



**Corpus Christi
Catholic Primary School**
Part of The Romero Catholic Academy



Part of
**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

Corpus Christi Catholic Primary School Pupil Premium Strategy 2020-2021

Funding for Pupil Premium

On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

| Financial year | Amount of Pupil Premium funding |
|----------------|---------------------------------|
| 2017-18 | £102,960 – 78 children |
| 2018-19 | £97,680 – 74 children |
| 2019-20 | £100,320 – 76 children |
| 2020-21 | £129,780 – 94 children |

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|--------------------------|------------------------|--------------------------|--|
| Percentage of FSM pupils | 22% | 22% | 21% | 26% |
| Number of FSM pupils eligible for the Pupil Premium | 78 @ £1320 = £102,960 | 74 @ £1320 =£97,680 | 77 @ £1320 = £101,640 | 94 @ £1345 = 129,120 |
| Number of looked after pupils eligible for the Pupil Premium | 0@ £1900 = £0 | 0 @ £1900 =£0 | 0 @ £1900 = £0 | 3 @ £1900 = £5700 |
| Number of service children eligible for the Pupil Premium | 0@£300 = £0 | 0 @ £300 = £0 | 0 @ £300 = £0 | 0 @ £300 =£0 |
| Total £ | £102,960 | £97,680 | £100,320 | £134,820 Apr 21 PP allocations increased |

Romero Priorities

| | |
|--------------------------|--|
| SCHOOL PRIORITY 1 | To enhance the provision of Catholic Life |
| SCHOOL PRIORITY 2 | To develop whole school systems and staff CPD to ensure the needs of SEND pupils are effectively met through a high quality and tailored provision |
| SCHOOL PRIORITY 3 | To enhance the quality of reading across the school, ensuring all pupils reach their potential |
| SCHOOL PRIORITY 4 | To develop effective leaders in order to embed a knowledge and skills based thematic curriculum |

Strategy outline for Pupil Premium spend

| PRESENTING ISSUES MAIN BARRIERS | APPROXIMATE COST | ACTION | PROJECTED IMPACT HOW MEASURED | ACTUAL IMPACT REVIEWS SUMMER 2021 |
|---|------------------|--|---|---|
| <p>Attendance & Punctuality</p> <p>Attendance of all children is of high priority and ensuring that procedures and processes are continued is required to support families to ensure that attendance does not fall below national average.</p> <p>Persistent absences and unauthorised absences have risen last year which is an area that needs to be closely monitored to ensure that children are in school for the maximum amount of days to ensure that they have the best opportunities to succeed.</p> <p>Lates for disadvantaged children is an area of concern and needs to be closely monitored and addressed with strategies in place to support children and families in arriving promptly for school.</p> | <p>£6850</p> | <p>Identify target children and monitor their progress as a separate group for comparison. Use the Romero attendance officer and the pastoral team to support families to increase the absence/lateness. Self-Isolation will be recorded as authorised absences. Alerts set up for focus children.</p> <p>Follow whole school attendance systems to ensure increased attendance across whole school is maintained inline with the national average. Attendance Policy/Procedures for persistent absences. Pastoral team to work with parents to support them with any issues in ensuring good attendance and monitor unauthorised absences with follow up meetings and follow enforcement procedures.</p> <p>Monitor lates and hold parental meetings re persistent lateness. Support parents in establishing positive morning routines. SLT to monitor Monitor inventory system for repeated lateness and identify patterns and</p> <p>Children who shave persistent punctuality will be invited to Breakfast club to encourage prompt arrival in school.</p> | <p>Progress of identified children will be in-line with all children both in school and the national average aiming to be above 97%</p> <p>Our in-house system 'Arbor' will monitor all attendance and is able to do comparisons across groups and year groups at different points throughout the year.</p> <p>Monitoring by staff and communication between home and school will show that prompt attendance will increase attainment and will provide the children with the exposure to the whole curriculum which will ensure that gaps are not widened.</p> <p>Lateness of disadvantaged children will be in-line with all non-disadvantaged children which will enable children to access more learning which will impact attainment and progress of those children.</p> | <p>Due to Covid-19 and lockdown, the actual impact of monitoring and supporting attendance and punctuality has been difficult as children have had a mixture of being in school or remote learning or being affected by the pandemic. However, throughout the lockdowns, staff were closely monitoring attendance of all children and supporting families to access their learning.</p> <p>Persistent absences and lates were closely monitored in the summer term with children being set targets to support families which increased attendance for the majority of those involved.</p> |

| PRESENTING ISSUES MAIN BARRIERS | APPROXIMATE COST | ACTION | PROJECTED IMPACT HOW MEASURED | ACTUAL IMPACT REVIEWS SUMMER 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------|---|---|---|----|---|---|---|---|--------|-----|-----|-----|-----|-------|----|----|----|----|-------|----|-----|-----|-----|-------|-----|-----|-----|-----|-------|----|-----|----|----|-------|-----|-----|-----|-----|
| <p>Attainment & Progress</p> <p>Disadvantaged children are not making expected progress in line with non-disadvantaged children including those children with SEND across all classes in school.</p> <p>Disadvantaged children are not attaining the ARE in line with non-disadvantaged children in school including those children with SEND across all classes in school.</p> | <p>£39500</p> | <p>Exposure to quality first class teaching is paramount to the achievement of all pupils. Support internally from middle leadership will continue to improve teaching & learning including relevant internal and external CPD for staff.</p> <p>SLT to monitor the disadvantaged children cas focused groups to ensure that all provision is supported and improved so that the targeted individual learning is provided as additional support through the use of Pixl. Data to be closely monitored by the RSL.</p> <p>Target interventions for those children identified as children who are SEND and disadvantaged who need additional support to achieve their progress targets. Monitoring of provision by SLT.</p> <p>Additional targeted support for the disadvantaged children in class and more individual support by the class teacher to ensure that all children achieve their progress target and attain ARE.</p> | <p>Data analysis will show the diminishing of difference between disadvantaged children and this will be measured against national standards, not just non-disadvantaged children in school to ensure that we are striving to meet national standards of 0, or above, for progress across school.</p> <p>Data analysis will show the diminishing of difference between disadvantaged and non-disadvantaged children which will also be measured against national standards to ensure that they are in line with the ARE or above, in all individualised subjects and combined.</p> <p>This should be evident in all year groups, not just end of key stage.</p> | <p>Due to Covid-19, formal assessments were not taken at the end of Key Stages, however internal data has been analysed and 2019 data has been used for comparison.</p> <p>Therapies and targeted support for disadvantaged children and those with SEND were in place when the children were in school and throughout remote learning, but attainment has dropped from 2019. Table below shows the difference between all children and disadvantaged.</p> <table border="1" data-bbox="1821 810 2121 1054"> <thead> <tr> <th>Yr</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>1 diff</td> <td>-38</td> <td>-27</td> <td>-31</td> <td>-33</td> </tr> <tr> <td>2 dis</td> <td>-8</td> <td>-3</td> <td>-4</td> <td>-6</td> </tr> <tr> <td>3 dis</td> <td>-8</td> <td>-12</td> <td>-12</td> <td>-18</td> </tr> <tr> <td>4 dis</td> <td>-14</td> <td>-29</td> <td>-12</td> <td>-27</td> </tr> <tr> <td>5 dis</td> <td>-6</td> <td>-10</td> <td>-6</td> <td>-8</td> </tr> <tr> <td>6 dis</td> <td>-23</td> <td>-17</td> <td>-18</td> <td>-18</td> </tr> </tbody> </table> <p>Disadvantaged children in year 2 and year 5 were marginally below, but support must be in place for year 1 and year 4 to ensure that the difference diminishes as schools return with full attendance.</p> | Yr | R | W | M | C | 1 diff | -38 | -27 | -31 | -33 | 2 dis | -8 | -3 | -4 | -6 | 3 dis | -8 | -12 | -12 | -18 | 4 dis | -14 | -29 | -12 | -27 | 5 dis | -6 | -10 | -6 | -8 | 6 dis | -23 | -17 | -18 | -18 |
| Yr | R | W | M | C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 diff | -38 | -27 | -31 | -33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 dis | -8 | -3 | -4 | -6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 dis | -8 | -12 | -12 | -18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 dis | -14 | -29 | -12 | -27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 dis | -6 | -10 | -6 | -8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 dis | -23 | -17 | -18 | -18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| PRESENTING ISSUES MAIN BARRIERS | APPROXIMATE COST | ACTION | PROJECTED IMPACT HOW MEASURED | ACTUAL IMPACT REVIEWS SUMMER 2021 | | | | | | | | | | | | |
|---|------------------|---|---|---|--|------|-----|-----|------|-------|-----|-----|------|-------|-----|-----|
| <p>Fluency in reading</p> <p>A high percentage of disadvantaged children in Key Stage 2 have barriers to their learning as they have phonetic gaps which is hindering their ability to access all of the curriculum because of their lack of reading skills.</p> <p>Children are requiring a higher level of intervention with phonics in Reception, Year one, year two and year three. Fully qualified RWI delivery is essential to ensure that all children achieve the decoding skills to enable them to read fluently.</p> | <p>£3200</p> | <p>Ascertain a baseline of which children require Fresh Start intervention. Monitor every six weeks to ensure that children are receiving the relevant support.</p> <p>Books to be purchased to support the low-level readers with high interest topics to engage the lower ability children with reading. Books to be purchased to engage all children which will promote the love of reading.</p> <p>Speed reading will be monitored to increase fluency and targeted support put in place.</p> <p>All staff to be trained in RWI across school and in-house CPD to be given to support staff with the delivery of phonics and early reading.</p> <p>Use of Reading Dogs to be introduced to engage the children and promote higher self-confidence with reading.</p> | <p>Improved attainment and progress in Reading for our disadvantaged children specifically those with phonetic gaps.</p> <p>Phonics attainment in Year 1 and Year 2 will improve with less children requiring intervention with Fresh Start as they move into Key Stage Two.</p> <p>A higher interest in reading by these pupils. Pupil voice will show their engagement.</p> <p>Staff will be more equipped to</p> | <p>Due to Covid-19, the Fresh Start programme was disrupted, but had a high success rate in children moving up or off the scheme and focusing more on the fluency and speed of reading. 29% of children moved completely off the scheme. However after lockdown, the majority of the other children had remained the same or had taken a step backwards. 39% of the children who accessed this provision were disadvantaged and 50% of the children who excelled were disadvantaged children.</p> <p>Additional CPD was delivered to support children who were still not able to use phonics to help them read. Precision teaching training was delivered to all staff. RWI training attended by relevant staff and internal training developed and support given to staff.</p> <table border="1" data-bbox="1821 1043 2132 1166"> <thead> <tr> <th></th> <th>Date</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Yr 2</td> <td>12/19</td> <td>76%</td> <td>72%</td> </tr> <tr> <td>Yr 1</td> <td>06/20</td> <td>79%</td> <td>50%</td> </tr> </tbody> </table> <p>Lockdown significantly had an impact on disadvantaged children therefore phonics will remain a strong focus for</p> | | Date | All | Dis | Yr 2 | 12/19 | 76% | 72% | Yr 1 | 06/20 | 79% | 50% |
| | Date | All | Dis | | | | | | | | | | | | | |
| Yr 2 | 12/19 | 76% | 72% | | | | | | | | | | | | | |
| Yr 1 | 06/20 | 79% | 50% | | | | | | | | | | | | | |

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| | | | | chikkdren as they go into year 2 and into KS2. |
| <p>Social, Emotional, Mental Health & Learning</p> <p>Some children have significant barriers to learning due to Social, Emotional and Mental Health issues. Supporting these barriers will ensure that children are better positioned to access their learning.</p> | £6900 | <p>Identifying children that require the agencies to support some of our disadvantaged children with their Social, Emotional, Mental Health and Learning will be imperative so that external agencies can come in to work with children who require further support.</p> <p>Use reports, advice and strategies within school to support children in school and ensure that all advice is implemented in daily life to give the children the opportunity to embed these strategies. In addition, support from these agencies will give staff additional expertise in supporting these issues.</p> | <p>Close monitoring from the SENCO will be able to assess improvements, not only academically, but with their emotional well-being and their social interaction with others.</p> <p>Pupil/Staff Voice and will produce soft data to validate the improvement in: class and social situations; the accessibility of quality first teaching and self-confidence.</p> | <p>70% of children that were seen by SEMHL were disadvantaged children which is 13% of disadvantaged children that we had in school. Those who were in receipt of external agency work received support, however the progress and level of support that was able to be accessed due to Covid-19 didn't have as great an impact as intended therefore there will be a higher rate of need for these services as disadvantaged numbers have increased and mental health has become a greater issue in school since the pandemic.</p> |
| <p>Mental Health & Well-Being</p> <p>Due to COVID-19, children's mental health and well-being is of paramount importance and the stress and worry that children have need to be supported to enable them to understand their own self-importance in order for them to strive forward with their learning.</p> | £7500 | <p>Whole school Thrive assessment will be completed which will identify the children who need individual Thrive work and also guidance and whole class Thrive sessions will be given so that all children's well-being is well and their mental health is healthy.</p> <p>Well-Being needs to be a high priority and giving the children time to socialise and enjoy learning</p> | <p>Thrive assessments of individuals and regular consultations with staff and SLT will show progress of individual children and whole classes. This information is compiled using the Thrive database. Children who do not make progress will</p> | <p>56% of children that were seen for Thrive interventions were disadvantaged children and this support was well-received. Staff were able to use Thrive strategies in whole class sessions and were able to support children individually. Staff stated that</p> |

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| | | <p>new skills without the pressure and constraints of a class environment will allow children time to talk and reflect on their feelings and the current situation which will assist their mental health. These will be Well-being afternoons that children can enjoy participating in which will improve self-confidence and self-esteem.</p> | <p>be assessed to ensure that further support is in place.</p> <p>Children will be able to learn new skills which will aid their mental health positively and help them deal with very difficult circumstances that we currently find ourselves in.</p> <p>This will be measured through observing children and pupil and staff voice to ensure that our children are happy and are coping with their new lives and coping with bereavement and loss during the COVID- 19 pandemic.</p> | <p>children were able to use the strategies from Thrive to support their mental well-being.</p> <p>Well-being activities have had a higher importance which has improved mental health, social skills and well-being. This work was used in conjunction with Jigsaw and Ten Ten.</p> <p>Well-being week was well-received by the children and parents on return from lockdown in April with children focusing on socialising and reintegrating themselves back into teams and school life.</p> <p>More children have returned to school with ill mental health and therefore this will need to be a priority for 2021-2022.</p> |
| <p>Family Support</p> <p>During these times, we have a number of vulnerable families need support with a wide range of difficulties, inc. learning, financial and emotional needs which will support the disadvantaged children so that they are able to achieve</p> | <p>£23,400</p> | <p>Pastoral Learning Mentor to work with early years children to support with emotional needs in school.</p> <p>Pastoral Learning Mentor to work with KS1 & KS2 children to support with emotional needs in school.</p> <p>Pastoral Learning Mentor to work with families to support them with emotional support and advice to support them to be able to ensure that the children are safe and well and in school ready to achieve.</p> | <p>Parent/Pupil Voice on the services and support that they receive will show an impact on family life and subsequently performance and enjoyment in school.</p> <p>Soft data to be analysed to show improvements in attitudes and behaviour to learning.</p> | <p>Families have been well-supported by the pastoral team and SLT.</p> <p>Due to Covid-19, the school have not been able to engage as much with families face to face, but support had been given virtually to families that have struggled.</p> <p>All staff were supporting</p> |

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| | | E-vouchers presented to all disadvantaged children support financially with additional school costs. | | <p>families during remote learning. Every family was visited with food parcels in the Spring/Summer term.</p> <p>Vulnerable and Key-worker children remained in school and therefore significant work was completed with those who needed it.</p> <p>E-vouchers continue to be well-received and will continue next year.</p> |
| <p>Self-confidence & Low self-esteem</p> <p>Many of our disadvantaged children display a lack of self-esteem and self-confidence in school.</p> | £8800 | Barriers to Learning to be analysed and individual children are to access groups and participate in opportunities that will increase their self-worth. that will support their needs. | Soft data taken from an amalgamation of staff working with the children to recognise any difference and improvements to their self-esteem and confidence in class. | <p>Staff identified barriers to learning and activities were set up to build the self-confidence.</p> <p>Sport and Dance seemed to be the most effective with staff and children recognising the increased motivation and enjoyment in certain aspects of school life.</p> <p>All disadvantaged children were given opportunities to support them in a non-academic environment to improve this.</p> |
| <p>Parental Engagement</p> <p>Parental engagement and confidence being in the school environment to support their child both academically and emotionally.</p> <p>EAL as a barrier for parental engagement supporting their children in school.</p> | <p>£5000</p> <p>Needs to carry forward to 2021-2022</p> | <p>Supported by PP champion across the academy.</p> <p>Drop-in weekly café with different speakers/support available for parents. Access to internet and support for parents with IT skills to increase the families life opportunities.</p> <p>Parental café sessions on academic subjects.</p> <p>Parent and child courses on healthy eating across Romero to help pupils/parents cook and budget for healthy family meals which will include the children in learning how to cook.</p> | <p>A higher level of parental engagement in school and support of their child will be evident.</p> <p>Parents will have an improved understanding of teaching strategies to support their children at home with their learning.</p> | <p>Face to face parental engagement in school has not been able to happen due to the pandemic so this project was not able to take place.</p> <p>Carry forward funding</p> <p>Depending on restrictions, this will happen in 2021-2022.</p> |

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| | | TA to support EAL/Parental Engagement and ensure that communications are received and understood. | Pupil/parent Voice will support in measuring the impact. Parents/Children are able to access all information and curriculum and attend meetings which further supports their engagement in school. | |
| <p>Speech & Language</p> <p>A considerably high number of children require Speech and Language on entry into school and this continues throughout the school.</p> | £7300 | <p>Employed is an independent speech and language therapist (pepper therapy) 1 day per week who works with as many children that have been recognised as having S&L as a barrier to their learning. Process is accelerated due to in-house S&L therapist.</p> <p>In addition, training for a TA to continue the S&L work with other children that are not seen by the therapist.</p> <p>CPD for all staff on improving vocabulary will continue to ensure that S&L and oracy is of paramount importance.</p> <p>External CPD for Talk for Writing will support children in being able to retell a story before writing.</p> | <p>Continuous S&L assessment will show that children make progress with their speech & language and improve their oracy skills. This will be closely supported and monitored by staff who will continue to implement strategies.</p> <p>Movement of children receiving therapy and rapid reviews will show an impact.</p> <p>Parental/pupil/staff voice will have a positive improvement.</p> <p>Increased vocabulary strategies for all staff and improved vocabulary skills for children will give children the best opportunities.</p> | <p>39% of children that were seen by S&L specialists were disadvantaged children. 91% of those children achieved their S&L targets. Due to Covid-19 and the low S&L attainment of children on entry to school, this will need to be prioritised for academic year 2021-2022.</p> <p>Hours were banked during lockdown so that the children could be seen face to face when they returned.</p> <p>Relevant staff attended training on Talk for Writing and staff have reported that children are able to orally repeat a story much better prior to writing it.</p> <p>Staff have been trained in NELI to support children in Reception as S&L came out one of the lowest areas in Nursery assessments and the lowest on entry to school.</p> |

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| | | | | Extended vocabulary has been increased across the school and is evident in the environment and in books. This will continue to be a high priority to increase back and forth language and the repetition of nursery rhymes. |
| <p>Additional experiences</p> <p>Some disadvantaged children do not have the opportunity to engage with a range of extra school curricular activities.</p> | £4600 | <p>A wider range of after-school provision is planned from increased demand from children and parents. This will develop well-being, self-esteem, school engagement, social skills and sports which will be offered to our disadvantaged children. Encouragement to participate in a range of extra-curricular activities at School will be promoted to all of our disadvantaged children.</p> | <p>Significant increase of disadvantaged children attending a more varied range of activities by ensuring that quality provision is provided including before and after school clubs which can be offered with reduced costs. Parent & Pupil Voice will show that this provision has been advantageous for the children.</p> | <p>There were many additional extra-curricular activities that were provided to engage and increase experiences for all children. Sports and academic clubs were available and well attended and experiences such as gardening, fashion, art, science, eco and computing were available.</p> |
| <p>Enrichment</p> <p>Some disadvantaged children are not having experiences that can enhance their well-being, social skills, enjoyment and improve their life chances.</p> | £4800 | <p>Ensure that experiences are available in-school where possible and experiences are accessible for all pupils to receive a broad and full array of opportunities such as trips and experiences which will be subsidised.</p> <p>Outdoor Learning needs to be implemented so that all children have the opportunity to learn and succeed using different methods of learning.</p> <p>'Carole's Camp' will be created and a whole school approach to adapt curriculum learning will be delivered with additional opportunities to support life experiences.</p> | <p>An uptake in all pupils accessing all trips and experiences offered to all our children.</p> <p>An increased engagement level from our disadvantaged pupils within all areas of learning and appreciation of understanding of the world in relation to studies in the classroom and a greater ecological awareness.</p> | <p>Trips have been subsidised this year to support all children including disadvantaged children. This was reduced this year due to the pandemic.</p> <p>Carole's camp was funded by The Wooden Spoon, but outdoor learning and facilities for gardening were well received and is proving a popular activity with the children especially those</p> |

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|--|--|---|---|--|
| | | | | children who display social and emotional behaviours. |
| <p>Aspirations</p> <p>Some of our disadvantaged children have low aspirations and do not have inspiration to aspire to achieve.</p> | <p>£2000</p> <p>Carry Forward to 2021-2022</p> | <p>Inspiration/Operation/Celebration for children to come together across Romero to share in a special aspirational week with a chance to partake in workshops and a chance to celebrate their achievements.</p> | <p>Pupil Voice will show that children have higher aspirations which will inspire them to succeed.</p> | <p>This has not been able to take place this year due to COVID-19.</p> |
| <p>Nourishment & Healthy Eating</p> <p>Some of our disadvantaged children lack nourishment in their diet and families need support with ensuring that their child gets a balanced diet to support their health.</p> | <p>£6700</p> | <p>Promoting healthy bodies, healthy minds. Breakfast opportunities to ensure all children have eaten and are ready for learning.</p> <p>Early morning cross country and sports activities to take place.</p> <p>Milk & Fruit contribution for KS1 & KS2</p> | <p>Staff will be able to observe whether children are more focused because they have all eaten before they start school.</p> <p>Pupil Voice will show that children are more energised before the school day which will support the children in their engagement with their learning.</p> | <p>Bagels have been introduced this year supported by NSBP. The staff's time and other ingredients have been subsidised. Children have been appreciative of breakfast in a morning and staff have noticed a difference in engagement.</p> |
| <p>Behaviour</p> <p>Some of our disadvantaged children display unwanted behaviour which results in a barrier to their learning and to others.</p> | <p>£8300</p> | <p>Pastoral support to work with children who struggle with behaviour and ensure that children are supported with their needs.</p> <p>SLT to create a new positive behaviour system to monitor behaviour and positive rewards to be initiated to and ensure that the triangulation between school, pupils and home are working to support children access all learning and remain safe.</p> <p>Sports specialist will work with children who have additional behaviour needs to support them.</p> | <p>Behaviour monitoring will show an impact in more positive behaviours and less negative behaviours. Comparisons between different groups will be managed and monitored to ensure that support is in place for those who need it. Robust monitoring and parental notifications will enable parents to be better informed as to</p> | <p>The Pastoral team have worked explicitly with children who have had significant behaviour issues. SLT have supported children with behaviour barriers and incentives have been put in place to encourage the desired outcomes. Children have stated that they feel behaviour has improved and children know the systems and processes in place to</p> |

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|---------------------------------|---|--------|---|---|
| | | | behaviours in school and support the triangulation. | support them with their behaviour and that of others. |
| Total | £127,850 £7000 to be carried forward | | | |