to see impact of strategies to reduce low levels of wellbeing.

	% of school with low levels of wellbeing	% of each year group		
		Y2	Y1	EYFS
Term 1.	44/262 17%	14/81 17%	12/83 14%	19/90 21%
Term 2	35/261 13%	Y2	13/81 16%	11/89 12%
		Y1	11/89 12%	12/91 13%
Term 3	23/260 9%	Y2	8/85 9%	10/85 12%
		Y1	10/85 12%	5/90 6%
Term 4	25/262 9.5%	Y2	10/87 11.5%	9/85 10.5%
		Y1	9/85 10.5%	6/90 7%

The percentage of pupils with low levels of W&I has reduced in Year 2 by 6.5% , Year 1 3.5% and EYFS by 14% between terms 1 and 4.

<p>C. Desired outcome: Disadvantaged children's reading and writing improves in line with other children nationally Measure: Target Tracker data , Interim frameworks</p> <p>End of KS1 2018/19 data Downs View reading disadvantaged expected + 50% 2018/19 data National other expected + 70% Difference -20% 2019/20 Target 74%</p> <p>Downs View writing disadvantaged expected + 50% 2017/18 data National other expected + 72% Difference -22%</p> <p>2019/20 Target 73%</p>	<p>Provision of the following targeted Interventions in class. SPAG ELS Phonics Fine motor</p>	<p>All of the interventions listed have been used as a strategy previously to accelerate progress for individual and groups of children with success.</p>	<p>Ensure trained staff lead intervention programmes supported by the inclusion leader. Observe sessions and monitor entry and exit data for the groups and individuals.</p>	<p>Inclusion leader Intervention TAs</p>	<p>Review March 2020 Interventions ran until March 20th 2020. Progress made from Terms 1 – 4 – PP compared to school 'other'</p> <p>Year 1 Reading PP 2.7 'other' 2.9 Difference -0.2 Writing PP 2.4 'other' 2.6 Difference -0.2 Maths PP 2.8 'other' 2.7 Difference 0.1</p> <p>Year 2 Reading PP 4.1 'other' 3.7 Difference 0.4 Writing PP 3.9 'other' 3.7 Difference 0.2 Maths PP 3.9 'other' 4.0 Difference -0.1 These groups would have been maintained if there was not lock down.</p>
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review September 2020
<p>B. Disadvantaged children's reading improves in line with other children nationally</p>	<p>Volunteer helpers to read regularly read with children who are not supported with reading at home.</p>	<p>The more practise and opportunity children have to read the greater progress they will make. Through reading 1:1 with an adult and with personalised support this will help to build confidence and hopefully develop enjoyment for reading, and raise attainment and progress.</p>	<p>Teachers to monitor reading within class Discussions at pupil progress meetings.</p>	<p>All teachers</p>	<p>Volunteer helper meeting was held in September 2019. Attendance was disappointing this year. Not all classes had a volunteer to listen to pupils this year. Due to Covid 19 we are currently not having visitors in school. When this is possible training will be provided</p>

<p>B. Disadvantaged children's reading improves in line with other children nationally</p>	<p>Purchase of phonetically decodable books</p>	<p>Phonetically decodable books enable beginner or emergent readers to build confidence when developing reading skills. Improves phonic knowledge and builds neuronal pathways.</p>	<p>Work with the English leader/Reading champion when selecting new texts for purchase.</p>	<p>Emma Stanley</p>	<p>New reading books have been purchased £392.13 (PP funding), £2221.06(Friends funding) These are mainly phonetically decodable books. These books have been reorganised and distributed to ensure that pupils have access to quality reading books that support the teaching of phonics and building the confidence of children.</p>
<p>F. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Draw and Talk, Play Therapy and Socio-emotional groups including Lego Therapy, and Targeted lunchtime play support.</p>	<p>Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is used as a medium to address emotional issues which may be confusing and distressing. Play therapy provides a way for children to express their experiences and feelings through a natural, self-guided, self-healing process. As children's experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others. Socio-emotional groups provide children with opportunities to develop their understanding of their feeling and how to express them appropriately with their peers.</p>	<p>Termly Progress meetings to discuss impact of the therapies Inclusion leader to liaise with therapists and monitor progress. Wellbeing and Involvement scores update and monitored termly by class teachers and wellbeing and involvement leader.</p>	<p>HT Inclusion leader Play, Art therapists</p>	<p>Between September 2019 and March 2020 Play therapy has been provided to 2 pupils eligible for PP. Draw and Talk to 19 chn eligible for PP Lego Therapy for 3 chn eligible for PP Social Communication support for 2 chn eligible for PP Social and Emotional support for chn eligible for PP Although these children have come to the end of their session continual emotional support is being provided where necessary and different pupils are undertaking these therapies. See W&I review for individual impact. School figures of impact are below.</p>

					<table border="1"> <thead> <tr> <th></th> <th>% of school with low levels of wellbeing</th> <th colspan="2">% of each year group</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>44/262 17%</td> <td>Y2</td> <td>14/81 17%</td> </tr> <tr> <td></td> <td></td> <td>y1</td> <td>12/83 14%</td> </tr> <tr> <td></td> <td></td> <td>EYFS</td> <td>19/90 21%</td> </tr> <tr> <td>Term 2</td> <td>35/261 13%</td> <td>Y2</td> <td>13/81 16%</td> </tr> <tr> <td></td> <td></td> <td>Y1</td> <td>11/89 12%</td> </tr> <tr> <td></td> <td></td> <td>EYFS</td> <td>12/91 13%</td> </tr> <tr> <td>Term 3</td> <td>23/260 9%</td> <td>Y2</td> <td>8/85 9%</td> </tr> <tr> <td></td> <td></td> <td>Y1</td> <td>10/85 12%</td> </tr> <tr> <td></td> <td></td> <td>EYFS</td> <td>5/90 6%</td> </tr> <tr> <td>Term 4</td> <td>25/262 9.5%</td> <td>Y2</td> <td>10/87 11.5%</td> </tr> <tr> <td></td> <td></td> <td>Y1</td> <td>9/85 10.5%</td> </tr> <tr> <td></td> <td></td> <td>EYFS</td> <td>6/90 7%</td> </tr> </tbody> </table> <p>The percentage of pupils with low levels of W&I has reduced in Year 2 by 6.5% , Year 1 3.5% and EYFS by 14% between terms 1 and 4.</p>		% of school with low levels of wellbeing	% of each year group		Term 1	44/262 17%	Y2	14/81 17%			y1	12/83 14%			EYFS	19/90 21%	Term 2	35/261 13%	Y2	13/81 16%			Y1	11/89 12%			EYFS	12/91 13%	Term 3	23/260 9%	Y2	8/85 9%			Y1	10/85 12%			EYFS	5/90 6%	Term 4	25/262 9.5%	Y2	10/87 11.5%			Y1	9/85 10.5%			EYFS	6/90 7%
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<p>F. The attendance of disadvantaged children improves</p> <p>Target: By the end of Term 6 Difference between disadvantaged and 'other' pupils is 1.5%</p>	<p>Strategies Include: Project 97 The FLO/ attendance officer will lead Project 97 and work with families whose attendance is below 97%. *If travel is an issue for families they will be offered ways to help their child come to school. e.g. Collection of pupils Purchase of bus passes Taxi Fares *Homes will be visited if children are absent without informing the school. *Rewards for outstanding attendance – 97% and over including: Certificates Film and popcorn Forest School experience Weekly Attendance Ted and Punctuality Pup awards for best class</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Supporting parents of children with low attendance helps to raise attendance. Providing means for children to get to school if alternatives are unavailable ensures that children get the education they are entitled to.</p>	<p>Attendance will be monitored weekly. Any absence will be addressed immediately. Rewards will be given out for 97% school attendance within a term and most improved attendance at the end of Terms 2, 4 and 6.</p>	<p>FLO/Attendance officer PP Champion HT</p>	<p>During lockdown 14 PP children attended school alongside the key worker children.</p> <p>Annual attendance figures 02.09.2019- 22.07.2020 Disadvantaged pupils - 87.98% 'other pupils' 92.40%</p> <p>These figures above include the school lockdown period and reopening in June.</p> <p>Since September the attendance policy regarding absence has been reinstated as all pupils are expected back to return to school.</p>																																																				

	punctuality and attendance. . Payment of places at breakfast club or 8.20 Club will be paid for to support coming in on time..				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review September 2020
F. Parents access the FLO for support in a range of areas. Parents of children eligible for PP are engaged in their children's learning, attend workshops and parental consultations delivered by school and have higher expectations for their children.	Employment of FLO to provide families with support.	The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged to have full access to educational opportunities and overcome barriers to learning and participation.	Regular updates with the FLO Signposting of families so none are missed Provision of training for parents e.g. workshops to see how children learn in school and parenting skills.	FLO HT DHT	Throughout the year and including lockdown the FLO has supported PP families. During lockdown down the FLO delivered lunches, hampers and food parcels to families alongside home learning activities. The FLO kept in regular contact with vulnerable families to ensure that children were safe and support was provided or signposted for individual family needs.
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Disadvantaged children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline	<p>Payment of extracurricular club attendance for a term during the academic year</p> <p>Payment of school trips for disadvantaged children</p>	<p>There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement when learning at school.</p> <p>Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem</p>	<p>Keep a record of the club attendance by all children eligible for pupil premium. Ensure through monitoring that all children are able to have the opportunity to attend a club that they are interested in attending.</p> <p>Administrator to send letters to disadvantaged families regarding payment of school trips. The Business manager is to ensure payment.</p>	<p>PP Champion Staff who lead a club Business manager</p>	<p>Up until March 2020 the £609 PP funding was used for payment of extracurricular clubs</p> <p>£300 PP funding was also used to pay for disadvantaged children's attendance on school trip in EYFS.</p>
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Disadvantaged children will have high levels of wellbeing, enjoyment and self esteem	Support with payment/supply of uniform and equipment when required.	Children have higher levels of wellbeing and self-esteem when they are like their peers, for example wearing the correct uniform, have appropriate footwear	FLO to liaise with vulnerable families' signposting those families that require support. Teachers and TAs to signpost families to the FLO.	FLO Business manager Teachers and TAs	£26.99 PP budget has been used to supply uniform and equipment for PP children.
Additional Covid 19 support	Purchase of hampers for lunch provision over Easter holidays	Children continue to have access to a substantial meal at lunch time	Phone all PP families to make them aware of provision Deliver hampers children's homes if collection from school is not possible	FLO SLT Admin Caterlink	£1122 of PP funding was spent on providing hampers to ensure families had the produce to supply a lunch for their child/children.

