

# Pupil premium strategy statement (primary) **REVIEW**

1. Summary information					
School	Hennock				
Academic Year	2020 - 21	Total PP budget	£6,725	Date of most recent PP Review	July 2020
Total number of pupils	58	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2021

2. Attainment 2020 (Based on Y6 results)		
<i>Hennock's figures for pupils eligible for PP (outcomes are based on teacher assessment as there were no SATs tests in 2020 due to the COVID-19 pandemic)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	50% (1 pupil)	No data due to COVID-19 pandemic
% achieving expectation in writing	0% (0 out of 2 pupils)	No data due to COVID-19 pandemic
% achieving expectation in maths	0% (0 out of 2 pupils)	No data due to COVID-19 pandemic

3. 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>	
A.	Some pupil premium children are achieving below the national average in writing
B.	Some pupil premium children are achieving below the national average in reading
C.	Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Some pupil premium pupils have SEMH needs which can impact on their progress
E.	Some eligible pupils are more likely to suffer from attendance problems due to medical reasons and remain a constant focus
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	<p>Pupils eligible for PP to be achieving in line with national average in Writing</p> <ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain EXS in line with non-eligible peers in maths across the school</li> <li>• Pupils identified as prior higher attaining are identified and targeted for GDS</li> <li>• Eligible pupils to achieve RWM combined at least in line with Nationals</li> </ul>

		<ul style="list-style-type: none"> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<b>B.</b>	Pupils eligible for PP to be achieving in line with national average in Reading	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain EXS in line with non-eligible peers in maths across the school</li> <li>• The progress of eligible pupils in maths is at least in line with National at the end of KS2</li> <li>• Pupils identified as prior higher attaining are identified and targeted for GDS</li> <li>• Eligible pupils to achieve RWM combined at least in line with Nationals</li> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<b>C.</b>	Pupil's eligible will make accelerated progress following learning being impacted by the school closures linked to the COVID-19 pandemic	<ul style="list-style-type: none"> <li>• Pupils will access a recovery curriculum</li> <li>• Additional provision will be accessed via Quality First Teaching</li> </ul>
<b>D.</b>	Pupils eligible for PP have access to SEMH support through the Inclusion Hub	<ul style="list-style-type: none"> <li>• Pupils will be identified through Boxall profiling who need SEMH support.</li> <li>• Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> </ul>
<b>E.</b>	Pupil's eligible for PP have attendance rates in line with their peers.	<ul style="list-style-type: none"> <li>• End of year attendance shows eligible children in line or above non-eligible children.</li> <li>• Family support interventions identified and in place for families in need.</li> </ul>

## 5. Planned expenditure

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	When will you review implementation?
<p><b>Improved attainment in writing at the end of KS2</b></p>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p> <p>Additional class being added so classes will be smaller.</p>	<p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn - Ofsted said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <ul style="list-style-type: none"> <li>a curriculum that is ambitious for all pupils;</li> <li>a curriculum that is coherently planned and sequenced;</li> <li>a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;</li> <li>a curriculum that is broad and balanced for all pupils.</li> </ul> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p> <p>EEF: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p><b>Termly</b></p>

<p><b>Improved attainment in Reading at the end of KS2</b></p>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn - Ofsted said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <p>a curriculum that is ambitious for all pupils;  a curriculum that is coherently planned and sequenced;  a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;  a curriculum that is broad and balanced for all pupils.</p> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p>	<p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p><b>Termly</b></p>
<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Recovery Curriculum</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p>	<p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching (QFT)</b>. ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.<sup>11</sup> Mar 2015</p>	<p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p>	<p><b>Academy Heads</b></p>	<p><b>Half termly</b></p>

	Diagnose Therapy Test  Specific provision map for pupil's impacted by missed learning		Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?		
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**ii. Targeted support**

<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>
<b>Improved attainment in writing at the end of KS2</b>	<p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/underst and ing support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Magenta Principles</p> <p>Morning Board looking at spelling, punctuation and grammar</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching (QFT)</b>. ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils. 11 Mar 2015</p> <p>Extract from The <b>Magenta Principles™</b> book            "In a nutshell, the <b>Magenta Principles™</b> is an umbrella phrase that refers to a philosophy and an approach to teaching based upon the premise that learning should be both exciting and engaging. ... learning is the</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	Termly

		consequence of thinking... therefore our job is to get them to think.			
<b>Improved attainment in reading at the end of KS2</b>	<p>Precision Teaching 1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Magenta Principles</p> <p>Morning Board looking at spelling, punctuation and grammar</p> <p>Nessy intervention</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching</b> (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils. 11 Mar 2015</p> <p>Extract from The <b>Magenta Principles™</b> book "In a nutshell, the <b>Magenta Principles™</b> is an umbrella phrase that refers to a philosophy and an approach to teaching based upon the premise that learning should be both exciting and engaging. ... learning is the consequence of thinking... therefore our job is to get them to think.</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	Termly

<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Precision Teaching 1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Power of 2 – Key Skills</p> <p>Magenta Principles</p> <p>Embedding 'Maths no Problem'</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching (QFT)</b>. ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils. 11 Mar 2015</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p>Half termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>Staffing: £2,521.88 Resources: £840.63</b></p>

### 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	When will you review implementation?
<p><b>Pupils eligible for PP will have access to SEMH support through the Inclusion Hub</b></p>	<p>Pupils will be identified through Boxall profiling who need SEMH support.</p> <p>Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>Access to MAST</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children &amp; outdoor forest school sessions)</p>	<p>The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK</p> <p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	<p>Boxall Profile reviews termly</p> <p>Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p>	<p>IIH Manager</p> <p>Academy Head</p>	<p>Termly</p>
<p><b>Increased attendance rates for pupils eligible for PP.</b></p>	<p>Close monitoring of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)</p> <p>Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.</p> <p>Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport).</p>	<p>Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn.</p>	<p>Head of School and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly. Termly reviewed.</p>	<p><b>Academy Head</b></p> <p><b>Senior Administrator</b></p>	<p>Termly</p>



**Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance**

**IIH Budget**

**£3,362.50**

**Total budgeted cost**

**£6,725**

## 6. Review of expenditure 2020-21

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Improved attainment in writing at the end of KS2</b></p>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p> <p>Additional class being added so classes will be smaller.</p>	<ul style="list-style-type: none"> <li>Last year's year 6 PP children's data for reading, writing and maths Reading = 100% Below AR Writing = 100% Below AR Maths = 100% Below AR</li> <li>End of year data for all last year's PP children for writing and reading Reception (Reading = 1 Writing = 1 Number = 1 Shape, space and measure = 1) <b>*Note 1=emerging 2= expected 3= exceeding</b></li> </ul> <p>1 Year 2 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE) 1 Year 3 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE) 1 Year 5 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE )</p>	<p>This is being continued as a trust. Shares best practice and very supportive for staff at all levels and families.</p>	

<p><b>Improved attainment in Reading at the end of KS2</b></p>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<ul style="list-style-type: none"> <li>Last year's year 6 PP children's data for reading, writing and maths Reading = 100% Below AR Writing = 100% Below AR Maths = 100% Below AR</li> <li>End of year data for all last year's PP children for writing and reading Reception (Reading = 1 Writing = 1 Number = 1 Shape, space and measure = 1) <b>*Note 1=emerging 2= expected 3= exceeding</b></li> <li>1 Year 2 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE)</li> <li>1 Year 3 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE)</li> <li>1 Year 5 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE )</li> </ul>	<p>This is being continued as a trust. Shares best practice and very supportive for staff at all levels and families.</p>	
<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Recovery Curriculum</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p> <p>Diagnose Therapy Test</p>	<ul style="list-style-type: none"> <li>Last year's year 6 PP children's data for reading, writing and maths Reading = 100% Below AR Writing = 100% Below AR Maths = 100% Below AR</li> <li>End of year data for all last year's PP children for writing and reading Reception (Reading = 1 Writing = 1 Number = 1 Shape, space and measure = 1) <b>*Note 1=emerging 2= expected 3= exceeding</b></li> </ul>	<p>The development of remote learning when needed has had huge impact and very positive progression in all staff skill. We know that if we go into further lock downs, we will be able to instantly provide quality first teaching and individual provision straight away.</p>	

	Specific provision map for pupil's impacted by missed learning	1 Year 2 (Reading = Below ARE Writing = Below ARE & Maths = Below ARE) 1 Year 3 (Reading = Below ARE Writing = Below ARE & Maths = Below ARE) 1 Year 5 (Reading = Below ARE Writing = Below ARE & Maths = Below ARE )		
<b>ii. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Improved attainment in writing at the end of KS2</b>	<p>Precision Teaching</p> <p>1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Magenta Principles</p> <p>Morning Board looking at spelling, punctuation and grammar</p>	<ul style="list-style-type: none"> <li>Last year's year 6 PP children's data for reading, writing and maths Reading = 100% Below AR Writing = 100% Below AR Maths = 100% Below AR</li> <li>End of year data for all last year's PP children for writing and reading Reception (Reading = 1 Writing = 1 Number = 1 Shape, space and measure = 1) <b>*Note 1=emerging 2= expected 3= exceeding</b></li> </ul> <p>1 Year 2 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE) 1 Year 3 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE) 1 Year 5 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE )</p>	Alongside the interventions we have used for support via adult led groups. We have now upskilled staff and pupils to be able to access online interventions allowing for more time and impact. Pupils have greater independence and are able to lead their own learning.	

<p><b>Improved attainment in reading at the end of KS2</b></p>	<p>Precision Teaching 1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>QFT CPD</p> <p>Magenta Principles</p> <p>Morning Board looking at spelling, punctuation and grammar</p> <p>Nessy intervention</p>	<ul style="list-style-type: none"> <li>Last year's year 6 PP children's data for reading, writing and maths Reading = 100% Below AR Writing = 100% Below AR Maths = 100% Below AR</li> <li>End of year data for all last year's PP children for writing and reading Reception (Reading = 1 Writing = 1 Number = 1 Shape, space and measure = 1) <b>*Note 1=emerging 2= expected 3= exceeding</b></li> <li>1 Year 2 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE) 1 Year 3 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE) 1 Year 5 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE )</li> </ul>	<p>Alongside the interventions we have used for support via adult led groups. We have now upskilled staff and pupils to be able to access online interventions allowing for more time and impact. Pupils have greater independence and are able to lead their own learning.</p>	
<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Precision Teaching 1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p>	<ul style="list-style-type: none"> <li>Last year's year 6 PP children's data for reading, writing and maths Reading = 100% Below AR Writing = 100% Below AR Maths = 100% Below AR</li> <li>End of year data for all last year's PP children for writing and reading Reception (Reading = 1 Writing = 1)</li> </ul>	<p>The development of remote learning when needed has had huge impact and very positive progression in all staff skill. We know that if we go into further lock downs, we will be able to instantly provide quality first teaching and individual provision straight away.</p>	

	<p>SATs Booster Club</p> <p>QFT CPD</p> <p>Power of 2 – Key Skills</p> <p>Magenta Principles</p> <p>Embedding ‘Maths no Problem’</p>	<p>Number = 1</p> <p>Shape, space and measure = 1)</p> <p><b>*Note 1=emerging 2= expected 3= exceeding</b></p> <p>1 Year 2 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE)</p> <p>1 Year 3 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE)</p> <p>1 Year 5 (Reading = Below ARE Writing = Below ARE &amp; Maths = Below ARE )</p>		
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Pupils eligible for PP will have access to SEMH support through the Inclusion Hub</b></p>	<p>Pupils will be identified through Boxall profiling who need SEMH support.</p> <p>Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>Access to MAST</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children &amp; outdoor forest school sessions)</p>	<p>Several children attended Inclusion Hub SEMH courses</p> <p>Breakfast and after school club attended by several PP pupils</p>	<p>Several pupils and families have accessed support both face to face and online during school closures. Leading to reduced anxiety and better engagement.</p>	

<p><b>Increased attendance rates for pupils eligible for PP.</b></p>	<p>Close monitoring of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)</p> <p>Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.</p> <p>Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport).</p>	<ul style="list-style-type: none"> <li>Attendance for PP pupils last year = <ul style="list-style-type: none"> <li>1 Reception = 92.4%</li> <li>1 Reception = 98%</li> <li>1 Year 2 = 94%</li> <li>1 Year 3 = 97.8%</li> <li>1 Year 5 = 90.3%</li> </ul> </li> </ul>	<p>Impacted by COVID 19 pandemic</p>	
<p><b>IIH Budget</b> Total budgeted cost ,</p>				<p><b>£3,362.50</b> <b>£6,725</b></p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)