

LLMAT Pupil Premium Grant Report

2020 – 2021 ACADEMIC YEAR	
BARRIERS ARISING FROM COVID 19 RESTRICTIONS AND LOCKDOWN	KEY STRATEGIES
Poor attendance	<ul style="list-style-type: none"> • Intervention and monitoring from the Wellbeing Lead • First Day Calling • Discovery Curriculum • Attendance Clinic
Significant gap between PP pupils and non PP pupils	<ul style="list-style-type: none"> • Recovery Curriculum • Teaching Coaches Program • Use of standardise assessments (PIRA, PUMA) to inform of next steps • One to one intervention for Children in the care of the Local Authority
Social, emotional and mental health issues, poor home learning environments, and lack of opportunities affect the progress of some pupils.	<ul style="list-style-type: none"> • Wellbeing Lead to focus on pastoral needs of children and families • Sports Coach to lead Boot Camp sessions • Active Breakfast Club lead by Sports Coach • Wishes and Feelings work • Report to parents • PSHE Curriculum
Parents are not always able to support their children at home	<ul style="list-style-type: none"> • Home Learning provision when children are at home • Liaison with parents when children are at home • Support for parents through email contact with teacher
Poor access to technologies required for home learning	<ul style="list-style-type: none"> • Review of current technological needs of families • Specific Home Learning software (Google Classrooms) • Training for children in school on Home Learning
Some children have limited cultural and life experiences	<ul style="list-style-type: none"> • Acknowledgement and celebration of festivals and focus days • Curriculum work

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Pupil Premium spending 2020/21

SUMMARY INFORMATION															
Number of pupils eligible for pupil premium:								Amount of Pupil Premium Grant received:							
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
13	14	21	17	41	27	38	171	£18140	£21420	£29680	£22440	£55400	£35300	£51140	£235, 760
Date of most recent pupil premium review: Sept 2020								Date of next pupil premium review: September 2021							

STRATEGY STATEMENT
<p>Pupil Premium Grant (PPG) funding at Sledmere Primary will be used to support a range of initiatives and intervention programmes, all of which are highly effective and will impact positively on academic and wider outcomes for our Pupil Premium children. The grant will also aim to narrow the significant gap arisen from the COVID-19 lockdown. Additionally, we aim to introduce more innovative interventions in order to raise progress and attainment at our school. These include embedding the role of Teaching Coaches across school and using Communication Friendly Spaces to secure improved oracy for our children.</p> <ul style="list-style-type: none"> Teaching Spending on improving teaching will include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy. Wider strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Moreover, we will develop our attendance strategy further in order to reduce non COVID-19 related absences. Our overall aims for this strategy are: <ul style="list-style-type: none"> To reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points To raise the in-school attainment of both disadvantaged pupils and their peers so that all children reach at least national expectations

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STRATEGY STATEMENT

Targets for Academic Support

- To introduce an effective recovery Curriculum
- Additional staff support for phonics, reading and writing
- Extra 1:1 tuition for Looked After Children to narrow the gap
- Development of Home Learning provision to ensure no child is left behind
- Review and update of technologies used in school to deliver the curriculum
- Development of inquiry-based Discovery Curriculum
- Teaching Assistants to deliver the New Arrivals Induction Programme.
- Refinement of the assessment model using both formative and summative assessments to inform planning and teaching and meet every child's learning needs
- Vocabulary and language work with children who have English as an Additional Language
- Additional teaching support from experienced Leaders
- Support from Educational Psychologist for children with additional needs
- Digital maths intervention through Third Space Learning

Wider Strategies

- Attendance strategy lead by the Wellbeing Lead to reduce non COVID-19 related absence
- Parenting courses to help with development of the use of language at home
- Boot Camp delivered by the Sports Coach for children who require social emotional support
- Active Breakfast Club lead by the Sports Coach
- Increase engagement in Home Learning through a comprehensive Home Learning Strategy
- Focus on PSHE recovery curriculum to ensure wellbeing of all pupils
- Well Being Lead to ensure and build upon a strong parent partnership ethos.
- Improved pastoral provision through the role of the Wellbeing Lead
- Curriculum enrichment and out of hours school clubs
- Get Moving, 1:1 IEP work, mentoring, wishes and feelings work and morning 'Meet and Greet' sessions

Assessment information

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EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
EYFS		School Average	National average
Good level of development (GLD)	No end of EYFS 2020 data due to Covid-19 Lockdown		
Prime and Specific areas			
Communication and Language			
Reading			
Writing			
Number			
Shape			

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
No end of Year 1 2020 data due to Covid-19 Lockdown		

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average

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END OF KS1						
	At	Greater Depth	At	Greater Depth	At	Greater Depth
% achieving expected standard or above in reading, writing and maths	No end of Key Stage 1 2020 data due to Covid-19 Lockdown					
% making expected progress in reading						
% making expected progress in writing						
% making expected progress in maths						

END OF KS2						
	Pupils eligible for PP		Pupils not eligible for PP			
			School average		National average	
	At	Greater Depth	At	Greater Depth	At	Greater Depth
% achieving expected standard or above in reading, writing and maths	No end of Key Stage 2 2020 data due to Covid-19 Lockdown					
% making expected progress in reading						
% making expected progress in writing						
% making expected progress in maths						

ATTENDANCE (NON COVID-19 RELATED)									
	Pupils eligible for PP							Pupils not eligible for PP	
								School average	National average
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6		
Attendance data	91%	90%	92%	95%	93%	94%	93%	95%	---

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: <i>(issues addressed in school such as low levels of literacy/maths)</i>	
A	Age-related attainment is below average on-entry to school. This has been adversely impacted upon due to Lockdown.
B	Some children on entry to school need further development in communication, vocabulary and receptive language.
C	Children need to develop resilience and independence to reach their full potential and be aspirational for their future.
D	There are a high number of pupils that require additional support academically, in particular with mathematical understanding and reading widely.

ADDITIONAL BARRIERS	
External barriers: <i>(issues which require action outside school such as home learning environment and low attendance)</i>	
E	Low attendance (Non COVID-19 related) for groups of children across the school is hindering their academic achievement.
F	There are a number of families who require additional support from outside agencies.
G	There are a significant number of children from deprived postcodes with English as an additional language.
H	Children need opportunities for enrichment beyond the curriculum.

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I	Engagement in Home Learning has been poor.
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INTENDED OUTCOMES

Specific outcomes		Success criteria
A	A higher proportion of children reach Age Related Expectations (ARE).	<ul style="list-style-type: none"> • Data reflects a narrowing of the gap between PP and non PP groups in Reading, Writing and Maths. • Pupils attaining Age Related Expectations • Recovery Curriculum to focus on narrowing the gap and wellbeing of pupils • Teaching Coaching approach ensures good quality teaching throughout the school
B	Higher rates of progress for poor attaining PP pupils.	<ul style="list-style-type: none"> • PP pupils to make accelerated progress from their starting point. • Recovery Curriculum provision is matched to every child's needs
C	To increase capacity for improved communication and language throughout the school.	<ul style="list-style-type: none"> • Children to develop curriculum vocabulary and language skills. • Children to improve reading and writing skills • Reading skills taught through daily VIPERS
D	To develop children's social, emotional and mental well-being.	<ul style="list-style-type: none"> • Children come to school ready to learn. • Children are resilient and there is a reduction of behaviour incidents. • Children have increased opportunities to experience a wide range of activities and enrichment experiences. • Wellbeing Lead supports the children who require it
E	To raise PP attendance to over 96%.	<ul style="list-style-type: none"> • Non COVID-19 related absence decreases • First Day Calling decreases • Reduced persistent absence
F	To continue to support parents working with external agencies.	<ul style="list-style-type: none"> • Children to receive appropriate support at home • Parental engagement in Home Learning to increase through training and workshops • Parents feel empowered to support children with all aspects relating to school. • Wellbeing Lead supports children and families

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	How will you measure success?	When will you review this?
<p>A)To raise the quality of Teaching and Learning to outstanding through the continuation of the Teaching Coaching Program</p>	<p>Secure classroom routines in place create a positive learning culture</p> <p>Teachers have easy access to data</p> <p>Teachers collaborate regularly to learn about effective instruction and students' progress</p> <p>Staff hold collaborative meetings and expectations for data use are clearly communicated and implemented</p> <p>Ongoing professional development on data use is provided ensuring matched learning.</p> <p>Classroom observations ensure teachers are adjusting instruction based on assessment results.</p> <p>Provide real time feedback to teachers individually and to collaborative teams, as needed, to ensure continuous improvement.</p>	<p>Evidence suggesting teachers spend less than 10 percent of their time observing, training, coaching, or providing feedback to teachers.</p>	<p>Dedicated Teaching Coach time</p> <p>Weekly Data Meetings</p> <p>Data from assessments</p> <p>Exemplars to be created</p> <p>Lesson Observations</p>	<p>Teaching Coaches</p> <p>All staff</p> <p>SLT</p>	<p>Weekly Review Meetings impact data</p> <p>Assessment Data</p> <p>Pupil Views</p>	<p>July 2021</p>

<p>A) Raise attainment and progress in Reading and Phonics.</p>	<p>Better reading outcomes from teacher assessments</p> <p>Children reading more often</p> <p>Children progressing through the Rainbow Reading Scheme</p> <p>Children develop good phonic knowledge</p> <p>VIPERS is embedded as a reading strategy across KS1 and KS2</p> <p>In reading we will ensure that: Class reading books bought which link to themes and curriculum.</p> <p>Children are introduced to challenging texts and incentivised to read them.</p> <p>Reading records show that focused guided reading is occurring daily for PP pupils.</p> <p>G&T PP pupils are receiving a challenging level of texts to read – pupil feedback/reading records.</p> <p>BRP/Intervention records for PP pupils</p>	<p>Monitoring has demonstrated an increased need to match Learning to individual pupils needs in a more personal way.</p> <p>The evidence from the EEF suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. Some of the most promising approaches that emerge from the evidence so far include:</p> <p><u>Oral language interventions</u> which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p> <p><u>Phonics approaches</u> – as part of a balanced approach – have been found to be effective in supporting younger pupils</p>	<p>Phonics Workshops</p> <p>Phonics Training for all staff</p> <p>Review of Phonics Groupings</p> <p>Target Readers</p> <p>Celebration of reading across the school</p> <p>View of reading during pupil interviews</p>	<p>Phonics Lead</p> <p>English Lead</p> <p>Assistant Head</p> <p>SLT</p>	<p>Half termly</p>	<p>July 2021</p>
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		<p>(4-7 year olds) to learn to read.</p> <p><u>Reading comprehension strategies</u> focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p>				
<p>A) A higher proportion of Pupil Premium Children reach Age Related Expectations (ARE) .</p>	<p>Staff fully skilled to deliver high quality teaching, boosters and interventions</p> <p>Teaching Coaches Program implemented.</p> <p>Interventions are evidence based, time limited and show impact through baseline and evaluation assessments.</p>	<p>Sutton Trust research shows that interventions with high quality staff are effective in boosting pupil progress.</p>	<p>Weekly Data Meetings (WDM) – Assessment lead</p> <p>Formative and Summative assessment opportunities inform Weekly Data Meetings.</p> <p>Termly data analysis</p> <p>Pupil Progress meetings will discuss target pupils and interventions.</p> <p>Discovery Curriculum implemented.</p>	<p>Head</p> <p>PP</p> <p>SLT</p> <p>Teachers</p>	<p>Termly</p>	<p>July 2021</p>

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<p>B) Higher rates of progress for poor attaining PP pupils.</p>	<p>Effective feedback for children and staff</p> <p>Quality marking</p> <p>Staff run effective interventions in areas of need for identified children</p>	<p>Research shows that quality feedback can enable children to make additional progress.</p> <p>Pupil progress can be boosted by 3-5 months when Teaching Assistants deliver evidence based interventions in which they are trained and experienced.</p>	<p>Book Trawls show effective marking</p> <p>Use of appropriate assessment methods (i.e.: exit tickets, one question quiz and multiple choice tests)</p> <p>Pupil Progress meetings demonstrate that children are making at least expected progress</p> <p>Termly data analysis</p> <p>Teaching coaches feedback weekly to staff</p>	<p>SLT</p> <p>SENDCo</p> <p>Inclusion Manager</p> <p>Teaching Coach</p> <p>Class Teachers</p>	<p>Termly</p> <p>Termly</p> <p>Weekly</p>	<p>July 2021</p>
Total budgeted cost:						£100, 000
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	How will you measure success?	When will you review this?

<p>C) To continue to increase capacity for improved communication and language throughout the school.</p>	<p>Communication Friendly Classrooms</p> <p>Classroom encourages curriculum conversation</p> <p>Positive engagement of all children</p>	<p>Children to develop speaking and listening skills show boosted progress with regards to reading and writing skills. EAL pupils received specific support and made good progress in language acquisition and development.</p>	<p>Teaching Coaches' feedback</p> <p>Lesson Observations</p> <p>Pupil Views</p>	<p>All staff</p>	<p>Termly</p>	<p>July 2021</p>
<p>D) To continue to develop children's social, emotional and mental wellbeing.</p>	<p>Peer Mediators Program</p> <p>Wishes and Feelings work by Wellbeing Lead</p> <p>Nurturing interventions ran by PSHE Lead</p>	<p>Research indicates and emotionally resilient children are ready to learn and make good progress.</p>	<p>Feedback from staff and pupils</p> <p>Parent Questionnaires</p> <p>Pupil Progress meetings</p> <p>Feedback from children during Lifestyle Surveys</p>	<p>SENDCO</p> <p>PSHE Lead</p> <p>Wellbeing Lead</p>	<p>Termly</p>	<p>July 2021</p>
<p>E) To raise PP attendance to over 96% (Non-COVID-19 related).</p>	<p>Attendance Clinics for those at risk of poor attendance</p> <p>Subsidised Breakfast Club</p>	<p>Recent monitoring of attendance of Pupil Premium children shows that attendance is currently at 92% below the target of 96%</p>	<p>Attendance Clinic invites decrease</p> <p>Parental engagement increases</p> <p>Wellbeing Lead to monitor attendance</p>	<p>Head</p> <p>SLT</p> <p>Wellbeing Lead</p> <p>Inclusion Manager</p> <p>DSL</p>	<p>Termly</p>	<p>July 2021</p>

F) To continue to support parents working with external agencies.	<p>Inspire Workshops</p> <p>School Nurse Drop Ins</p> <p>Induction Meetings -Positive feedback</p> <p>Work with external agencies to access programs such as the Positive Parenting Program</p> <p>Early Help Assessments for families in needs.</p>	<p>Many families require support from external services and need support to access these services.</p>	<p>Feedback from parents</p> <p>Questionnaires</p>	<p>SLT</p> <p>DSL</p>	<p>Half Termly</p>	<p>July 2020</p>
Total budgeted cost:						£78000
Wider Strategies						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	How will you measure success?	When will you review this?

<p>Children accessing learning using current technologies.</p>	<p>Update ICT within the school</p> <p>Children able to use ICT as a teaching tool</p> <p>Children able to confidently access Google Classroom during any future Lockdown or school closure.</p>	<p>I.T allows staff and pupils to work efficiently and maintain current systems.</p> <p>Use of I.T has been demonstrated as a valuable tool for learning.</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress (Sutton Trust)</p>	<p>Weekly I.T support ICT updated</p> <p>I.T Co –Ordinator to keep track of issues and use of I.T as a teaching and learning resource</p>	<p>I.T Lead</p>	<p>Yearly</p>	<p>July 2021</p>
<p>Develop and implement a comprehensive Home Learning Strategy</p>	<p>All children accessing learning from home during any school closure</p> <p>Parents able to support children with any Home Learning Needs</p>	<p>Two large scale studies suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)</p>	<p>Staff Training on new software</p> <p>Pupils taught on new software as part of the curriculum</p> <p>Parent Workshops on Home Learning</p> <p>Technology used at school complements ICT at home.</p>	<p>SLT</p> <p>ICT Lead</p> <p>Class Teachers</p>	<p>Half Termly</p>	<p>February 2021</p>
<p>To continue to develop parent partnership and collaborative working within school.</p>	<p>Parent Family Support Worker to work with parents who have English as an Additional Language</p> <p>Increased uptake of Inspire Workshops</p>	<p>33% of the pupils of Sledmere have English as an Additional Language and Parents are First Generation Immigrants.</p>	<p>Parental uptake of Inspire Workshops</p> <p>Attendance of EAL parents to events</p> <p>Parental questionnaires</p>	<p>Family Support Worker</p> <p>Inclusion Manager</p>	<p>Half termly</p>	<p>July 2021</p>

<p>To provide challenge and STEM enrichment for more able learners</p>	<p>Greater Depth in all year to increase End of KS2 SAT's Greater Depth attainment to increase.</p> <p>To ensure more able disadvantaged pupils have enriched opportunities</p>	<p>Achievement in science subjects is an essential foundation for many careers in science, technology, engineering and maths (often abbreviated to STEM), and a host of other non-STEM related careers. There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. If approaches can be identified which successfully boost attainment, this barrier can be reduced (EEF)</p>	<p>Attainment and progress data shows good impact</p> <p>More children taking 11+</p>	<p>Inclusion Manager</p> <p>More Able Curriculum lead.</p>	<p>Half termly</p>	<p>July 2021</p>
Total budgeted cost:						£51,000

Review of impact and expenditure from 2019/20

SUMMARY INFORMATION 2019/20															
Number of pupils eligible for pupil premium:								Amount of Pupil Premium Grant received:							
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
14	21	17	41	26	38	27	184	£21420	£29680	£22440	£55400	£35300	£51140	£36620	£252, 000
Date of most recent pupil premium review: September 2020															

PREVIOUS ACADEMIC YEAR				
Quality of Teaching				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>To raise the quality of Teaching and Learning to outstanding through the Teaching Coaching Program</p>	<p>To ensure that teachers receive more frequent, granular and actionable feedback – through real time feedback.</p> <p>The quality of teaching and learning in our school is paramount in improving attainment and progress of all pupils.</p>	<p>The success criteria for these outcomes have been met resulting in initial improvements for all children and teachers.</p> <p>Guidance and support has helped empower staff by directing them to do one thing well, to become an expert in it.</p> <p>Weekly Data Meetings have focussed assessment of learning at a more granular level.</p>	<p>Due to school closure Teaching Coaches did not see a full cycle of implementation and therefore this program would need to continue in the next academic year.</p> <p>It would be good to find a way of replicating this parental engagement when school fully opens that is practical and sustainable.</p>	<p>£99, 335</p>
<p>Improve Speaking and Listening through the Communication Friendly Spaces Training and implementation (Elizabeth Jarman)</p>	<p>Children to develop speaking and listening skills show boosted progress with regards to reading and writing skills.</p> <p>EAL pupils received specific support and made good progress in language acquisition and development.</p> <p>Reduced behaviour incidents.</p> <p>Increased on task behaviours.</p>	<p>Initial assessment and monitoring in Autumn 2019 indicated a positive impact of the implementation of the Communication Friendly Spaces approach.</p> <p>Observations showed that children were making good use of all learning spaces and holding meaningful curriculum conversations.</p>	<p>Although initial data indicated a positive outcome of this program, this project has been adversely impacted upon due to COVID-19.</p> <p>In order to keep the school COVID secure many of the principals and approaches of Communication Friendly Spaces have had to be abandoned.</p> <p>This approach will continue after the pandemic with some adaptations.</p>	<p>£21,000</p>
Targeted support				

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<p>Ensure mental health and wellbeing and through Peer Mediators Training (Year 5) and Peacemakers Training (All Staff)</p>	<p>Reduced incidents of behaviour problems during unstructured times</p> <p>Peer Mentoring</p> <p>Children build resilience and problem solving skills.</p>	<p>This was a positive program. Children responded well to the intervention and teacher built in the approach into their teaching.</p> <p>Children independently sought the Peer Mediators service.</p> <p>Behaviour incidents during play and lunchtimes reduced by 42%</p>	<p>Due to COVID-19 this program has been interrupted.</p> <p>This intervention should continue when it is safe to do so.</p>	<p>£800</p>
<p>Meet the SEMH needs of children through the role of the Learning Support Mentor. (social groups, 1:1 IEP work, wishes and feelings work, mentoring, additional tuition and Nurture Groups)</p>	<p>Learning needs of all children met.</p> <p>Teaching style meets every child's learning style.</p> <p>Needs of children with additional needs met</p> <p>Children with SEND make good or better progress.</p>	<p>The new 'My Learning Pathway' has refined the graduated approach to SEND. All stakeholders work collaboratively to ensure needs of the child are met.</p> <p>The Nurture Group meets the needs of children who have SEMH needs. Baseline and end Boxhall Profiles indicate a significant progress with children's developmental needs.</p> <p>Staff are clear about the SMART targets for children with SEND and have put relevant interventions in place.</p>	<p>This program is a low cost high impact intervention which ensure that children are ready to learn.</p> <p>Monitoring has shown that children who are persistently absent attend school on days when the Nurture Group takes place.</p> <p>Consider increasing the Nurture model in order to ensure the needs of the most vulnerable children are met.</p> <p>There is now a need to consider the types of interventions implemented and ensure all interventions are data driven.</p>	<p>£73,921</p>
<p>Wider Strategies</p>				
<p>Improve parent collaborations and access through the role of the Parent Liaison Officer and Family Support Worker</p>	<p>Ensure all parents are able to access the school.</p> <p>Decrease persistent absence</p> <p>Strengthen home school relations.</p>	<p>This role has been powerful in trying to increase school attendance.</p> <p>Parents whose first language is not English are more willing to enter school and speak to someone regarding their child's learning needs.</p>	<p>These roles have proven to be a valuable resource in ensuring good and positive relations between school and home.</p> <p>The wellbeing lead will take over some of this role in Autumn 2020.</p>	<p>£38,000</p>

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<p>Use of Active Breakfast Club for children whose parents work or those who require SEMH support.</p>	<p>Improving opportunities for families</p> <p>Children ready for the school day</p> <p>Improved mental health and wellbeing</p>	<p>This service allows parents to work and ensures that they have a good childcare service for their child.</p> <p>The use of the Sports Coach in this club has improved focus and concentration of all children who attend. It also allows for nurture to take place for some of the vulnerable children at the school.</p>	<p>More children need to be able to access this service.</p> <p>This would be a good service for children who require a nurture intervention or have behaviour issues.</p>	<p>£7729</p>
<p>1:1 Tuition for LAC children</p>	<p>Meet the learning needs of LAC children</p> <p>Narrow the gap between LAC children and others</p> <p>Ensure all LAC children reach the target of Age Related Expectations.</p>	<p>Although most LAC children received one to one tuition due to lockdown it has been difficult to assess its impact.</p>	<p>One to one tuition to continue in 2021.</p>	<p>£7000</p>
<p>Membership to the Letterbox Club for LAC children</p>	<p>Children foster a love of reading</p> <p>Opportunities to access basic skills</p> <p>Good Progress in Reading</p> <p>Children are ARE.</p>	<p>60% of LAC children within the school are now ARE.</p> <p>The parcels have has a positive emotional impact on the children. Feedback from the children has shown that they are 'excited' about receiving their own personal parcel.</p>	<p>Membership to continue in 2021.</p> <p>More accurate monitoring of the impact of this intervention required.</p>	<p>£1215</p>
<p>ESOL classes for Parents</p>	<p>Increased adult literacy.</p> <p>Parents more confident to access school and wider services.</p> <p>Good community collaboration</p> <p>Increased opportunities for families.</p>	<p>45 parents attended this training.</p> <p>A creche enabled parents with babies to attend.</p>	<p>This training has been interrupted by COVID-19.</p> <p>To continue in the academic year 2020-2021</p>	<p>£3000</p>