

Hatherleigh Community Primary School Pupil Premium Strategy 2020-2021

1. Summary information					
School	Hatherleigh Community Primary School				
Academic Year	2020-2021	Total PP budget	£63490	Date of most recent PP Review	April 2020
Total number of pupils	183	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Dec 2020

Breakdown of PP funding: £11725 Children adopted from care; £47075 FSM, £4690 Child in care

2. Current attainment 2019		
Year 6	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>
% achieving in reading, writing and maths	22%	50%
% making expected standard in reading	89%	79%
% making expected standard in writing	33%	53%
% making expected standard in maths	56%	74%
Year 2	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (our school)</i>
% making expected standard in reading	100%	83%
% making expected standard in writing	67%	70%
% making expected standard in maths	50%	67%
Year 1 phonics	80%	76%
EYFS GLD	100%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Early language development – clarity of speech, quality of vocabulary and grammar, communication and interaction	
B.	Delayed fine/gross motor skills	
C.	Social and emotional needs of children (short term and long term)	
D.	Increasing numbers of children with attendance and behavioural needs	
E.	Social/emotional and academic needs due to COVID-19 school closures	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Families in need of early help – family upheaval, mental health issues, rural isolation and poverty – and unable to fully meet the needs of their children including educationally	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Strong transitions and early parental engagement (feedback from children, parents and staff)	Children are well supported physically, emotionally and academically by their families who engage well with the school for positive outcomes for their children.
B.	All children to have strong communication skills (learning progress not hindered by speech, language and communication issues)	Children are able to speak clearly and form grammatically correct sentences. They enjoy exploring and experimenting with new vocabulary.
C.	Accelerated progress for disadvantaged children to lessen the learning gap in maths and writing	All children achieve well.
D.	All children to access learning in school through effective social and emotional support which enables children to feel happy and confident in school - barriers including COVID-19 school closure gap removed or lessened.	Good levels of attendance and no disruption to teaching and learning. Children make expected progress - gaps closed

5. Planned expenditure

Academic year	2020-21				
A. Quality of teaching for all - with additional focus on needs created by COVID-19 school closures					
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?
A1 Children to learn to read quickly and confidently in order to be able to access all areas of the curriculum	Robust phonics and Early reading teaching with early interventions for those who find it difficult Phonics play £100 Phonics and early reading support £1000 Parent meetings to include phonics and reading awareness raising (cover needed and printing resources) £300	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches); Effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EFF Research)	Subject leader and SLT monitoring Phonics and Early reading tracking Analysis of impact of intervention groups	KT SN HJ LK HT English hub	Autumn 2020 Spring 2021
A2 Standards in Teaching and learning for Phonics, Early reading, Guided reading and writing to be raised across the school and across the curriculum Link to SDP	CPD, cover and resourcing £1650 Additional teacher/HLTA support in YR, Y1, Y2 & Y6 for literacy support including precision teaching £1500	For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Subject leader and SLT monitoring	KT SN LK HJ HT English hub	Summer 2020 Autumn 2020 Spring 2021
A3 Standards in maths to be raised across the school and across the curriculum Link to SDP	CPD, cover and resourcing TTRS & Prodigy) £995	For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Subject leader and SLT monitoring	NM HT Babcock	Summer 2020 Autumn 2020 Spring 2021
A4 Strengthened transition Pre-school to EYFS	Additional time for EYFS staff member to visit pre-school. Early identification of children's health, development and learning needs and strategies to support 'school readiness' (including use of outdoor areas) £500 EYFS staff and SENDCo to attend TAF mtgs £250	Strong transition impacts on outcomes for Learners EYFS/Induction: 'Unknown Children: destined for disadvantage?' OFSTED 2015 'Common strengths in most effective support for disadvantaged pupils include...strategic planning at points of transition having high impact on outcomes and destination' Pupil Premium – What OFSTED looks at 2017	Feedback from visits Responses from parents and pre-school Baseline assessment	KT SN DO HT Babcock	Autumn half term 2020

<p>A5 Strengthened transition Y6 to Y7</p>	<p>Additional visits escorted by learning support staff and attendance at meetings</p> <p>£500</p>	<p>Past experience of strengthened transition has produced good feedback from children, their parents and secondary schools. 'Common strengths in most effective support for disadvantaged pupils include...strategic planning at points of transition having high impact on outcomes and destination' Pupil Premium – What OFSTED looks at 2020</p>	<p>Feedback from visits Responses from children and staff</p>	<p>HL HT</p>	<p>Summer 2020 Autumn 2020</p>
Total budgeted cost					£6795.00

B. Targeted support - with additional focus on needs created by COVID-19 school closures

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>B1 To improve language skills of all children in order to enable access to full curriculum ; skilling up teachers and learning support staff to improve teaching and learning</p>	<p>HLTA & TA speech and language interventions in school, promoting narrative group, liaising with S&L therapy and TAs</p> <p>HLTA £2408 2pm x 7 months (from september)</p> <p>TA interventions £10260 1pm per day x 4 (KS2) x 38 Speech and language link £306</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and discussing books with young children • Explicitly extending pupils' spoken vocabulary • The use of structured questioning to develop reading comprehension 	<p>Regular Feedback and written reports from Communication Champion teacher</p> <p>Analysis of intervention children's data across core curriculum subject areas</p> <p>Feedback from speech and language therapists</p>	<p>DO WG NP LK Eng hub</p>	<p>Autumn 2020 Spring 2021 Summer 2021</p>
<p>B2 To boost phonics progress of children not making enough progress by end of Spring term 2020</p>	<p>Employment of PHONICS BOOSTER 1 afternoon a week for 12 weeks in Y1 & Y2 £907</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.. (EFF Research)</p>	<p>Phonics tracking and final phonics check</p>	<p>HJ English hub</p>	<p>Spring 2021 Summer 2021</p>
<p>B3 Early identification of children making slow progress in maths but also to extend more able learners in maths Maths intervention teacher providing booster lessons Counting to Calculating Y2 & Y3 Maths support programme YR-Y6</p>	<p>Maths intervention HLTA £3509</p> <p>Maths intervention TA £2068</p> <p>HLTA x 2 Counting to Calculating 3 x afternoon a week £1117 Additional training for TAs and cover £300</p>	<p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)</p>	<p>Time allocated for staff to deliver effectively.</p> <p>Intervention grids completed by lead staff and monitored by SLT</p> <p>Children's progress and next steps decided between intervention lead and class teacher</p>	<p>NM Babcock</p>	<p>Autumn 2020 Spring 2021 Summer 2021</p>

<p>B4 To reduce social/emotional barriers a including COVID-19 school closure gaps and effect on wellbeing and lessen the impact of associated family issues</p>	<p>SEMH HLTA x3 sessions a week £12065</p> <p>SEMH family workshops £500</p> <p>Therapy dog £60</p> <p>TA cover x12 wks £275</p>	<p>SEMH interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EFF). Report: Creating a Culture: How school leaders can optimise behaviour Tom Bennett March 2017 Ensure school leaders have access to training in a range of behavioural strategies and examples of best practice in the school system</p>	<p>Evaluation of - SEMH action and intervention plans</p> <p>Feedback - families children Staff CPD forms</p>	<p>WG HT DO</p>	<p>Autumn 2020 Spring 2021</p>
<p>B5 Increase family engagement in children's learning</p>	<p>Nessie club and home learning £360</p> <p>Family learning workshops in targeted areas e.g. phonics, early reading and maths Production of booklets to support home learning £100 <i>Home school learning platform</i> <i>Class Dojo</i> No cost <i>Admin support</i> £500</p>	<p>State of the Nation report on social mobility in Great Britain Social Mobility Commission First published:16 November 2016 found that families where both parents are highly educated now spend on average around 110 minutes a day on educational activities with their young children compared to 71 minutes a day for those with low education; the early years of a child's life have a lasting impact, but there are stark social class differences in how ready children are for school: in the last decade 500,000 poorer children were not school-ready by age five; What happens in the home is key to child development, but support for parents is weak and provision patchy, even though most want better advice.</p>	<p>Parent questionnaire</p> <p>Participation in events and evaluation sheets</p> <p>Headteacher's reports to Governors</p>	<p>DO HT NM LK</p>	<p>Autumn 2020 Spring 2021</p>
<p>B6 Children who have limited access to support at home have additional help in school with homework</p>	<p>Teacher and teaching assistant led weekly club for supervised home learning and personal study skills YR Y1 Y2 Y6 No cost</p>	<p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)</p>	<p>Parent questionnaire Feedback form children Analysis of data of children attending</p>	<p>HL KT HJ LK</p>	<p>Summer 2021</p>
<p>B7 Additional support for Children in Care including prep and attendance at LAC review mtgs and ePEP meetings and CPD</p>	<p>Attendance at ePEP meetings, resourcing, Staff CPD</p> <p>Personalised intervention and ePEP plans £500</p> <p>DT and virtual school briefings and network meetings £600</p>	<p>OFSTED Report on Disadvantaged Children 2017 and EEF research including Kingsbridge research school evidence to support the need for additional support for LAc children DT and virtual</p>	<p>ePEP evaluation reports LAC progress data Headteacher's reports to Governors</p>	<p>DO HT JR</p>	<p>Autumn 2020, Spring 2021 Summer 2021 Termly reports Termly data analysis PEP review dates</p>

B8 To ensure equal access and enrichment opportunities for all children.	All PP children able to access day and residential trips - no barriers to access due to funding or other family issues. Residential subsidies Staff cover £ 500	Learn away project 2015 (6 year project) presented to National Geographic Society claims residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning OFSTED Pupil Premium Report 2014-5	Parent questionnaire Feedback form children Staff analysis of use of funding and impact Headteacher's reports to Governors	SLT SBM GB NP	Spring 2021 Summer 2021
B9 Proprioception intervention and additional use of forest school to support children at significant risk of exclusion and home school transition	Proprioception interventions All year Forest School intervention/activities using school site TA cover £2940	EEF research shows benefits of Forest schools on SEMH/wellbeing and transition to full time main steam classes National SEND and PP research shows benefits of Proprioception interventions on removing barriers and allowing fuller access to the curriculum improving attainment and progress.	Attainment and progress data Behaviour and attendance reports	HT DO NP WG	Summer 2021
B10 Additional support for vulnerable/disadvantaged children and their families to overcome barriers to learning	Team Around the child meetings – Early help strategy Attendance, cover and transport £1200 DO time EP & Behaviour support, CIT £1020	'Expecting high levels of parental engagement and good attendance and pursuing these relentlessly' The Pupil Premium: what Ofsted looks at 2020	TAF evaluation reports PP progress data Headteacher's reports to Governors	DO HT JR	Termly reports - Autumn 2020, Spring 2021 Summer 2021 Termly data analysis
B11 Additional support to close COVID-19 school closure gaps - social/emotional and attainment/progress	National tutoring programme for targeted children. in conjunction with COVID-19 catch up premium HLTA and TA cover Resourcing £1500	EEF research evidence of bespoke NTP on improving attainment and progressing and closing both Disadvantage and COVID-19 school closure gaps	HT report to Governors Attainment and progress data	HT JR	Autumn 2020 Spring 2021
Total budgeted cost					£42995.00

C. Other approaches - with additional focus on needs created by COVID-19 school closures

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?
C1 Access to high quality enrichment for more able learners	G+T £1000 For MED theatre Maths, English and creative arts/PE workshops £500	'For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential'. OFSTED Report on Disadvantaged Children 2017	Feedback from children Monitoring by G+T leader Reports to Governors	NP JR SLT	Spring 2021
C2 All children to attend school regularly and punctually with no gap between pupil premium and other children	Robust registration Good communication with families Certificates/stickers for good attendance and punctuality EWO and family meetings £300 (Stationery budget)	'expecting high levels of parental engagement and good attendance and pursuing these relentlessly' The Pupil Premium: what Ofsted looks at March 2017	Daily monitoring by class teacher and admin Weekly monitoring by SLT Attendance reporting to EWO and Governing Board	PW HT GB	Monthly attendance reviews by Head and admin team
C3 Improved induction for growing numbers of inwardly mobile pupils; additional admin time for welcome packages etc	3 afternoon per half term HLTA cover £360 Admin time £300	Past experience of the importance of the first moments in school Admin time (JC)	Feedback from children and their families Monitoring by SLT Reports to Governors	SLT GB	On-going and termly HTs reports - Autumn 202, Spring 2021 & Summer 2021
C4 All children to enjoy coming to school and to be able to access the curriculum even if unable to remain in the classroom	Development of SEMH hub' led by an experienced SENDCo and trained HLTA Fundraising initiative by previous HT	SEMH approach to understanding and working with children's social and emotional development has developed in accordance with current findings in neuroscience.	Evaluation of SEMH action and intervention plans Feedback families/children Staff CPD forms	HT DO	Summer 2021
C5 Increase staff's confidence in handling children who are finding it difficult to self-regulate through PIPs/de-escalation training	PIPs training/update for those requiring training CPD £550	'The aim of Passive Intervention and Prevention (PIPS) training is to enable schools and other settings to develop a consistent, acceptable team approach to managing behaviour in a manner that maintains positive relationships and continues to care for pupils/clients at times of crisis' Babcock LDP Behaviour support team	CPD /evaluation from staff Log of incidents shows reduction No exclusions	SLT Babcock	Spring 2021
C6 To improve transition between home and school for children and families through Extended schools provision	Extended schools staffing and resources £2565 (cost of one child morning and pm)	Research shows benefits of transition periods between home and school and allows working parents to access full time employment with the barriers of child care removed.	Attendance and behaviour data	SLT GB	Spring 2021 Summer 2021
C7 COVID-19 transition and school support	Training including webinars and resourcing £1000	DfE latest evidence shows impact of COVID-19 school closures on SEMH and wellbeing needs - careful and graduated transition has a positive impact on the return of children	Attendance and behaviour data Attainment and progress data Report to Governors	HT DO NP	Autumn 2020 Spring 2021 Summer 2021

C8 Whole school agreed approach to vision and approach for closing the gap for disadvantaged children	Whole school training and resourcing INSET Staffing and resourcing £4500	EEF and Kingsbridge research school evidence of the value of a whole school shared vision and approach to addressing the disadvantaged gap.	Report to Governors Attainment and progress data for PP	HT JR All staff	Autumn 2020 Spring 2021 Summer 2021
C9 Children develop Learning behaviour strategies to improve resilience, stamina, attainment and progress.	Whole school learning behaviour programme INSET and twilight session Staffing and resourcing £3000	Learning behaviour proven to have a positive impact in developing children's wellbeing, attainment and progress within the class. Reduced behaviour and disruption incidents. Strong links with Emotional logic - ongoing school programme	Report to Governors Behaviour data Attendance data	HT NP DO All staff	Summer 2021
Total budgeted cost					£14075.00
Total cost					£63865.00

6. Review of expenditure			
Academic year	2019-2020		
D. Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact	Lessons Learnt
A1 Children to learn to read quickly and confidently in order to be able to access all areas of the curriculum	Robust phonics teaching with early interventions for those who find it difficult Phonics play £100 ELS/Phonics booster % of Y1 learning support £750	Phonics result improving in 2019-20 Phonics tracking remains robust with excellent phonics teaching and well trained learning support Class parent meetings included clear explanations of how phonics is taught and explained sound books	Earlier booster for those not making identified progress – look at Spring term. Engage parents with phonics workshop earlier in year and ask parents of children not making progress to come in sooner
A2 Standards in writing to be raised across the school and across the curriculum	CPD and cover £520 Letter join £196 Additional TA support in Y2 for literacy support incl precision teaching £3000	2019-20 writing showing improvement Monitoring (internal and external) is positive e.g. EYFS and Y2 peer moderation events received strong feedback for sustained writing and quality. Precision teaching v effective	Staff meeting time well spent to moderate work from each year group as well as both end of KS
A3 Standards in maths to be raised across the school and across the curriculum	CPD and cover £520	Attitudes to maths improving, Shadow maths co-ordinator has helped to raise profile in school. Staff more confident through CPD to develop teaching and learning Good progress with language development Maths remains a development area.	Mastery CPD has been powerful and lots of ideas for improvement have been shared although too soon to measure impact Language focus having a good impact and will continue
A4 Strengthened transition Pre-school to EYF	Additional time for EYFS staff members to visit pre-school. Early identification of children's health, development and learning needs and strategies to support 'school readiness' (including use of outdoor areas) £500	Transition is very strong. EYFS children settled sooner than ever helped by the knowledge the staff had of the children. Earlier interventions – supporting behaviour and speech and language – have been effective.	Continue to make meetings with pre-school a priority – involve class teacher and SENDCo
A5 Strengthened transition Y6 to Y7	Additional visits escorted by learning support staff and attendance at meetings £360 Summer school £440	Additional visits and support of PSA prior to transition were really effective – e.g. case study of JC – great concerns re transition but successful start made to delight of parents. Transition days good – children reported they found them really helpful.	SLT and Y6 teacher continue to work with Okehampton College and other local High schools emphasis on forging links/relations with a wider network of schools
E. Targeted approaches			
Desired outcome	Chosen action/approach	Impact	Lessons Learnt
B1 To improve language skills of all children in order to enable access to full curriculum ; skilling up teachers and learning support staff to improve teaching and learning	Communication Champion to lead communication, speech and language interventions in school, promoting narrative group, liaising with S&L therapy and TAs Communication Champion £4200	Excellent impact HLTA delivering intervention well	Good intervention that will continue - chn continue to enter school with Sp & L needs

<p>B2 Early identification of children making slow progress in maths but also to extend more able learners in maths Maths intervention teacher providing booster lessons Counting to Calculating Y2/Y3 Multiplicity Project in Upper KS2</p>	<p>Maths intervention teacher 0.2 £8781 Maths intervention TA £3709 Counting to Calculating £520 Additional training for TAs £300</p>	<p>Counting to Calculating effective – see on entry and exit assessment Multiplicity intervention also effective – see on entry and exit assessment</p>	<p>C2C to continue - good impact Pre and Post teaching has been introduced in many classes with teachers reporting increased confidence of pupils in participating in lessons</p>
<p>B3 Thrive</p>	<p>Thrive sessions 1:1 EYFS /ks1Thrive practitioner £4077 KS2 Thrive practitioner Renewal of thrive licences through high quality CPD £1200</p>	<p>Thrive sessions impacted on a significant number of children. Reduced waiting list by employing additional HLTA staff Children Positive feedback from external agencies e.g. behaviour support, CIC team, Family practitioner and social worker</p>	<p>Thrive activities to end and be replaced with SEMH interventions.</p>
<p>B4 To reduce social/emotional barriers and lessen impact of family issues on learning.</p>	<p>Thrive family support and home action planning PPSA £7100 Thrive family workshops £500</p>	<p>High uptake of drawing club drop in and very useful in identifying children who may be struggling. Approx. 15 children attending each sessions Three families took part in Family workshops and all said how beneficial they were in finding solutions and talking through challenges. Catch up session held in Spring Term.</p>	<p>PPSA sessions ended - replaced with HLTA SEMH intervention</p>
<p>B5 Increase family engagement in children's learning</p>	<p>Nessie club and home learning £325 Family learning workshops in targeted areas e.g. phonics and maths Production of booklets to support home learning</p>	<p>Nessie club well attended and some uptake of home learning opportunity Feedback forms from families attending maths workshop were really positive</p>	<p>Booklets now available on website - intervention to continue</p>
<p>B6 Children who have limited access to support at home have additional help in school with homework</p>	<p>Teacher and teaching assistant led weekly club for supervised home learning and personal study skills £1300</p>	<p>Good levels of attendance at homework club – feedback from children and parents strong PP homework club held in Autumn term helped to establish relationships with Y6 teacher - children enjoyed attending</p>	<p>Homework clubs had a good impact on attainment and progress and will continue</p>
<p>B6 Additional support for Children in Care including preparation and attendance at CIC and PPE meetings and CPD</p>	<p>Child in Care champion Attendance at PEP meetings £800</p>	<p>Strong support for CIC All PEP meetings attended and additional ones requested in Autumn term and hosted by school One child still in school despite being at real risk of exclusion through strength of staff and use of forest school Positive report from CIC team</p>	<p>Intervention and support to continue - very positive impact.</p>
<p>B7 To ensure equal access and enrichment opportunities for all children.</p>	<p>Personalised action plans £2000</p>	<p>See above –forest school ensured child at risk of exclusion was maintained in school Other child also benefiting form Forest School and improvement seen in inclusion in class</p>	<p>Forest school and similar positive impact interventions - further use to be planned for the following year.</p>

<p>B8 Additional support for vulnerable/disadvantaged children and their families to overcome barriers to learning</p>	<p>Team Around the child meetings – Early help strategy Attendance, cover and transport £1100</p>	<p>Team around the child meetings continue to be effective for some families - input from Karen Richardson supported education, social and medical needs of one family as well as bringing financial support to family. CPD/briefings have enabled DO and HT to have a better understanding of the system and time/resources invested in non-contact time have been beneficial.</p>	<p>Right for children to continue to be used to support specific families - especially for those with multiple siblings in different schools.</p>
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F. Other approaches

Desired outcome	Chosen action/approach	Impact	Lessons Learnt
<p>C1 Access to high quality enrichment for more able learners</p>	<p>G+T £300</p>	<p>MED theatre and Exeter University opportunities did not happen this year - some late notice and unavailable sessions</p>	<p>G & T needs to have a greater focus and emphasis in the next academic year.</p>
<p>C2 All children to attend school regularly and punctually with no gap between pupil premium and other children</p>	<p>Robust registration Good communication with families Certificates/stickers for good attendance and punctuality</p>	<p>Whole school attendance continues to improve, high school expectations of attendance. Good support from most parents.</p>	<p>High expectations essential and early involvement of EWO. Important focus that will continue next year.</p>
<p>C3 Improved induction for growing numbers of inwardly mobile pupils; additional admin time for welcome packages etc</p>	<p>3 afternoon per half term £540</p>	<p>Most new children settle in quickly and staff and SLT have good feedback. Progress data remains a serious issue and more needs to be done to take rapid action to narrow the gap when new children arrive below ARE/not on track to meet potential</p>	<p>Reasons for poor progress identified - RRP put in place and will continue into following year More robust tracking systems being investigated and will be put in place 2020-21</p>
<p>C4 All children to enjoy coming to school and to be able to access the curriculum even if unable to remain in the classroom</p>	<p>Development of 'Thrive hub' led by an experienced Thrive and SEN trained HLTA £17000 PP resources £200 Contribution to Thrive log cabin £1000</p>	<p>The employment of additional staff has made a huge difference to the number of children able to access the curriculum. Families have felt supported. No exclusions Behaviour at lunchtimes improving.</p>	<p>Essential intervention that will continue but in the form of Social Emotional and Mental Health SEMH intervention and support</p>
<p>C5 Increase staff's confidence in handling children who are finding it difficult to self-regulate through PIPs/de-escalation training</p>	<p>PIPs training £557 plus supply £500</p>	<p>'PIPs training led by Babcock LDP Behaviour support team for staff as required - more consistent, acceptable team approach to managing behaviour in a manner that maintains positive relationships and continues to care for pupils/clients at times of crisis'</p>	<p>PIPs training to continue into next year for staff as identified to meet needs and refresh as required.</p>