

Primary Pupil premium & catch up funding strategy / self-evaluation

Guidance

One-off, additional catch up funding is available this year, to support pupils who have fallen behind during the COVID-19 restrictions. Although this funding can be used to help any pupil, it is reasonable to assume that disadvantaged pupils will have fallen behind their peers even further. Your plans for spending your pupil premium money are therefore likely to overlap with your plans for catch up funding.

Where relevant, please indicate if a goal is specific to PP pupils but not general catch up or vice-versa.

Sections 1, 2 and 6 relate to the 2019-20 academic year, so there is no need to explain the use of catch up funding.

1. Summary information					
Academy Name	Heaton Avenue Primary School				
Academic Year	2020-21	Total PP budget	£107,600	Date of most recent PP Review	29/9/20
		Total 'catch up' premium budget	£34,080		
Total number of pupils	431	Number of pupils eligible for PP	80	Date for next internal review of this strategy	1/3/21

2. Current attainment - based on 2019 outcomes		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected	27%	54% (65%)
% making expected	-1.36	-1.5 (0.3)
% making expected	1.9	1.7 (0.2)
% making expected	-1.8	0.2 (0.4)

3. Barriers to future attainment (for pupils eligible for PP & others who may need help to catch up)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of engagement during COVID-19: lack of routine, structure and missed education. For an increasing minority, this is exacerbated by historic attendance and punctuality issues
B.	Access to online resources – tablets, devices etc to get online to complete regular homework tasks/ in the event of local lockdowns and/or
C.	Phonics – lack of oracy upon entry; lack of practice at home amongst identified vulnerable groups

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Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Anxiety/ SEMH concerns amongst some disadvantaged pupils and some parents	
E.	Aspirations: children and parents valuing the 'importance' of schooling in terms of cultural capital – new curriculum links	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	All children to return to school and attend regularly (rigorous attendance monitoring). All children to make projected progress by the end of this academic year.	<ul style="list-style-type: none"> • Children most at need to be targeted for catch up funding support and further support through National Tutoring Programme. • Regular contact between school and home via Tapestry/ Dojo to re-engage home-school links with parents. • Individual children discussed within phase meetings and SLT meetings • Lunchtime clubs • Clear guidelines for parents around the symptoms which constitute absence from school (COVID). Normal attendance procedures to apply for any absence which is not COVID related. • SLT rigorous in promoting positive attendance. Any child who has attendance of >95% to be put on watch and discussed weekly.

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<p>B.</p>	<p>100% of families signed up to school's online communication tools (Dojo/ Tapestry). All teaching staff familiar with Remote Learning Procedures for individual children and whole cohorts/ bubbles. Tablets/ devices purchased through Catch Up funding and 'loaned' to families for those who do not have access. Failing this, paper packs to be sent home.</p>	<ul style="list-style-type: none"> Continued enquiries with any parents who are not signed up to Dojo/ Tapestry (currently only 5 children on roll) MAT Remote Learning Policy and school procedures for remote learning shared with teaching staff and all aware of expectations HoS/ EHT to liaise with SHARE IT team to source devices which can be managed effectively in terms of safeguarding High quality paper based resources to be used only in extreme cases
<p>C.</p>	<p>New phonics lesson structure, coupled with minimum benchmarking by term from Nursery, ensures that disadvantaged children reach the school's defined expectations of Phase 3 confident by the end of reception. School's published phonics results for disadvantaged children are better than the National Average and rise by 10% on last published results (to 85% in Y1 and 95% in Y2)For any individual child who doesn't, quick, effective intervention is put in place to ensure they catch up.</p>	<ul style="list-style-type: none"> Phonics assessments every 2 weeks within FS and KS1. Fluid movement of groups (post-COVID) to ensure children are working on correct phonics phase. Daily assessments taking place amongst phases and teaching teams so children are receiving tailored support from most appropriate streamed group. Rapid intervention put in place for any disadvantaged child who has not met school's benchmarks at the end of each term Phonics lesson structure/ resources shared with parents remotely so the same structure can be followed at home Phonics Tracker used to identify gaps in learning

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<p>D.</p>	<p>School staff to analyse children and families' emotional health and well-being upon return to school in September and raise any concerns with phase leaders and SLT. Weekly Jigsaw (PSHCE) lessons to target the return to school, routines, behaviour for learning through prioritising the 'Relationships' and 'Healthy Me' units.</p>	<ul style="list-style-type: none"> • Regular contact with parents through online portals • Children's portfolios updated regularly to provide links between home and school and to break down the barrier for some families • Regular online and telephone check ins with more hard-to-reach families throughout the winter months • Jigsaw units prioritised in order of promoting relationships and staying mentally healthy
<p>E.</p>	<p>The new curriculum is fully embedded throughout school and parents value their role in their child's education. Parent factfiles are shared widely and often and the feedback on the perception of 'homework' becomes positive. Educational visits and enrichment opportunities (post COVID-19 restrictions) provide unique experiences for disadvantaged children to see what is 'out there' in the world and to promote the school's curriculum driver of 'possibilities'. Subsidies are provided to any disadvantaged children to ensure that they can participate in all educational visits, residentials and enrichment opportunities e.g. theatre visits, professional sporting fixtures etc.</p>	<ul style="list-style-type: none"> • Educational visits (post COVID) to be part subsidised • Residentials in Y4 and Y6 to be part subsidised – if these are able to go ahead. • Parent factfiles shared with all parents via Dojo • The perception of homework changes from unrelated tasks to extending learning

5. Review of expenditure – Pupil Premium spending only

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	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

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<p>Streamlining of phonics throughout school</p>	<p>Improving Phonics screening levels for disadvantaged pupils by 10%.</p>	<p>Phonics groups streamed through school and minimum 'expectations' document shared with FS and KS1 staff per term. Shift in focus to 'catching up' bottom 20%. Expectation of all children to be phase 3 confident by the end of Reception – data in December 19 indicated that 90% were on track to achieve this benchmark at the end of the year. 8 out of 9 disadvantaged children in Reception were on track to reach this benchmark.</p> <p>Phonics tracker embedded with all KS1 staff – fluid groups as a result of two-weekly testing cycle.</p> <p>In March 19, 80% of pupils were on track to achieve Y1 phonics pass mark – a rise of 5% on the published summer results from the previous year. Additional intensive interventions were put in place for an additional 15% of the cohort. Only 4 children with extremely specific needs and/ or SEN diagnoses would have failed to meet the phonics pass mark (a potential pass rate of 93%). 3 of these children are disadvantaged.</p>	<p>Phonics streaming through school to continue (post COVID) Expectations of phonics benchmarking per term to become further embedded and continue</p> <p>New lesson structure for short, sharp 10 minute phonics lessons twice a day to be rolled out whole school.</p>	<p>£200 – Phonics Tracker £500 – phonics packs photocopying and printing costs</p>
<p>Consistency of lesson delivery leading to increased outcomes for disadvantaged pupils</p>	<p>Improving Writing, Maths and particularly Reading levels for disadvantaged pupils</p> <p>Attainment figures to increase</p>	<p>In most recent mock assessments (March 19), 14% of disadvantaged children in KS1 were on track to meet the expected standard in reading, compared to 62% of non-disadvantaged – a difference of 48%. In maths, 43% of disadvantaged children were on track to meet the expected standard, compared to 82% of non-disadvantaged – a difference of 39%.</p> <p>In KS2, 69% of disadvantaged pupils were on track to meet the expected standard in maths compared to 70% on non-disadvantaged. This indicated that the gap had virtually closed. In reading, 53% of disadvantaged pupils were on track to meet the expected standard compared to 53% of non-disadvantaged (Dec 19) – again showing that the gap had closed.</p> <p>Redesigned curriculum clearly having an impact in KS2 where data suggested that the gap had closed across reading and maths. Non-negotiables, reading book spines, daily arithmetic sessions and a change of mindset in KS2 staff had a positive impact here.</p> <p>Apparent in KS1 that strategies used for KS2 now need to take hold. Evident that school wide procedures (e.g. phonics standardised lesson) does work for all but needs time to embed. The impact of COVID-19 prevented further progress being made with target groups within KS1.</p>	<p>Apparent that strategies implemented had a positive impact on closing the gap within KS2.</p> <p>In KS1, more work needs to be undertaken with staff on standardised approaches to ensure that the gap, which is now widening, is narrowed considerably and rapidly.</p>	<p>MC Grammar concerts and CPD - £1100</p> <p>Resilient Reader 'deep dive' - £1000</p>
<p>ii. Targeted support</p>				

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Action	Intended outcome	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
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<p>Improving behaviour for learning for disadvantaged pupils – SEMH interventions in class and outside, playtime & lunchtime support</p>	<p>Improved engagement and attainment – assessment/intervention data, learning walks, book scrutiny, observations</p>	<p>Behaviour Support Worker led highly successful CHIMP management interventions with two groups of children – disadvantaged and non-disadvantaged. This centred on anger and risk management and was highly successful in reducing flashpoints during unstructured times – reduction in CPOMS logs at lunchtimes.</p> <p>Additional lunchtime intervention provided for 4 PP children and 1 non PP – had demonstrable effect on behaviour and attitude at playtimes and lunchtimes</p> <p>1-1 support provided for extremely disregulated PP child to ensure that he could continue to access relevant provision</p> <p>Hol provided structured Lego Therapy for a group of disadvantaged children on a weekly basis</p> <p>Support provided to further disadvantaged children reduced the flashpoints during unstructured times and led to a dramatic reduction in the number of disadvantaged children requiring SLT intervention (from 6 to 3).</p> <p>Attendance of disadvantaged up to March 20 was well above the national average 93.5 compared to 92.4. This was within 2% of attendance for all</p> <p>Persistent absence for the disadvantaged group was better than the National Average (NA 23.6% School 23.5% up to 20/3/20). The trend showed that this was falling further before COVID-19 lockdown in March 20</p>	<p>CHIMP management effective – to continue</p> <p>Lunchtime intervention – to continue where appropriate if/ when children start exhibiting such behaviours</p> <p>Advice and guidance received from other professionals in ETHOS academy (time out, language scripts) having an impact across school with other disadvantaged and non-disadvantaged children</p> <p>Hol having massive impact on attendance, attendance monitoring, behaviour for learning, safeguarding procedures, capacity for supporting families outside of school leading to more consistent academic outcomes in school</p> <p>BSW effective in massively reducing incidents, flashpoints and improving behaviour for learning of a demonstrable group of disadvantaged children</p>	<p>£71,000</p>
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iii. Other approaches				
Action	Intended outcome	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
Increase and promote parental engagement as a potential barrier to success	Increase the regular contact with families of disadvantaged children	<p>Currently, over 98% of families engage with the school online via Dojo or Tapestry. Stay and Play sessions, coffee mornings and STAR/ GOLD award were regular features for all families – a particular emphasis placed on disadvantaged families</p> <p>FHA relaunched. This meant that Halloween Disco, Christmas Enterprise Fayre, Christmas Shop, Valentine’s Disco, Mother’s Day shop were all successful. The number of parents helping and agreeing to join the FHA increased by 15 parents – 27% of these are parents of disadvantaged children.</p> <p>Further events planned for the remainder of the academic year – FHA Sports Day, Easter Bounce, Father’s Day Room annual school BBQ - were all cancelled due to COVID-19</p>	<p>FHA to continue to attract parents to support the wider life of the school. DHT to continue to target disadvantaged families</p> <p>A full range of extra-curricular and social events will continue to be planned in when COVID-19 restrictions are lifted</p>	£2000 spent on resources and equipment for events – some recouped by selling tickets

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<p>Curriculum redesign and educational visits planned in specifically to promote 'What's possible' and cultural capital</p>	<p>Increased number of experiences to raise cultural capital. Support families through subsidies to wraparound care (breakfast and after school club)</p>	<p>Subsidies for Forgotten Forest, Dance Club, Art Club and Hudds Giants coaching as well as discounted rates for breakfast and after school club</p> <p>School's annual Pantomime successful in providing children with fun and unique experience</p> <p>School visits/ trips mapped out across school – see factfiles</p>	<p>25% of places for all after school clubs will continue</p> <p>Subsidised rates for wraparound care and access to educational visits</p> <p>2 aspirational visitors to begin visiting school in each year group post COVID restrictions</p>	<p>Subsidies to access trips and wraparound care - £1019</p> <p>Pantomime - £1000</p>
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6. Planned expenditure

Academic year 2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium and catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Combat the effect of the COVID-19 pandemic on attendance, attainment and progress so children are not adversely affected by the time spent away from school	All children to return to school and attend regularly. All children to make projected progress by the end of this academic year.	All children have suffered academically during the period of lockdown and most have not been in school for 6 months. Although online work was set for all children during this period, paper based work was set and delivered to over 250 families – a majority of these were PP children. The current government guidelines indicate that paper based resources should not be handed back into school for feedback so the impact and monitoring of the work set has been minimal. Children who have not had access to online material have almost certainly been put at a further disadvantage compared to their peers.	Rigorous attendance monitoring and clear expectations for parents with regards to attendance. Looking for patterns of absence and holding parents to account for these absences	HoS DHT Hol (from April 21)	Weekly during Behaviour and Safety meetings

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<p>The use of the National Tutoring Programme to find additional tutors who can support children in 'closing the gap' (£30 per hour x 11tutors x 30 weeks) £10,000</p> <p>Tuition provided by Ranstad and FFT Lightning Squad programme as well as staff within school</p>	<p>The children who have been most affected by the period of lockdown and missed schooling to narrow the attainment gap with their non-disadvantaged peers</p>	<p>Work completed during the period of national lockdown has been sporadic amongst some groups of disadvantaged children. Whilst some have accessed online resources, others have not and have not engaged with paper based activities which have been delivered home. Tutors will provide intensive catch up support on a 1-3 basis both in school and after school (post COVID restrictions) so the attainment gap can be narrowed</p>	<p>QA into the effective use of tutors in providing intensive, rigorous catch up sessions and to enhance learning Learning Walks Observations Pupil discussions</p>	<p>HoS Phase leaders</p>	<p>Subsidised tutors - to review implementation in December 20 (after period of national lockdown has ended and after school clubs are allowed to run again)</p>
<p>Implementation of Scanner Pens with selected children to further promote a reading for pleasure culture £2000</p> <p>Use of Natural Reader to aid work set for diagnosed dyslexic children £40</p>	<p>Disadvantaged children, who are amongst the poorest readers, and are dyslexic, are able to read for pleasure and fully access the curriculum without restraint</p>	<p>Scanner pens have already had a demonstrable impact during a trial period in September 20 with an identified group of Key Stage 2 children. Engagement improved massively as a result of children enjoying texts. The Natural Reader resource allows texts to be changed into dyslexic friendly fonts and backgrounds to ensure that dyslexic children can access the whole curriculum offer.</p>	<p>Learning Walks Discussions with identified staff and children Book scrutinies Accelerated Reader quiz interaction Reading Ages improve Engagement with a range of texts – book scrutinies</p>	<p>Scanner pens – class teachers (Y5 lead)</p>	<p>Scanner pens to review before October half term (end of trial period)</p>
<p>Access to online resources and EBooks so children can continue to read and</p>	<p>Implementation of a large library of EBooks as well as phonics EBooks</p>	<p>With the possibility of children needing to work from home in some scenarios, it is important that they</p>	<p>Quality assurance: Lesson observations (reading and phonics)</p>	<p>HoS/ DHT/ KS1 leader/ allocated KS1 staff</p>	<p>ORT EBooks to review with all parties to check compliance and uptake in March 21</p>

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<p>develop phonics skills within school, as part of homework tasks and should they be forced to self-isolate</p> <p>£1000 for ORT Ebooks MyOn to be built into AR package £2000</p>	<p>across all year groups so progress in reading and phonics is enhanced at home (and is not hampered by self-isolation or local lockdown)</p>	<p>have access to a wide range of high quality</p>	<p>Data analysis/ pupil progress meetings Pupils discussions Book checks</p>	<p>EHT/ HoS/ lit lead/ allocated KS2 staff – MyOn implementati on</p>	<p>HoS to co-ordinate review into successful implementation in March 21</p>
<p>All disadvantaged children who require them have access to online resources through school approved and monitored tablets £100 x 100 tablets - £10,000</p>	<p>A further bank of tablets to be purchased to allow children to access online learning in school. In extreme cases, tablets to be loaned to children who have no tablet access at home.</p>	<p>With the possibility of further lockdowns and self-isolation periods, coupled with the shift to remote learning, children need to have devices which can access resources at home and in school.</p>	<p>QA into the effective use of devices to access resources and to enhance learning: Learning Walk Observations Pupil discussions</p>	<p>EHT/ HoS/ SHARE IT team</p>	<p>Upon purchase and implementation in school – Jan 21</p>
<p>Continued subscription to phonics tracker (£250)</p>	<p>Teachers to use system to pinpoint where there are individual, group and cohort specific gaps across FS and KS1 children in order to support all children in surpassing the school's defined benchmarks in phonics per term</p>	<p>The school's defined benchmarks set out the minimum expectation of phonics 'phase' per term. We are aware that poor phonics skills impairs the ability to progress further with all areas of the school curriculum. Regular usage of Phonics Tracker allow teachers to quickly identify</p>	<p>All reception children to be phase 3 confident by the end of Foundation Stage</p> <p>Phonics results in Y1 rise to 85% Phonics results in Y2 (resits) rise to 95%</p>	<p>FS/ KS1 lead/ FS and KS1 teams</p>	<p>Review at every data drop – December 20, March and May 21</p>

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<p>Resilient Reader 'deep dive' – check standards and compliance across school – particularly with regard to engagement amongst disadvantaged children.</p> <p>£1500</p>	<p>Check expectations, compliance and culture of reading across school to ensure standards are sufficiently high and driving forward standards and expectations amongst disadvantaged pupils.</p>	<p>The school's reading offer is based on children reading for pleasure and accessing high quality and engaging literature. Curriculum expectations, a reading handbook, reading book spine and curriculum and lesson resources have been shared with all teaching staff to promote the love of reading. The reading 'deep dive' will not only check the school's progress in implementing a high quality reading curriculum but time will be planned in for CPD- teachers will have time to query practice and ask for further advice and support</p>	<p>Reading scrutinies, Discussions with selected disadvantaged children Refined non-negotiables and fidelity across school to agreed approach and lesson structure Published results improve from latest data (2019)</p>	<p>All staff</p>	<p>'Deep dive' booked in for March 21. Regular triangulation and scrutiny to take place from Autumn 2 onwards</p>
<p>Provide additional hours for support staff to target individuals and small groups who would benefit from intensive support and interventions KS1 support – additional hour per week - £1080</p> <p>FS support – additional day per week – to investigate - £4000</p> <p>KS2 support – additional afternoon (7 hours per week) - £2000</p>	<p>Familiar and quality staff to be offered additional hours in order to run specific and targeted interventions for groups of identified children who need intensive support to 'catch up' – phonics, reading and maths</p>	<p>Senior and phase leaders agree that, particularly for the youngest children during their formative years, adult direction and intervention is crucial in reversing the stunted academic progress caused by the COVID-19 pandemic. Offering some willing staff in certain phases additional hours will provide much needed adult support with different groups of children.</p>	<p>Data analysis/ Pupil progress meetings The 'bottom 20%' of children in each class make accelerated progress towards their AR reading target each marking period Gap analysis used well to close gaps picked up through NFER and SATS data Observations of sessions</p>	<p>HoS/ DHT/ phase leaders to liaise with staff regarding additional hours</p>	<p>Short term additional hours contract – to review at the end of the school year – July 21</p>

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Total budgeted cost					£33,370
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Investment in ORT Buddy system as a prerequisite to Accelerated Reader to track the reading diet and frequency of Foundation and KS1 children £1000	Teachers and leaders have a secure understanding of which children are accessing regular reading at home and who require further support/ intervention and provision within school	Our reading curriculum is based on children having access to high quality books and texts in order to read for pleasure. In order to improve reading skills, children need to be reading regularly (equivalent of 20 minutes + a day) both in and out of school. However, 'making' children read through punitive measures or filling in endless reading logs has been proven to switch children off reading. The ORT Buddy system will run as a prerequisite to Accelerated Reader for our youngest children and will track children's reading frequency both in school and at home. The reporting features will allow teachers and leaders to see which children need to be given further reading opportunities within school in the form of clubs, use of magazines, online apps etc.	All children in FS and KS1 will access the Buddy system when it is implemented in January 2021. Teachers track their class and measure 100% participation For those children who are not accessing the platform at home, provision and time to be allocated in school to support a rich and varied reading diet. Pupil reading progress improves Discussion with pupils Pupils speak positively about Buddy system Pupils can show visitors their profile and talk articulately and enthusiastically about the progress they are making	HoS, FS and KS1 leads, FS and KS1 teachers	The platform is due to be launched in January 2021 and will be reviewed at Easter to ensure full implementation and effectiveness across Foundation and KS1.
Continued investment in the inclusion team (Hol and BSW) in order to raise the aspirations, attendance and attitudes of specific	The inclusion team, consisting of the Head of Inclusion and Behaviour Support Worker, continue to have a demonstrable impact	The inclusion team, which has been in place for 18 months now, has had a massive effect on the behaviours and attitudes of a large group of vulnerable, disadvantaged children across the school. Persistent absenteeism has fallen, children are	Weekly behaviour and safety meetings continue to identify any children who may require additional support	HoS, DHT, Hol and BSW	Weekly reviews during SLT meetings Full review of inclusion team and expectations in April 21 Review of effectiveness of clubs, interventions and

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<p>children and disadvantaged groups within the school.</p> <p>Allocation of 25% of 2x support staff salaries to provide focused support and intervention across KS2</p> <p>Additional overtime after school for appropriately trained support staff to run reading club/ book clubs etc to targeted disadvantaged children across school</p>	<p>on the learning behaviours, attitudes, attendance, punctuality and cultural capital of specific children and groups within the school</p>	<p>now able to regulate their behaviour to remain within the classroom and individualised plans for specific disaffected children were instrumental in keeping them within mainstream education. As the effects of COVID-19 become more understood, it will become more important than ever that children's social, emotional and mental health are prioritised so they are able to remain within the classroom setting and, ultimately, make academic progress.</p> <p>Children who do not meet their projected reading targets will be provided with additional opportunities within school.</p>	<p>Weekly MLT meetings – including Hol – allow phase leaders to address any phase specific issues</p> <p>Provision maps show impact of interventions conducted by inclusion team</p> <p>Targeted groups academic progress increases towards their projected progress figures</p> <p>Persistent absenteeism continue to fall and remains well below the national average</p> <p>Attendance for all disadvantaged children continues to be above the national average</p> <p>Disadvantaged progress scores improve on latest published results (see above). This measure needs to take the impact of COVID-19 and any further isolation periods, quarantines or local lockdowns into account</p> <p>Intervention exit data improves from entry data</p>		<p>associated resources in March 21.</p>
Total budgeted cost					<p>£102,900 to include staffing costs, club resources, overtime hours and focused support and intervention</p>
<p>iii. Other approaches</p>					

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Action	Intended outcome	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>Improve the early language development and social interaction skills (turn taking, sharing, following rules etc) amongst our youngest pupils (Nursery, Reception, Year 1)</p> <p>£1000</p>	<p>Children's early language and social development is not hindered by the lockdown period and is enhanced through the year.</p>	<p>Early language and development is a crucial part of the Foundation Stage curriculum. The current Y1 and Reception children have missed nearly half of a year's worth of development.</p> <p>Purchasing a stock of early language games and interventions (Orchard Games/ Time to Talk) so some of the social interaction skills can be focussed on will help children to catch up despite this lost time.</p>	<p>Focussed intervention group is tailored to the needs of specific children.</p> <p>Trained support staff up who have already shown an interest in improving children's speech and language deliver regular sessions</p> <p>Games become part of continuous provision and are led by an adult in the first instance so children learn to play appropriately, take turns, share etc.</p> <p>In FS, PSED % increase on latest published data (2019)</p>	<p>FS/ KS1 leaders, teachers and support staff</p>	<p>Time to Talk – after each intervention block (10 week block)</p> <p>Orchard Games – review effectiveness during provision/ classroom focus during team meetings on a fortnightly basis</p>
<p>Curriculum redesign and educational visits planned in specifically to promote 'What's possible' and cultural capital</p> <p>All subsidies - £3500</p>	<p>Increased number of experiences to raise cultural capital. Support families through subsidies to wraparound care (breakfast and after school club)</p>	<p>The school's curriculum offer aims to open children's eyes to the possibilities the world has to offer. This includes a wide range of education visits, enrichment visits, residential and extra-curricular clubs made available to all – including disadvantaged families</p> <p>Subsidies for all educational visits will be available to all disadvantaged children (see educational visits plan for full list)</p>	<p>Extra-curricular activity registers analysed – at least 25% of attendees are recognised as disadvantaged (post COVID restrictions)</p> <p>There is an increase in the amount of disadvantaged children attending enrichment events (post COVID restrictions)</p> <p>Residential are accessed by all disadvantaged children (post COVID restrictions)</p>		

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		<p>A nominal figure of 25% of all extra-curricular club places will be allocated to disadvantaged families. The fees for the clubs will be subsidised by 50%.</p> <p>Discounted rates for breakfast and after school clubs will continue for specific disadvantaged families on a case by case basis</p>	<p>Breakfast club and after school club places are offered to those disadvantaged families who require it.</p>		
Total budgeted cost					£4500

7. Additional detail

Foundation – early language and development – Orchard games https://www.orchardtoys.com/dept/preschool-home-learning-packs_d01139.htm