



# Pupil Premium Strategy Statement 2020/2021

WELLAND ACADEMY

1. Summary information						
School	Welland Academy					
Academic Year	2020/2021	Total PP budget	£294039	Date of most recent PP Review (GAT)		
Total number of pupils	409	Number of pupils eligible for PP	184	Date for next internal review of this strategy	Dec 2020	

	Disadvantaged pupils:	School Non-Disadvantaged pupils:	LA Disadvantaged	LA Non-Disadvantaged:	National average Disadvantaged	National average: (Non-disadvantaged national)
% achieving in reading, writing and maths	48%	50%	43%	62%	51%	71%
Value-added progress in reading	-1	0.2	-2	-0.7	-0.6	0.3
Value-added progress in writing	0.2	1.7	-1.6	-0.8	-0.5	0.3
Value-added progress in maths	-2	1.6	-1.5	0	-0.7	-0.3

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Significant individual needs and challenges, such as SEN and EAL, impact on progress and attainment.
<b>B.</b>	Low initial skills base, beginning from a very low starting point in Reception, with particular challenges in boys' writing.
<b>C.</b>	Pastoral and welfare challenges can impact on learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Varying yet generally low levels of home English, literacy, numeracy and language result in little external support.
<b>E.</b>	Varying yet generally low levels of aspiration and enrichment at home, alongside low academic engagement with school.
<b>F.</b>	Varying capacity to access the internet at home to access learning activities.
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The gaps in progress for PP children in core subjects will continue to narrow or be eradicated.	Published data and reports will show the gap between PP progress and national attainment close as a result of our combined strategy. Standards of teaching will continue to rise and the impact of the interventions provided will be evident and evaluated regularly. Formative assessment to be used proactively and closely to inform teaching and learning.
<b>B.</b>	Increase the percentage of PP children achieving ARE throughout the Academy.	Assessments and results will show clear improvements in the percentage of PP children making expected or better progress and achieving ARE. Standards of teaching will rise and the impact of the range of interventions provided will be evident and evaluated regularly.
<b>C.</b>	Continue to improve and raise aspirations through engagement in enrichment opportunities.	Pupils are motivated to achieve and make progress due to a wide and engaging curriculum and access to a range of extra-curricular enrichment and opportunities. Staff to continue to fully invest in Growth Mindset approaches. Develop the Careers and Employability aspect of our provision.

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2020/2021</b>				
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.					
<b>i. Quality of teaching for all:</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>All PP children to make significant improvement due to the gap of learning time.</b></p> <p><b>Use of accurate assessments in order to plan appropriate sequences of learning.</b></p>	<p>A) Continued employment of an assigned Year 6 Learning Mentor.</p> <p>B) Morning booster and further intervention sessions to be run.</p> <p>C) Tutoring – face to face or distance for identified children</p> <p>D) Use of efficient systems of assessment (Low stake testing through the use of MS Forms)</p>	<p>A) There was again a clear and positive impact from the Learning Mentor’s teaching last year in both lessons and interventions.</p> <p>B) Morning boosters alongside PiXL therapies effectively supported the progress of pupils.</p> <p>C) Tutoring will be used to address the lack of schooling during lockdown.</p> <p>D) Use of MS Forms allow children to be assessed without formal testing after lockdown and will form part of the recovery curriculum.</p>	<p>Learning Mentor to be supported with planning and resourcing her groups. Year 6 team are to continue to keep a regular log of data and practise test scores to monitor progress.</p> <p>Tutoring to be carried out by Academic mentors (Teach First)</p> <p>Laptops will be needed to allow children to access MS Forms.</p>	<p><b>KS/LM/HL</b></p> <p><b>JA/LN</b></p> <p><b>JA</b></p>	<p><b>December 2020</b></p>

Additional learning opportunities to close the gap e.g tutoring.

### Autumn Review

Comparing PP and Non-PP

Year	PP at ABE/+ Reading	Non-PP ABE/+ Reading	PP at ABE/+ Writing	Non-PP ABE/+ Writing	PP at ABE/+ Maths	Non-PP ABE/+ Maths
1	48%	48%	42%	50%	55%	57%
2	56%	55%	47%	58%	53%	59%
3	55%	64%	45%	49%	51%	60%
4	55%	60%	39%	47%	58%	62%
5	49%	50%	40%	50%	50%	60%
6	53%	58%	40%	53%	47%	60%

Spring-Year 6 began groups straight away on the return to school (3 weeks)  
 Academic mentor supported identified children in year 3 during lockdown and is now on Maternity leave.

### Summer

	Reading Non-PP	Reading PP	Writing Non-PP	Writing PP	Maths Non-PP	Maths PP
Year 1	53	24	47	24	61	33
Year 2	52	44	33	22	45	37
Year 3	64	48	36	21	57	52
Year 4	45	37	24	30	48	37
Year 5	56	31	44	20	56	35
Year 6	58	46	38	21	46	52

			<p><b>Morning Boosters</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Paper 1</th> <th>Paper 2</th> <th>Paper 3</th> <th>Total</th> <th>Scaled Score</th> <th>Paper 1</th> <th>Paper 2</th> <th>Paper 3</th> <th>Total</th> <th>Scaled Score</th> </tr> </thead> <tbody> <tr><td>...</td><td>24</td><td>24</td><td>9</td><td>57</td><td>100</td><td>32</td><td>30</td><td>25</td><td>87</td><td>100</td></tr> <tr><td>...</td><td>20</td><td>7</td><td>6</td><td>33</td><td>100</td><td>...</td><td>...</td><td>...</td><td>...</td><td>...</td></tr> <tr><td>...</td><td>33</td><td>28</td><td>20</td><td>81</td><td>100</td><td>38</td><td>31</td><td>32</td><td>101</td><td>112</td></tr> <tr><td>...</td><td>27</td><td>18</td><td>14</td><td>59</td><td>100</td><td>36</td><td>24</td><td>31</td><td>91</td><td>100</td></tr> <tr><td>...</td><td>17</td><td>18</td><td>14</td><td>49</td><td>100</td><td>35</td><td>27</td><td>27</td><td>89</td><td>100</td></tr> <tr><td>...</td><td>10</td><td>14</td><td>4</td><td>28</td><td>100</td><td>...</td><td>...</td><td>...</td><td>...</td><td>...</td></tr> <tr><td>...</td><td>17</td><td>14</td><td>8</td><td>39</td><td>100</td><td>15</td><td>14</td><td>19</td><td>48</td><td>100</td></tr> <tr><td>...</td><td>11</td><td>18</td><td>12</td><td>41</td><td>100</td><td>40</td><td>20</td><td>22</td><td>82</td><td>100</td></tr> <tr><td>...</td><td>19</td><td>21</td><td>11</td><td>51</td><td>100</td><td>38</td><td>26</td><td>31</td><td>95</td><td>110</td></tr> <tr><td>...</td><td>19</td><td>16</td><td>8</td><td>43</td><td>100</td><td>...</td><td>...</td><td>...</td><td>...</td><td>...</td></tr> <tr><td>...</td><td>27</td><td>16</td><td>9</td><td>52</td><td>100</td><td>...</td><td>...</td><td>...</td><td>...</td><td>...</td></tr> <tr><td>...</td><td>14</td><td>20</td><td>13</td><td>47</td><td>100</td><td>37</td><td>18</td><td>21</td><td>76</td><td>100</td></tr> <tr><td>...</td><td>23</td><td>26</td><td>16</td><td>65</td><td>100</td><td>37</td><td>25</td><td>28</td><td>90</td><td>100</td></tr> <tr><td>...</td><td>21</td><td>23</td><td>10</td><td>54</td><td>100</td><td>33</td><td>22</td><td>26</td><td>81</td><td>100</td></tr> <tr><td>...</td><td>26</td><td>16</td><td>7</td><td>49</td><td>100</td><td>39</td><td>23</td><td>23</td><td>85</td><td>100</td></tr> </tbody> </table>	Name	Paper 1	Paper 2	Paper 3	Total	Scaled Score	Paper 1	Paper 2	Paper 3	Total	Scaled Score	...	24	24	9	57	100	32	30	25	87	100	...	20	7	6	33	100	...	...	...	...	...	...	33	28	20	81	100	38	31	32	101	112	...	27	18	14	59	100	36	24	31	91	100	...	17	18	14	49	100	35	27	27	89	100	...	10	14	4	28	100	...	...	...	...	...	...	17	14	8	39	100	15	14	19	48	100	...	11	18	12	41	100	40	20	22	82	100	...	19	21	11	51	100	38	26	31	95	110	...	19	16	8	43	100	...	...	...	...	...	...	27	16	9	52	100	...	...	...	...	...	...	14	20	13	47	100	37	18	21	76	100	...	23	26	16	65	100	37	25	28	90	100	...	21	23	10	54	100	33	22	26	81	100	...	26	16	7	49	100	39	23	23	85	100		
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<b>Teachers closely track a range of key indicators for the PP children in their classes and adapt provision accordingly.</b>	Staff will continue to maintain their class' Pupil Premium Provision Record. Staff to follow the updated standards outlined on our Pupil Premium Agreement.	It is essential that teachers continue to prioritise maintaining a close understanding of the barriers, situations and individual performance of the PP children in their classes. The PPPR document allows teachers and leaders to identify those children at risk or in need of further support.	PP Lead to monitor and support with the selection and provision of 'Mind the Gap' children. Time to be identified or allotted for completion and maintenance of the spreadsheet. PP Agreement displayed in each classroom and followed.	<b>LN</b>	<b>December 2020</b>																																																																																																																																																																																
<b>Continued improvements in the numbers of children making good progress and meeting ARE.</b>	The full range of PiXL assessment resources to be used effectively in classes and year-group teams to identify gaps in understanding for future teaching. Doodle Maths/English/Spell used	Raising progress rates and the proportion of children working at ARE across the Academy requires closely-targeted teaching and sharp assessment practices. PiXL, introduced in all year groups, will provide the framework needed to enact this. Doodle sets personalised learning for all children.	New staff to be supported in initial use of PiXL by Phase Leaders. Monthly PiXL meetings with Phase Leaders will ensure that the PiXL system and QLA documents are used accurately and identify gaps which are addressed on medium-term planning. Doodle CPD and how to use effectively in and out of school.	<b>KS/LN/MF</b>  <b>DF</b>	<b>December 2020</b>																																																																																																																																																																																
<b>Levels of engagement in and the standard of reading to be raised across the Academy.</b>	Further investment in new reading books (both fiction and non-fiction) as well as the continued development of practice around Accelerated Reader in Key Stage 2. Implementation of a new Reading Strategy. Use of immersive reader to	Accelerated Reader is proven to raise rates of progress in reading and further refinement to maximise impact is needed in the Academy. New books are required to fully resource this and engage readers and boys and children with SEND in particular. A new Reading Strategy will fully embed a love of reading and develop attitudes towards reading for pleasure. Immersive reader has positive impact on	Subject leader to give guidance on practice and regularly monitor progress and impact. Staff CPD on raising the profile of reading.  Laptops – immersive reader/AR  <b>Autumn Review</b> <b>This will be a focus in the Spring term.</b>	<b>KS</b>	<b>December 2020</b>																																																																																																																																																																																
<b>Develop children's oracy skills across the Academy.</b>	Implement a new Oracy Strategy, which will aim to introduce a range of speaking, listening, performance, discussion and debate strategies.	The children in our Academy, particularly boys and younger children, struggle with a low baseline in speaking and listening skills. This can impact directly on the quality of their writing and presents a significant barrier.	Staff CPD time to be spent introducing this. Support the staff with timetabling this provision so it is effective and sustainable.  <b>Autumn Review</b>	<b>KS/LA/KS</b>	<b>December 2020</b>																																																																																																																																																																																

<p><b>Improve the resourcing of technology to maximise the learning benefits and impact of the Trust's new IT Strategy.</b></p>	<p>Purchase of further laptops and iPads to ensure wider and more regular access to resources such as Class Notebook, Lexia, Doodle and Times Tables Rockstars. Introduce provision to enable VR to be used to inspire and enrich learning.</p>	<p>We need a greater depth of resourcing to maximise impact across the range of IT-based resources we use in school. The GAT IT Strategy requires children to be able to access devices regularly in order for them to gain maximum benefit and skills.</p>	<p>Staff training needed to maximise impact of these resources. Provision mapping and medium-term planning to demonstrate effective use of equipment. The impact of individual interventions and approaches to also be monitored, e.g. preparation for the Year 4 times tables screening.</p> <p>Autumn Review Remote learning policy in place and</p>	<p>JA/HL/AB</p>	<p>December 2020</p>
<b>Total budgeted cost</b>					<b>£96,536</b>
<b>ii. Targeted support:</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>TAs to deliver courses of focused core intervention, including after-school access sessions.</b></p>	<p>Precision Teaching interventions to take place across Key Stage 2 and further PiXL gaps interventions to be run within year groups. TAs to lead after-school IT access club sessions to support home learning.</p>	<p>The PP children in the Academy generally make less progress in core subjects than non-PP children. Spelling is a key area of challenge for our PP children and Precision Teaching will raise confidence and accuracy in this area. Some PP children are unable to access their learning accounts at home, which places them at a disadvantage. Support is needed.</p>	<p>Impact of interventions is to be recorded and monitored and approaches adapted if necessary.</p> <p>Target and support access club attendance for key children and monitor impact and attitudes.</p> <p>Autumn Review Precision Teaching in extended school</p>	<p>JA/DF</p>	<p>December 2020</p>
<p><b>PP children with SEND and SALT barriers to learning to receive quality, focused support.</b></p>	<p>Employment of a SEND/SALT/ HLTA to lead intervention and support sessions. CPD on shape coding</p>	<p>PP SEND/SALT children can attain lower and make less progress than non-SEND children. Specific and targeted intervention from specialist HLTA to boost progress and reduce barriers to learning. Further support with CL in EYFS.</p>	<p>PP/SEN children to be tracked using Target Tracker, Interventions assessments, SALT therapist assessments and the PPPR document. Each group is to be tracked independently. Practice to be adapted based on this information.</p>	<p>LN/DF</p>	<p>December 2020</p>

<b>PP children with SEND to close their attainment gap compared to their peers in reading.</b>	Continued subscription to the Lexia online reading support programme for PP/SEN children. Use of immersive reader.	PP/SEN children generally attain at a lower level than their non-PP peers. Data and studies show that Lexia is an effective and worthwhile intervention with progress shown in last year's review. Capacity for further licences if needed. Data shows that immersive reader has a positive impact on SEND.	Monitor and organise timetabling of devices. Use both Lexia and internal progress measures and reports. Outcomes for the children involved to be compared to those who are not taking part to ensure and track impact.	<b>DF</b>	<b>December 2020</b>
<b>Develop children's writing skills across the Academy.</b>  <b>PP writers, and boys in particular, make at least expected progress.</b>	Implement new writing strategy-The write stuff by Jane Considine Clear structure with visuals that focus on sentence structure and vocabulary Introduce resources to support the new strategy.  Subscription and further	Data shows that following The Write Stuff strategy leads to improved progress across the school.  PP writers, and boys in particular, make less progress overall across the Academy than non-PP children and girls.  Pobble is a highly-rated system which boosts motivation, engagement and positive	All classes to follow the new strategy using the resources. English Leads to monitor the implementation and impact of the new strategy.  Use of Pobble to ensure all children are signed up to ensure that we can maximise the impact and positive celebration of writing that it can bring. Pobble displays in classrooms with regular mentions in KS2 Assembly	<b>JA/CS/LA/KS</b>	<b>March 2020</b>
<b>Specific support to be provided to MA+/HA learners.</b>	Mentoring opportunities to be provided alongside clearer and deeper use of mastery activities in QFT.	MA+ and HA PP children require development opportunities to continue to raise the number of children achieving highly/to mastery/KS2 GDS. Local cluster of academies has formed a working group of leaders for further proactive work this year.	HA Lead to monitor practice to ensure opportunities are provided for HA. Ensure that all with potential to be HA are identified and pushed appropriately in their learning.  <b>Autumn Review</b> <b>This will be a focus in the spring</b>	<b>Phase Leads/SE</b>	<b>December 2020</b>
<b>Children to receive specialist social, emotional and pastoral support.</b>	Support given to identified children by a learning mentor Mentor to attend ELSA training. Support given by a play therapist and art therapist.	Pupil voice and teacher feedback showed the positive impact of this intervention on the social and emotional needs of the children involved. Many PP children in key year groups present with emotional, behavioural and social issues.	Impact of these intervention to be tracked closely in terms of instances of behaviour, alongside other measures. Teachers to be involved in the selection of children for groups.	<b>JA/DF</b>	<b>December 2020</b>
<b>Total budgeted cost</b>					<b>£81093</b>
<b>iii. Other approaches:</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>Ensure children's safety, wellbeing and readiness to learn.</b></p>	<p>Support from Safeguarding Manager and Education Welfare team.</p>	<p>A number of our Pupil Premium children are involved in or linked to CP issues outside of the Academy and require close monitoring and support by our CP and pastoral teams.</p>	<p>Our CP training is regular and rigorous, with staff completing both in-school and online courses. Pastoral team to meet regularly to ensure needs and concerns are addressed promptly.</p> <p>Autumn Review All CP training is up to date. Pastoral team meets weekly.</p> <p>Spring- As above</p> <p>Summer-As above Positive impact-number of incidents have improved during a difficult year.</p>	<p><b>JA/Pastoral team</b></p>	<p><b>December 2020</b></p>
<p><b>Aspiration, ambition and awareness of employment opportunities will increase and act as a key motivator.</b></p>	<p>Year-long programme of character-based activities to be coordinated to raise awareness, understanding and aspirations in this area. Use Skype in the Classroom for this purpose.</p>	<p>Levels of aspiration remain low among PP children. This is in part due to a lack of understanding about the world of training and work. We feel strongly as an Academy that if children are aware of the job market and routes to achieving their aspirations and ambitions they are more likely to be committed to their learning and go on lead successful lives.</p>	<p>Full Careers and Employability Action Plan to be written and worked through in stages across the academic year. Visits and enrichment opportunities to take place. Structure and requirements of the Career Mark award to be followed in line with GAT aims.</p> <p>Autumn review SL has delivered and attended training on skills builders. This was trialled in the Autumn term ready to roll out in the Spring term.</p> <p>Spring- Skills builder cpd delivered during the Spring term. Was set as weekly sessions for remote learning-will be a focus once back in school.</p> <p>Summer – Skills builder cpd and challenge day completed.</p>	<p><b>SL</b></p>	<p><b>December 2020</b></p>
<p><b>Parents will gain a deeper understanding of children's learning</b></p>	<p>Parent events and workshops to be held to develop understanding of the curriculum and how to</p>	<p>To benefit children's learning and progress more effectively, we need to encourage parental involvement with the Academy on</p>	<p>Parent Workshops and Celebration of Learning events to be planned out. Subject Leads to take ownership of these, selecting content and focus</p>	<p><b>ALT/ Subject/ Phase Leads</b></p>	<p><b>December 2020</b></p>

<p><b>and be able to offer greater support.</b></p>	<p>support learning at home. This will then build parental involvement in their children's progress.</p>	<p>the curriculum itself and on how to support children at home. This is to focus on English and Maths, in line with Academy priorities.</p>	<p>year groups where need is highest and the potential impact greatest. Consider how to attract key families to attend.</p> <p>Autumn review We have been unable to carry these out due to Covid restrictions. Celebrations have been sent out remotely.</p> <p>Spring-unable to do.</p> <p>Summer-This money won't be spent due to covid restrictions.</p>		
<p><b>Improve the attendance of PP children within the Academy, particularly in Reception and Key Stage 1 to rise above the target of 96%.</b></p>	<p>Reviewed reward system. (Continue to provide attendance prizes, rewards and incentives for 96%+.) Further proactive work for PP families with younger children.</p>	<p>Monitoring of attendance rates last year highlighted key year groups as well as specific children and families who need support in raising their levels of attendance and punctuality. If children are not present in the Academy they cannot make progress. PPPR document highlights Reception and Year 1 as areas of focus for attendance.</p>	<p>Broaden incentives and access to rewards for good rates of attendance to those achieving 96%+.</p> <p>Work alongside pastoral team to proactively support families of low-attending children.</p> <p>Autumn Review Autumn attendance for the whole school was 96.4% and PP attendance was 96.2%.</p> <p>Summer for the whole school was 95.16% and PP was 93.89%.</p> <p>Attendance for the whole year was 95.22% and PP was 93.89%.</p>	<p><b>Pastoral team/DF/RD</b></p>	<p><b>December 2020</b></p>
<p><b>Character and Careers skills will be developed for Year 5/6 children.</b></p>	<p>Year 5/6 PP children to take a leading role in 'Fruit to Suit' Tuck Shop enterprise service/project.</p>	<p>Levels of aspiration and transferable skills are an area for improvement. As mentioned, this is in part due to a lack of understanding about the world of training and work. Running the 'Fruit to Suit' enterprise improves employability skills and build aspects of children's character and resilience.</p>	<p>Complete Pupil Voice activities before and after taking part in the enterprise. Monitor success and smooth running of the tuck shop. Feedback from teachers on children's attitudes and approach to learning.</p> <p>Autumn Review We have been unable to carry this out due to Covid restrictions.</p>	<p><b>DF</b></p>	<p><b>December 2020</b></p>

			<p>Spring-Unable to do.</p> <p>Summer-Unable to do this year.</p>		
<p><b>Club, extra-curricular and peripatetic activity uptake will increase amongst PP children.</b></p>	<p>Clubs will be specifically targeted and promoted with PP children in mind. External music tuition sourced both in and outside of lessons.</p>	<p>Enrichment opportunities and the chance to develop new skills are fundamentally important for our PP children as they often lack these experiences outside of school.</p>	<p>Working alongside teachers, target and invite PP children to clubs. Monitor and push uptake through the year by working alongside relevant staff.</p> <p>Autumn Review  Music lessons and PE lessons have been able to run throughout the term. We have only been able to offer a limited range of clubs due to Covid restrictions.  Spring-Pe/sports clubs were resumed once back in school and Music to return in the summer term.</p> <p>Summer-music continued in Year 5 and 6. █% of children attending extra-curricular clubs were PP.</p>	<p>LN</p>	<p>December 2020</p>
<p><b>Children will be ready for their learning at the start of each school day.</b></p>	<p>Provision of Breakfast Club each morning.</p>	<p>Due to our social context, children may come to school having not eaten breakfast. To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities with free places available for PP children.</p>	<p>Support staff are allocated to help with Breakfast Club and kitchen staff ensure that a range of healthy breakfast options are available. Monitor uptake to ensure children who need this support receive it.</p> <p>Autumn Review  This was started after half term. 50% of the breakfast club are PP.</p> <p>Spring-This resumed on the return to school.</p> <p>Summer-5 PP children are provided with free places. 61% of children attending are PP.</p>	<p>LN/Pastoral team</p>	<p>December 2020</p>
<p><b>Widen access to learning activities in the Academy after school.</b></p>	<p>Provision of Busy Bees after-school club. Target key PP families to support and extend learning opportunities.</p>	<p>This constitutes a good opportunity for us to extend contact and learning time for targeted PP children and families who would benefit from this extra time and support.</p>	<p>Invite and target children and families who would benefit from extended provision.</p>	<p>JA/LN/Pastoral Team</p>	<p>December 2020</p>

			<p>Monitor and refocus uptake through the year as needs emerge and develop. Consider impact closely when reviewing.</p> <p>Autumn review Children were selected from PP but due to Covid restrictions this club hasn't continued.</p> <p>Spring – Children have been identified to support 'catch up'.</p> <p>Summer – PP children were identified and 87% of those receiving a free place were PP. Eg Sema –reading record</p>		
<b>Curriculum enrichment opportunities to be regular and powerful.</b>	Funding for curriculum enrichment opportunities in all years groups - with boys in mind in terms of boosting engagement.	Due to enrichment activities often being limited at home, we need to support engagement in learning. Our children require regular, quality enrichment opportunities such as trips or in-school impact days and visits to make the most of their time in lessons. Skype in the Classroom will also be used in all years to deepen enrichment.	<p>Long and medium-term planning will show where enrichment opportunities are planned and how these directly impact on learning and inspire further study. Each year group to spread and allocate spending across year for best impact.</p> <p>Autumn Review We have been unable to carry these out due to Covid restrictions.</p> <p>Spring- unable to do.</p> <p>Summer – Unable to carry out.</p>	<b>JA</b>	<b>July 2021</b>
<b>Year 6 children to be financially able to take part in a residential visit.</b>	Make a financial contribution to maximise pupil uptake and enable the Year 6 Residential trip to go ahead in July 2021.	Previously, children were not offered residential visits due to a lack of financial support from home. Through our support, we are now looking forward to a fourth consecutive year with a Year 6 residential. It is important that the children are supported to access such a hugely constructive experience. Last year's residential trip to Caythorpe PGL Centre was again a real success.	<p>Continue existing relationship with PGL Caythorpe as we are happy with the experience received. Programme of activities to be selected to best meet our children's needs. Monitor PP pupil uptake and attitudes before and after the visit to quantify impact.</p> <p>Autumn Review Monitor Covid restrictions to see if this will be possible.</p>	<b>KS/LN</b>	<b>July 2021</b>

			Spring-Continue to monitor if this will be able to go ahead. Summer-Residential went ahead and was a success. <span style="background-color: yellow;">    </span> % of the children attending were PP.		
<b>Total budgeted cost</b>					<b>£116,297</b>
<b>Total remaining budget available for this year:</b>			<b>Overall budgeted cost to date</b>		<b>£293,926</b>