



Knebworth Primary School

Pupil Premium Strategy Statement

2021 – 2024

Date of last review: May 2023

This statement details our school's use of pupil premium (and recovery premium funding) for the academic years 2021 to 2024 to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Knebworth Primary School
Number of pupils in school	425 - 2021/22 428 - 2022/23
Proportion (%) of pupil premium eligible pupils	(49) 11.5% - 2021/22 (58) 14% - 2022/23 (as of Apr 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Head teacher Natasha Laskey
Pupil premium lead	Assistant Head teacher Jessica Rix (Maternity Leave) Gemma Rajiah
Governor lead	Brian Buckingham

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22 - £68,515 2022/23 - £60,940 2023-24 - £65,475 EYPPG 2022/23 - £1,125 2023/34 - £1,026
Recovery premium funding allocation this academic year	2021/22 - £7203 2022/23 - £6670 2023/24 - TBC

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021/22 - £75,718 2022/23 – Approx. £76,960

Part A: Pupil Premium strategy plan

Statement of intent
<p>Commitment</p> <p>To diminish any difference between disadvantaged children and their non- disadvantaged counterparts in all aspects of their education.</p> <p>At Knebworth Primary School our vision is for all children to leave our provision <i>with “deep roots and high aspirations”</i>. We firmly believe in developing the whole child and giving them the secure foundations, deep roots, essential for them to be respectful, responsible, and resilient young adults who can thrive in an ever changing world. We want our children to have high aspirations! We want them all to be the best: to stand out, to dream big, and to lead successful, fulfilling lives. At Knebworth School we do not think that this should be exclusive to privilege. We feel passionately that all children, irrespective of disadvantage, deserve the opportunities to have a fully inclusive, high-quality education where their social, emotional and academic needs are met through a broad and balanced curriculum. We provide all our children with rich experiences and a cultural capital for them to engage in opportunities and life experiences that help them to thrive in school and the wider community. At Knebworth Primary School, a robust cycle of daily/weekly/termly monitoring, assessing, target setting, and reviewing is used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to make good progress, raise attainment and diminish the gap between our disadvantaged and non-disadvantaged pupils.</p>

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance. Repeated lateness. Data shows that attendance has been between 2 and 3% lower for disadvantaged children than non-disadvantaged pupils.
2	Slow development of language and communication/PSED skills for children entering EYFS. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	The impact of pandemic in KS1 has resulted in slower progress in essential key skills in Reading, Writing, Maths and Phonics. These findings are supported by national studies. This is evidenced in internal and external data and in observations and assessments and the gap is more prevalent in reading and writing. This gap, in general, is more prevalent among our disadvantaged pupils.
4	Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low-self-esteem, poor behaviour choices, early life trauma, difficulty building friendships, limited concentration in class and problems socialising with others, exacerbated by the pandemic. Teacher's seeking support from the Inclusion Team and referrals to external professionals has increased since the pandemic. 13/49 of our disadvantaged children are receiving targeted specific SEMH interventions with the disadvantaged children in the EYFS receiving PSED interventions within their setting.
5	Lack of aspiration. The wellbeing of our disadvantaged pupils has been impacted due to the pandemic and a lack of enrichment opportunities and social interactions. This is evidenced in wellbeing surveys, pastoral assessments, and observations.
6	Late starters who have gaps in learning due to inconsistent prior education. Assessments on entry and observations indicate that disadvantaged pupils who start our school after the EYFS, have significant gaps in knowledge resulting in them not achieving the expected standard in all areas of the curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Attendance</p> <ul style="list-style-type: none"> ❖ Children have good attendance above 96% ❖ There will be fewer incidents of lateness for all pupils. 	<p>Sustain high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● The overall attendance rates for all pupils being at least 96%. ● The attendance gap between advantaged and disadvantages will have been reduced to less than 2%. ● The percentage of attendance of disadvantaged pupils who are persistently absent will show overall improvement. ● The percentage of lateness for disadvantaged pupils who are persistently late will show overall improvement. <p>We will also see:</p> <ul style="list-style-type: none"> ● Children's', parents' and staff voices show improved positive views on school and learning. ● Observations and book scrutiny show increased engagement in school and learning. ● Attendance team involved in cases where children's attendance is a continued significant concerns.
<p>2. Slow development of language and communication/PSED skills for children entering EYFS</p> <ul style="list-style-type: none"> ❖ The development of early language/communication/PSED skills for children in EYFS, KS1 are more in line with their peers. 	<ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved language, communication and PSSED skills in EYFS and KS1. Evidenced in triangulation with other sources of evidence, including engagement in lessons, book scrutiny, formative assessment, Wellcomm assessment, IAELD, Specific language intervention assessments, playground and intervention observations, feedback from child, parents and staff. ● The language visible in the environment will be of a high quality helping to support good language development. ● The staff are trained and confident to deliver systematic and synthetic phonics being taught across the EYFS and KS1 in the correct sequence in line with the schools chosen phonics scheme. ● SENCO and EYFS and English Leads will have trained staff in the use of coordinating reading comprehension, phonics and oral language skills which has improved progress. ● Reception incorporates reading practice into their weekly timetable to improve oral language skills and reading comprehensions skills. ● The Herts phonics tracker will assess phonics from Year 1.

	<ul style="list-style-type: none"> • The disadvantaged children will make overall improved progress, more in line with their peers in PSED and communication and language development (GLD/EXS). • Effective feedback used to improve progress- seen in observations and book scrutiny.
<p>3. The impact of pandemic in KS1 has resulted in slower progress in essential key skills in Reading, Writing, Maths and Phonics</p> <p>❖ Children in KS1 will make improved progress in key skills in reading, writing, phonics and maths in line with their peers.</p>	<ul style="list-style-type: none"> • The attainment gap between disadvantaged and non-disadvantaged pupils will continue to decrease. (Evidenced in assessment data and book scrutiny, observations). • Disadvantaged children will show positive progress based on their starting points against their individual learning and SEMH targets as shown on their pupil profiles. • Barriers to learning will be swiftly identified and acted upon either within quality first teaching, the use of resources, targeted interventions or wider strategies so that pupils make positive progress, more in line with their peers. • Pupil, parent and staff voice will show positive views on support in place and the progress being made. • Pupil intervention feedback forms will show positive and useful views on interventions received. • Children who are not making progress in phonics, will through adapted interventions, based on evidence, make positive, improved progress. • The staff are trained and confident to deliver systematic and synthetic phonics across the EYFS and KS1 in the correct sequence in line with the schools chosen phonics scheme which improves phonics progress for disadvantaged pupils. • Staff are trained and confident in delivering key skills in reading comprehension, writing and maths which improves children's overall progress. • Reception incorporates reading practice into their weekly timetable to improve oral language skills and reading comprehensions skills. • The Herts phonics tracker will assess phonics from Year 1. • Lowest 20% of readers are identified in every class and are making improved progress, more in line with expected standards. • Pupil voice shows improved confidence and enjoyment in reading in the younger children through Reader Leaders. • Effective positive feedback is used to improve progress- seen in observations and book scrutiny.
<p>4. Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low-self-esteem, poor behaviour choices, early life trauma, difficulty building friendships, limited concentration in class</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • CPOMS to show a decrease in poor behaviour incidents for disadvantaged children as well as observations.

<p>and problems socialising with others, exacerbated by the pandemic</p> <ul style="list-style-type: none"> ❖ Incidents of poor behaviour are low and in line with incidents recorded for non-disadvantaged pupils. ❖ Increased engagement in lessons results in improved progress which is more in line with peers. ❖ Children's emotional wellbeing will improve, particularly for disadvantaged children. 	<ul style="list-style-type: none"> ● Qualitative data from pupil voice, parents' surveys and teacher observations show improved wellbeing. ● CPOMS and qualitative data show improved wellbeing from small garden, playground mentoring and sports ambassadors. ● Feedback in pastoral assessments show improved wellbeing scores. ● Progress and attainment will improve, particularly for disadvantaged children. ● Observations in class and on the playground and in pastoral support groups show improved behaviour choices, confidence and self-esteem and improved social skills and positive friendships being built. ● Teachers are trained and confident to identify early signs of SEMH issues which result in swift classroom support for the pupils in order for children to make improved progress. ● Through termly monitoring procedure, Teachers and Inclusion Manager's work with children and parents/carers to identify concentration issues and any potential SEN difficulties to ensure appropriate provision is in place which improves progress. ● Referrals to external professionals made where necessary (School nurse, Tier 2 behaviour, Tier 3 behaviour outreach, CAMHS, Wellbeing Team, SPA) to improve wellbeing and progress. ● General pupil wellbeing is improved through following the weekly Kapow scheme that focuses on teaching SEL skills through the curriculum. ● Staff are consistent in their positive behaviour approach based on principles outlined in Hertfordshire Steps, in line with the school behaviour policy. ● Staff consistently use Herts Steps resources to understand behaviour and to make a plan of action with parents/carers which improves behaviour and wellbeing and learning. ● Reasonable adjustments are made for children identified, ensuring access to the curriculum, and the learning environment to ensure the children are fully included into school life. ● Qualitative data shows that children are able to self-regulate better and quicker resulting in better engagement in learning and improved progress. ● The MH lead and deputy MH lead are up to date with training and continue to disseminate training to the rest of the staff to ensure current practice is relevant and of a high quality. ● Tiered approach to supporting pupils with SEMH needs are followed by all staff to ensure early identification and appropriate support is in place to improve wellbeing and to ensure the needs of the child are met. (Adapted from Hertfordshire's emotional wellbeing and behavioural strategy)
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	<ul style="list-style-type: none"> ● A significant increase in participation in enrichment activities will be evidenced in registers and on pupil profiles, particularly among disadvantaged pupils.
<p>5. Lack of aspiration</p> <ul style="list-style-type: none"> ❖ Children are able to articulate their desires and aspirations for the future. ❖ Children show eagerness, high levels of motivation and enthusiasm in their learning. ❖ Children make improved progress, more in line with their peers. 	<ul style="list-style-type: none"> ● Pastoral interventions, observations and pupil voice and assessments show improved eagerness, engagement and motivation in learning. ● Emotional check in and other pastoral interventions or within the Kapow lessons show ability to articulate desires and aspirations. ● Involvement in enrichment opportunities such as trips, music lessons, clubs increases for disadvantaged children in order to improve life skills and wider opportunities. ● Effective positive feedback is used to improve enthusiasm and motivation in children's learning. ● Observations and book scrutiny show that lessons are broad, balanced and inspirational which increases engagement in learning.
<p>6. Late starters who have gaps in learning due to inconsistent prior education</p> <ul style="list-style-type: none"> ❖ Children's gaps in learning will be assessed and supported to ensure they make improved progress, more in line with their peers. 	<ul style="list-style-type: none"> ● Gaps in learning and barriers identified swiftly by class teacher and pastoral lead through appropriate assessments (phonics, writing, maths, accelerated reader, emotional check in). ● Monitoring procedures will show improvement in progress. ● Targeted interventions put into place when needed to support and improve progress. ● SEN needs quickly identified and an assess, plan, do review set up and reviewed where needed. ● Observations, assessments, book scrutiny shows improved attainment and progress more in line with their peers. ● Effective, positive feedback is used to improve progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ❖ Purchase of standardised diagnostic assessments and in school assessment tools e.g. Learning Organisers, Accelerated reader, White Rose maths resources, Times Table Rock Stars, Entrance and Exit Passes. ❖ Training for staff to ensure assessments are interpreted and administered correctly. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4, 5, 6,
<ul style="list-style-type: none"> ❖ Revise and deliver a bespoke school curriculum to ensure cumulative skills, knowledge and vocabulary are explicitly taught across the school. “Knowing more, remembering more” whole school approach which includes “Golden Nuggets” which every child needs to know at the end of each topic. ❖ Embedding dialogic activities across the school curriculum e.g. VIPERS, reading lessons and consistent working walls. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. ❖ Purchase resources and fund ongoing teacher training and termly release time for all subject leaders. 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2,3, 6

<p>❖ Wellcomm screening for all children in Nursery and EYFS.</p>	<p>Our HIP visits have verified that high quality language in the school, consistent working walls will improve the children's vocabulary and language skills.</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>'Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies' (EEF)</i></p>	
<p>❖ Training on the DfE validated Systematic Synthetic Phonics programme - ELS, to secure stronger phonics teaching for all pupils.</p> <p>❖ Monitoring of the delivery and assessment of ELS.</p> <p>❖ Weekly release time for EYFS lead.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
<ul style="list-style-type: none"> ❖ Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. ❖ Whole school strategies such as: Pencraft, Take one Book, Talk for Writing and immersive and creative opportunities to engage all children. ❖ Funded teacher release time to embed key elements of guidance in school and to access the English leads and CPD. ❖ Implementation of TAFs to ensure a consistent assessment approach to writing. ❖ HfL writing CPD for all teachers. 	Herts for Learning writing TAFS (2019) are being used as of Autumn 2021 alongside the DfE national curriculum to track writing progress.	3, 6

<ul style="list-style-type: none"> ❖ STEPS approach (Therapeutic Thinking) to behaviour management embedded fully in all policy and practice. ❖ Improve the school's Social, Emotional and Mental Health (SEMH) offer through a consistent scheme and progressive scheme of work (KAPOW) ❖ The Zones of Regulation are used in EYFS and Key Stage 1 to support children to understand their emotions and teach them how to manage them effectively. ❖ Specific resources, such as Social Stories, Comic Strip Conversations and a variety of literature are used to support children. ❖ Whole class wellbeing lessons which teach mindfulness techniques and emotional self-regulation strategies (SEL, collaborative learning, self-regulation -EEF). 	<p>Hertfordshire Steps</p> <p><i>'Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer'.</i></p> <p>https://thegrid.org.uk/send-and-additional-needs/behaviour-management-hertfordshire-steps</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) Children who are from disadvantaged backgrounds, on average, have weaker SEL skills : EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Knebworth School has a clear tiered approach to supporting children with possible or identified SEMH difficulties- in line with Hertfordshire's emotional wellbeing and behaviour strategy through</p>	<p>4, 5</p>
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which decisions and actions are made, reviewed, refined and revised.

https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf

The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders and social-emotional theories.

<https://www.zonesofregulation.com/research--evidence-base.html>

<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area->

	documents/summary-guidance-for-schools-on-emotionally-based-school-avoidance-pdf-438kb.pdf	
<ul style="list-style-type: none"> ❖ Teacher feedback and AFL strategies will be embedded into our educational practices and supported by professional development and training for staff. ❖ Robust marking policy to be consistently applied and regularly evaluated. 	<p><i>‘All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be’.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	2, 3, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
❖ Purchase of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills e.g. a variety of books, No Outsiders programme, Wellcomm Big Book of Ideas, Language for Thinking.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Sandwell Keeps Talking with help from WellComm Early Years - GL Assessment (gl-assessment.co.uk)</p>	2, 3
❖ Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our resources from Essential Letters and Sounds (ELS)	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 6

<ul style="list-style-type: none"> ❖ Staff training to ensure early identification of SEN needs in order to remove barriers to learning at the earliest opportunity ❖ SPLD referrals to further support implementation of structured interventions e.g. Magic spells, Whizzy Words, Reading Revival, Morph mastery 	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	3
<ul style="list-style-type: none"> ❖ Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic (see recovery curriculum) ❖ Tuition sessions to be delivered 1:1 by a specialist SEND INCA 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ❖ Whole staff training on behaviour management (STEPS) and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school ❖ Parent workshops on STEPS to be delivered 	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Hertfordshire Steps <i>'Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer'.</i> https://thegrid.org.uk/send-and-additional-needs/behaviour-management-hertfordshire-steps</p> <p><i>'Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains'.</i></p>	3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring?utm_source=/education-evidence/teaching-learning-toolkit/peer-tutoring&utm_medium=search&utm_campaign=site_search&search_term=peer	
<ul style="list-style-type: none"> ❖ Provide targeted social, emotional and mental health support to identified children across the school (E.g. My Time, Marvellous Me, Emotional Check ins, Bright Stars, Protective Behaviours, Talking and Drawing, Play mentoring – Assessments- CORS Scales, Boxall Profile, SDQs, Emotional Check ins, soft starts, wellbeing scales) ❖ Recruit and train a behaviour lead for the school to undertake Emotional Literacy Support Assistant (ELSA) training ❖ Recruit a behaviour support INCA to support the behaviour lead 	<p>The teaching of social and emotional learning (SEL) and emotional self-regulation strategies can improve self-esteem, confidence, wellbeing and learning for pupils, which is especially important for disadvantaged pupils who have weaker SEL skills</p> <p>EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</p> <p><i>'The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving' EEF</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-</p>	4, 5

	evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	
<ul style="list-style-type: none"> ❖ Improved playground provision – small garden to be created and resourced to allow for a quiet, safe space within the playground for identified children who need to develop their social skills. This will be managed and overseen by the Inclusion Hub ❖ Weekly physical development sessions to be offered by a qualified sports coach ❖ Funded opportunities for after school sports clubs for identified children 	Physical development approaches EEF (educationendowmentfoundation.org.uk)	4, 5
<ul style="list-style-type: none"> ❖ Tracking and monitoring of attendance through Arbor Information Management System ❖ Recruit a school business manager to support with PPG attendance tracking 	Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 4

<ul style="list-style-type: none"> ❖ Targeted, robust strategies for tackling poor attendance - funded transport and introduction of new funded breakfast provision with the pastoral lead to tackle persistent latecomers and persistent absentees 	<p>Magic Breakfast EEF (educationendowmentfoundation.org.uk) Updated evaluation found that supporting schools to run a breakfast club free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1
<ul style="list-style-type: none"> ❖ To improve social and emotional skills, including resilience through life skills and enrichment opportunities ❖ PPG children to be prioritised for enrichment opportunities and clubs e.g. craft club, Sing and Sign club ❖ Music enrichment opportunities e.g. Choir, Young Voices, EYFS African drumming sessions and funded peripatetic lessons 	<p><i>In conjunction with the EEF, 'we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4, 5
<ul style="list-style-type: none"> ❖ Contingency fund for acute individual needs 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
<p>Total budgeted cost: £61, 000</p>		

