

# PUPIL PREMIUM STRATEGY 2020- 2021



## Contextual Information

Academic Year	2020-2021	Total Budget:	£217,890	Date:	September 2020
Number of Pupils on Roll	965	Number of pupils eligible (%)	202 (21%)	Date of Final Review:	July 2021
Staff Information	<ul style="list-style-type: none"> <li>➤ The Principal is Mr. Glyn Rushton</li> <li>➤ Senior Leader in charge of Pupil Premium is Adam Palmer</li> <li>➤ Assistant Headteacher responsible for Teaching and Learning is Gemma Wyldes</li> <li>➤ SENDCo is Jade Matthes</li> <li>➤ Senior Leader in charge of Early Years and KS1 is Julie Medhurst</li> <li>➤ Family Support Worker is Gemma Dennison</li> <li>➤ School governor responsible for Pupil Premium is Laura Shaw</li> </ul>				
Setting Information	<ul style="list-style-type: none"> <li>➤ The school joined the IFTL academy in January 2019 and currently has 965 pupils on roll.</li> <li>➤ Woodnewton – a learning community (WALC) has provision from ages 2-11 with 4 classes per year group in KS1 and KS2.</li> <li>➤ The number of pupils known to be eligible for Pupil Premium funding is 202 (21%)</li> <li>➤ EAL 150 (15%), SEN support 161 (16%)</li> <li>➤ The number of pupils entitled to Free School meals is 178 (18%)</li> </ul>				

## **Our School Ethos for Pupil Premium**

We believe that all pupils should thrive and flourish at Woodnewton through high expectations, excellent quality first teaching and a range of enriching learning opportunities. We utilise Pupil Premium funding effectively to ensure our pupils' needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision to widen their experiences.

## **Our School Approach**

As recommended by the Education Endowment Foundation, a tiered approach should be adopted in order to support pupil premium pupils; we have therefore adapted a three-tiered approach to using Pupil Premium spending and seek to ensure the effectiveness of its use of the Pupil Premium funding. We recognise that barriers to achievements take a variety of forms and look for individual ways to support each child to achieve their very best. As a team, we use current educational research, supported by the Education Endowment Foundation Teaching and Learning Toolkit; the Seven Blocks to Effective Pupil Premium; and DfE documents to guide us on how to best to use the school's resources, time and efforts.

### **Tier 1: Raising quality first teaching for all pupils.**

#### **Phonics and reading**

- Small phonics groups for teaching where pupils are set into ability groupings
- Literature rich environments across the school
- 1:1 reading with targeted pupils
- Whole school love of reading ethos

#### **Behaviour for Learning**

- Growth mindset
- Jigsaw PSHE Scheme
- Positive learning behaviours

#### **Staff CPD**

- Subject leader training
- Write Stuff
- Whiterose Hub Training
- Professional learning sessions

**Tier 2 Targeting support for struggling pupils and/or those struggling to make accelerated progress including more-able pupils.**

- Pre-teaching groups focused on identified gaps
- Small group activities
- High quality feedback
- Homework clubs

**Tier 3 Non-academic factors impacting on pupils' development and learning.**

**Enrichment opportunities**

- Enrichment opportunities through our curriculum (i.e. whole class wow days)
- Subsidised educational visits
- PE clubs
- Enrichment clubs
- Weekly outdoor learning session for all pupils
- Forest schools

**Parental engagement and support**

- Pastoral support for families experiencing difficulties
- EHA
- Discounts for educational visits and enrichment opportunities.

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

## Strategic Vision: Long Term Desired Outcomes

### Three-year Outcomes:

- To provide the highest quality teaching and learning to enable pupil premium pupils to succeed and narrow the attainment gap.
- Increase the opportunity for learning outside of the classroom.
- Provide high quality enrichment and cultural capital activities to support pupil premium pupils' well-being.

### Links to RIP:

2.1, 2.2, 2.3, 2.4, 2.5, 2.6  
4.1, 4.3, 4.4  
3.1, 3.4

### Impact Towards Long Term Outcomes 2019-2020

*On the 20th March 2020, due to the Coronavirus pandemic, the Government closed all schools. Schools then provided care for pupils from Key Worker families and vulnerable pupils. Home Learning was provided by the academy to support pupils' learning at home. Teachers followed up the home learning during their weekly check-in calls made to families. Schooling for all pupils looked very different during this time. There was varied degrees of engagement from families due to their own personal circumstances. This period has had an impact on the progress that the pupil premium pupils have made because the majority of these pupils have not attended the academy. Therefore, March 2020 is being viewed as the end-point for the academic year 2019-20, and this evaluation takes place from this point.*

- ★ To provide the highest quality teaching and learning to enable pupil premium pupils to succeed and narrow the attainment gap.

The quality of teaching and learning needs to continue to improve across all subjects. This is a key priority area in our Rapid Improvement Plan for 2020/21. A whole academy approach to Pupil Premium will be implemented in September 2020. (See July 2020 Woodnewton's Approach to Pupil Premium). The academy needs to raise the profile of the pupil premium pupils. In September 2020, Woodnewton will begin to implement a 'Lesson Study Approach' to help to improve progress and achievement across the academy. EYFS continues to improve for all groups of children. However, there are still gaps between the Pupil Premium children on track to achieve GLD and the non-Pupil Premium children.

- ★ Increase the opportunity for learning outside of the classroom.

Improving parental engagement needs to continue next year. It is important that for every event that we hold, we know the amount of Pupil Premium parents/carers who are taking part so that we can monitor this effectively. Learning opportunities outside of the classroom need to continue next year. Opportunities through forest schools and enrichment clubs will need to be in place from September 2020.

- ★ Provide high quality enrichment and cultural capital activities to support pupil premium pupils' well-being.

Many of the additional opportunities given to pupils were highly effective in 2019-20. Funding for school trips and class 'wow' days must continue into September 2020, although opportunities may need to be amended to reflect appropriate Covid-19 planning.

## 1. Summary information

<b>School</b>	Woodnewton – A Learning Community				
<b>Academic Year</b>	2020	<b>Total PP budget</b>	£217,890	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils (September 2020)</b>	965	<b>Number of pupils eligible for PP (January 2020 census)</b>	202 (21%)	<b>Date for next internal review of this strategy</b>	December 2020
<b>Impact Towards Long Term Outcomes 2020-2021</b>					
<b>Autumn 2020</b>		<b>Spring 2021</b>		<b>Summer 2021</b>	
<b>Impact Towards Long Term Outcomes 2021-2022</b>					
<b>Autumn 2021</b>		<b>Spring 2022</b>		<b>Summer 2022</b>	

## 2. Current attainment (End of KS1&2 Cornerstones assessment March 2020 as 2020 SATs did not take place due to Covid-19): ( PP pupils = of cohort)

End of KS1 Assessment (based on March 2020 Cornerstones)	Pupils eligible for PP 25/115 22%		
	Woodnewton ALC	GAP	National Aver*

<b>% making progress in reading</b>	51%	34%	N/A
<b>% making progress in EGPS</b>	60%	35%	N/A
<b>% making progress in maths</b>	77%	33%	N/A
End of KS2 Assessment (based on March 2020 Cornerstones)	Pupils eligible for PP 30/117 23%		
	Woodnewton ALC	GAP	National Aver*
<b>% making progress in reading</b>	61%	18%	N/A
<b>% making progress in EGPS</b>	65%	27%	N/A
<b>% making progress in maths</b>	69%	19%	N/A
Y1 phonics assessment; based on February 2020 teacher assessments as no assessment in 2020 due to Covid	Pupils eligible for PP 22/116 19%		
	Woodnewton ALC	GAP	National
<b>% pupils achieving pass mark</b>	41%	14%	N/A

### 3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria														
A.	<p>To improve the outcomes for pupil premium pupils in all subjects.</p> <p>To improve the quality of teaching and learning to be consistently good in all lessons.</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ SLT spotlight tours</li> <li>★ Teacher Profiles</li> <li>★ Planning scrutiny</li> </ul>	<p>Increased attainment and improved progress in Reading, Writing and Maths at the end of KS1 and KS2. The gap will close between PP and non-PP across the academy.</p> <p>Increased percentage of pupil premium pupils achieving the expected standard in the Phonics Screening Check in Year 1. The gap will close between the PP pupils and the non-PP pupils.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP Target 2020-21</th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics</td> <td>65%</td> </tr> <tr> <td>Y2 Reading</td> <td>50%</td> </tr> <tr> <td>Y2 EGPS</td> <td>60%</td> </tr> <tr> <td>Y2 Maths</td> <td>65%</td> </tr> <tr> <td>Y6 Reading</td> <td>60%</td> </tr> <tr> <td>Y6 EGPS</td> <td>65%</td> </tr> </tbody> </table>	Subject	PP Target 2020-21	Y1 Phonics	65%	Y2 Reading	50%	Y2 EGPS	60%	Y2 Maths	65%	Y6 Reading	60%	Y6 EGPS	65%
Subject	PP Target 2020-21															
Y1 Phonics	65%															
Y2 Reading	50%															
Y2 EGPS	60%															
Y2 Maths	65%															
Y6 Reading	60%															
Y6 EGPS	65%															

	<p>★ Data tracking</p>	<table border="1" data-bbox="1014 140 1489 180"> <tr> <td data-bbox="1014 140 1200 180">Y6 Maths</td> <td data-bbox="1200 140 1489 180">65%</td> </tr> </table> <p>KS1 and KS2 SATS Results to show an increase of at least 10% for PP pupils from September baseline Cornerstones Assessments for Reading, EGPS and Maths (Data in Cornerstones shows a 5% increase in outcomes for pupil premium pupils – July 2021).</p> <p>KS1 Phonics Checks (September/November/December /February/March/May/June 2020/21) must show at least a 10% improvement for all PP children from the September baseline assessment to the end of year results.</p> <p>Multiplication tables check 2021 must show at least a 10% improvement for all PP children from the September baseline assessment to the end of year results.</p> <p>Deep dives and regular monitoring shows pupils make good progress because of good teaching.</p> <p>Low-level behaviour logs reduced by 5% for each year group because pupils are engaged/fewer Behaviour Forms filled out/less calling for ST/Year Group Agenda notes will evidence a decline in behaviour issues specifically for Stage 2 behaviours as per our Behaviour Policy 2020.</p> <p>Pupils value education and know how it can make a difference to their lives (Observations/Pupil Voice)</p> <p>O-track implemented across the academy as a means of recording formative assessment – informing next steps in planning. Reading, maths and EGPS progress of pupil premium pupils is tracked and monitored termly. Data is discussed as part of pupil progress meetings. Pupils in EYFS are targeted to achieve GLD.</p> <p>Middle leaders responsible for a subject will track Pupil Premium vs Non Pupil Premium data regularly.</p>	Y6 Maths	65%
Y6 Maths	65%			
<p><b>B.</b></p>	<p>To ensure planning follows a clearly sequenced journey based on rationale outlined by the subject leader.</p> <p>Developing middle leaders to action and monitor the impact across their subject responsibility.</p>	<p>Timetabled faculty meetings and dedicated action planning is in place for all subjects alongside subject assurance plans.</p> <p>The monitoring and evaluation schedule, including robust deep dives, is implemented.</p>		



	<p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ SLT spotlight tours</li> <li>★ Data and Planning scrutiny</li> <li>★ Subject Leader Action Plans</li> </ul>	<p>Middle leaders responsible for subject leadership across the academy are given targeted professional learning sessions.</p> <p>A lesson study approach is adopted across the academy so that teachers become reflective practitioners.</p>
<b>C.</b>	<p>Building a whole school approach to foster a culture of resilience within all pupil premium pupils</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ SLT spotlight tours</li> <li>★ Parental surveys</li> </ul>	<p>Enrichment clubs targeted specifically for pupil premium pupils to boost their self-esteem and resilience.</p> <p>Jigsaw PSHE scheme established across the school so that lessons target building resilience in all learner.</p> <p>Regular, timetabled well-being sessions for all pupils.</p> <p>Pupils show resilience by having a go and not giving up.</p>
<b>D.</b>	<p>To improve the PA of the pupil premium pupils.</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ Attendance data</li> <li>★ Use of Attendance Passports</li> </ul>	<p>To have a 2% decrease in the PA of the pupil premium pupils across the academy compared to PA from 2019-20.</p> <p>Pupils will be accessing appropriate emotional and social support, which will have a positive impact on their behaviour for learning and impact positively on their progress.</p>
<b>E.</b>	<p>To improve pupils' readiness to learn and their wellbeing. For pupils to feel confident and be ready for learning</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ Intervention data eg Boxall profiles</li> <li>★ Parental surveys</li> </ul>	<p>Pupil premium pupils are engaged in lessons. Pupil voice and observations will evidence this.</p> <p>Pupils have targeted interventions related to building classroom confidence in the Hive. Sessions and interventions are monitored with key entry and exit data points.</p>

F.	<p>To improve parental engagement across the academy, especially early on so that relationships are strong and continue to develop as pupils move through the academy.</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ Parental surveys</li> </ul>	<p>Relationships between staff and parents are strong. This will be reflected in how many parents attend Parents' Evening, Reading Sessions, Phonics Sessions and other events organised to help build parental engagement such as individual Year Group Expectation meetings/good communication through the website including how to access the learning.</p> <p>Positive dialogue and feedback from parental surveys.</p>
G.	<p>Positive learning behaviours are promoted across the academy</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>★ Pupil voice</li> <li>★ Staff surveys</li> <li>★ SLT spotlight tours</li> </ul>	<p>A buddy system is installed across the academy where younger pupils learn from the positive examples set by older peers (Post Covid-19 restrictions).</p> <p>The expectations of the academy are clear and followed by all.</p>

#### 4. Planned expenditure

<b>Academic year</b>	<b>September 2020 to July 2021</b>
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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.

#### **Tier 1: Raising quality first teaching for all pupils.**

*Provide the highest quality of teaching and learning to enable PP pupils to succeed and narrow the attainment gap.*

<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>
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<p><b>To improve the outcomes for pupil premium pupils in all subjects.</b></p>	<p>Quality first teaching for all pupils across all year groups to support with key skills in English and Maths.</p> <p>Carefully planned and sequenced interventions and resources are prepared for PP pupils to meet their developing needs.</p>	<p>Some teaching across the academy is requires improvement and inconsistencies have been found across year groups and within year groups.</p> <p>To ensure the ST have a sound understanding of the progress of the pupil premium pupils. For ST to have clarity around what support and interventions are needed and to ensure that the support and interventions are of high quality.</p>	<p>Monitoring of staff through teacher profiles.</p> <p>Interventions monitored by ST throughout the year. Monitoring of data, books, pupil voice and lesson visits.</p> <p>Tracking, evaluating and monitoring welfare of pupils through PASS meetings.</p>	<p>RW, AP/K W, GR</p>	<p>Monitored at the end of each term 2020-21</p>
<p><b>To improve the quality of teaching and learning to be consistently good in all lessons.</b></p>	<p>A Lesson Study Approach to be put into place which will ensure teaching staff become reflective and improve their own practice.</p>	<p>Some teachers are not reflective of their own practice and may not be aware of the areas in which they can improve. EEF research supports good teaching as the best way to improve attainment.</p>	<p>Teaching and learning will be monitored rigorously by ST throughout the year</p>	<p>RW, AP/K W, GW, JM, GR</p>	<p>Monitored throughout the year at regular intervals in Teacher Profiles, deep dives and spotlight tours 2020-21</p>
<p><b>To ensure planning follows a clearly sequenced journey based on rationale outlined by the subject leader.</b></p> <p><b>Developing middle leaders to action and monitor the impact across their subject responsibility.</b></p>	<p>Development of the Middle Leaders in the tracking of pupils' data and delivery of interventions/quality first teaching.</p> <p>Middle leaders receive appropriate professional learning sessions to plan a sequenced curriculum for their subject responsibility.</p> <p>All staff to receive training for use of O-track as a formative assessment tool.</p>	<p>To track pupils' progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress and ST and ST have a clear understanding of the progress of the pupil premium pupils.</p> <p>Covid-19 has meant that gaps are more significant. Regular gap analysis will take place to ensure that gaps are diminished.</p>	<p>Monitoring of data alongside books, lesson visits and pupil progress meetings to ensure that they are meeting the needs of the pupils/gaps are being planned for and being diminished. Weekly faculty meetings and scheduled ST feedback time for each subject leader.</p>	<p>RW, AP/K W, GW, JM</p>	<p>Monitored at the end of each term 2020-21</p>
<b>Proposed cost</b>					<b>£149,062.80</b>

**Tier 2. Targeting support for struggling pupils and/or those struggling to make accelerated progress including more-able pupils.**

*Increase the opportunity for learning outside of the classroom.*

<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>Pupils are set meaningful homework, which extends their learning.</b>	All classes to set project-based homework linking to the class topic for the half term. Use of TT Rockstars to support in-class teaching and consolidation at home. Structured homework for different year groups to be specific and age appropriate.	Effective engagement with learning outside of school through homework can have an impact of pupils' education. Through parental engagement in learning and setting suitable home learning tasks, this tackles some of the cultural capital deficit vulnerable families may have.	Help with resourcing materials and equipment for low-income families. Class teacher and Maths lead to monitor TT Rockstars and opportunity to access the resource given in school to those who do not have internet access.	BM, AP/K W, GR, JM	Monitored at the end of each term 2020-21
<b>Remove barriers to allow low-income families the opportunity to access educational visits and enrichment activities.</b>	Pupil Premium families to be given discounted rates on educational visits and enrichment activities. Pupils who cannot travel offered additional transport (e.g. collection from home to attend activities outside of school) A range of after school clubs to be hosted at school to ensure PP and bottom 20% pupils have access to high quality enrichment and learning activities outside of the classroom.	Enrichment opportunities allow vulnerable pupils the opportunity to experience activities which they previously may not have had opportunity to. This closes the cultural capital gap between vulnerable and non-vulnerable pupils and allows all pupils the opportunity to develop their understanding of the world.	Pupil Premium families to be supported with spending. Any child who wished to participate in an event but is logistically not able to will receive support from staff. All staff will be expected to host an after-school club, targeting PP and vulnerable families, which offer learning opportunities outside of the classroom.	BM, AP/K W,	Monitored at the end of each term 2020-21
<b>Targeted interventions provided in school.</b>	Forest School sessions offered to pupils with SEMH difficulties. Phonics interventions/groups to help with early reading.	Interventions are personalised and tailored to the needs of the participants in order to have an impact on their personal and academic outcomes.	Pupil Progress meetings and class teachers will highlight pupils requiring additional support. Baselines to be carried out before interventions take place.	BM, AP/K W, JM	Monitored at the end of each term 2020-21

	1:1 reading with all pupils, particularly those in the bottom 20% and PP. Pre-teaching to be available to all year groups, supporting PP and bottom 20% pupils.	Pre-teaching allows pupils to work on gaps in knowledge before a lesson or series of lessons is taught. This allows for pupils to improve both their academic knowledge and self-esteem in their learning abilities.	Interventions recorded and kept with the member of staff carrying out the intervention. Regular conversations with class teachers and SLT to ensure the intervention is effective. Post intervention assessment to be carried out and understand its impact.		
<b>Building a whole school approach to foster a culture of resilience within all pupil premium pupils</b>	Developing the use of PSHE Jigsaw scheme across the academy. This will develop life skills for all and create a culture of resilience and an attitude of 'I can' to learning tasks.	Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare pupils/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.	Planned Professional learning sessions for staff so that the scheme can be implemented appropriately and then monitored by the faculty lead throughout the year  Tracking, evaluating and monitoring welfare of pupils through PASS meetings.	BM, DF, GW, JM	Monitored after first term 2020
<b>To improve pupils' readiness to learn and their wellbeing. For pupils to feel confident and be ready for learning.</b>	Breakfast and tea time club to provide nurture before and after school. Allowing pupils to have appropriate food and drink alongside nurture so that they are ready to enter the classroom and begin their learning for the day or make the transition from school to home.  Timetabled interventions in the Hive based around supporting the wellbeing needs of Pupil Premium pupils.	NHS Health Scotland recognised in a 2017 report that the quality of implementation of social and emotional learning programmes was important for positive outcomes. Programmes that fit the needs and context of the class or school and are easy to carry out are more likely to be implemented well.	Inclusion team to meet weekly and monitor the impact of Hive interventions for pupil premium pupils.  Tracking, evaluating and monitoring welfare of pupils through PASS meetings.	BM, AP/K W, JMa, BM	Monitored at the end of each term 2020-21
<b>Positive learning behaviours are promoted across the academy</b>	A new behaviour policy will be in place from September 2020 which emphasises the need to reward positive	Our academy is held in high regard for our inclusive approach, pupil voice and ethos which strives to create a welcoming, caring	GW to launch behaviour policy in September 2020 to all staff.	BM, AP/K W, GW	Monitored at the end of each term 2020-21

	<p>behaviour and will be consistently adhered to by all staff across the academy.</p> <p>A buddy system is installed across the academy where younger pupils learn from the positive examples set by older peers (Post Covid-19 restrictions).</p>	<p>environment where relationships are based on our core values of respect, responsibility, friendship, compassion, trust and hope. We aim to develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.</p>	<p>ST to monitor the implementation of the behaviour policy through spotlight tours throughout the year.</p> <p>Tracking, evaluating and monitoring welfare of pupils through PASS meetings.</p>		
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**Proposed cost**      **£27,935.47**

**Tier 3 Non-academic factors impacting on pupils' development and learning.**

*Provide high quality enrichment and cultural capital activities to support pupil premium pupils' well-being.*

<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>Enhance cultural capital through class enrichment.</b></p>	<p>Class teachers given an allowance of £200 to spend on enrichment for the pupils in their class (e.g. subsidise trips, fund visits from out-of-school professionals etc.)</p>	<p>By including opportunities for enrichment throughout the curriculum, this allows all pupils the opportunity to build their contextual understand of a topic and share common experiences. This closes the cultural capital gap between all pupils, particularly those from vulnerable families.</p>	<p>Bursar to monitor this spending and report back to SLT. Each class teacher to plan enrichment activities according to their termly topic and use the additional funding to support this.</p>	<p>BM, AP/K W, GR</p>	<p>Monitored at the end of each term 2020-21</p>
<p><b>To provide additional enrichment activities throughout the school year.</b></p>	<p>Sports coaches used from Premier Sport to engage to build confidence and work with pupils with SEMH, particularly during break and lunch.</p> <p>Instrument lessons to be subsidised to allow all pupils</p>	<p>Participation in sports and the arts can have a significant impact on vulnerable pupils' outcomes, as this offers an opportunity to close the cultural capital gap between vulnerable and non-vulnerable families; foster a love of learning new skills; and build positive SEMH.</p>	<p>Bursar to monitor this spending and report back to SLT. Sports coaches to be booked according to need and given a specific focus when working with a group of pupils. Instrument lesson admin to be ran by office staff. Instrument lessons are to be available to all, with lessons being</p>	<p>BM, AP/K W, GR</p>	<p>Monitored at the end of each term 2020-21</p>

	the opportunity of learning to play an instrument.	The EEF claims that pupils can make up to two additional months of progress through participation in sports and the arts.	subsidised for Pupil Premium families.		
<b>To improve the PA of the pupil premium pupils.</b>	<p>Attendance passports to be used across the academy as a way to give recognition for good attendance. This strategy was effective in 2019-2020</p> <p>Attendance officer to work alongside key staff in school to promote excellent attendance, reduce levels of absence and work with pupils and families to promote high levels of attendance.</p>	Research suggests (DFE 2016 report) that pupils missing even one day of school a year can damage their chances of gaining higher levels of test scores. The more our pupils attend school, the greater their learning opportunities will be.	<p>Attendance and lateness monitored every half term.</p> <p>Tracking, evaluating and monitoring welfare of pupils through PASS meetings.</p>	BM, AP/KW	Monitored at the end of each term 2020-21
<b>To improve parental engagement across the academy, especially early on so that relationships are strong and continue to develop as pupils move through the academy.</b>	Due to Covid-19, there will be no opportunities for face-to-face contact with parents this year. However, class teachers and the ST will be able to communicate with parents through telephone conversations. Parents' evenings and other events will be organised in relation to government guidance but video conferencing sessions using Microsoft Teams will be used where possible to strengthen relationships.	<p>At WALC, we recognise that parents have an instrumental role to play in the education of their child. We want to work alongside parents to support them and their pupils in making their time at the academy a successful one.</p> <p>The EEF advises that parental engagement helps to improve attendance rates and that it has a positive impact on learning outcomes.</p>	<p>Parental surveys and questionnaires monitored by ST following parents' evenings and other events throughout the year.</p> <p>* Events will be dependent on Covid-19 guidance/restrictions</p>	BM, AP/KW, GR	Monitored at the end of each term 2020-21
<b>Proposed cost</b>					<b>£40,891.73</b>