



# Pupil Premium Strategy Action Plan 2020-2021



## **SIP - Autumn 2020**

PRIORITY A – TO SUPPORT CHILDREN AND STAFF’S MENTAL HEALTH AND WELL-BEING.

PRIORITY B - TO SUPPORT AND PROGRESS LEARNING, IMPACTING ON ALL PUPILS, WITH A FOCUS ON THOSE WHO ARE DISADVANTAGED AND / OR VULNERABLE, IN LIGHT OF COVID-19

### Summary Information

<b>School</b>	Eureka Primary School				
<b>Academic Financial Year</b>	2020-21	<b>Total PP budget</b>	April 2020 £56,800	<b>Date of most recent PP Review</b>	August 2020
<b>Total number of pupils</b>	136	<b>No of pupils eligible for PP (From January Census 2020)</b>	45 Pupil Premium (in school Autumn 2020) (1 Pupil Premium Plus)	<b>Dates for next internal review of this strategy</b>	Dec 2020 April 2021 July 2021

The Key Values behind our pupil premium action plan are as follows:

- The school is positively supports and nurtures mental health and wellbeing of our disadvantaged pupils
- The school is determined to impact on the progress and attainment of our disadvantaged pupils
- A culture of high expectations must be maintained for the target children
- High quality teaching is vital
- All staff at Eureka convey positive and aspirational messages to disadvantaged pupils
- A senior member of staff will have an oversight on how pupil premium is spent and monitor its impact
- All Teachers will know which of their pupils are eligible for pupil premium
- The school will analyse which pupils are underachieving and why
- Where a child is identified as underperforming or has SEND, we use strategies and interventions known to have a significant impact
- The school will make effective use of assessment data to check interventions’ impact and to make adjustments where necessary

We plan interventions based on recommendations from our SSEN service, our own experiences that are proven to be effective (including Nationally recognised programmes), training that we have undertaken and the Education Endowment Foundation (EEF); we use this guidance as part of our planning.

### Barriers to Future Attainment (for pupils eligible for PP, including high ability)

#### In-School Barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	37% (17/47- Sept 2020) of those children in receipt of pupil premium funding also have special educational needs or disabilities 51% (24/47) have support from other professionals/outside agencies (Ed. Psych., Behaviour Consultant, FSW/Social Care) – an increase on 2019-20 by 14% 10% (5/47) have additional funding (Grip/EHCP) - an increase on 2019-20 by 5% 40% (17/47) are on the Safeguarding register - an increase on 2019-20 by 3%
<b>B.</b>	Children often start school lower than the expected level for their age, particularly in areas underpinning managing their feelings, listening and attention and writing - evident in their baseline assessment.
<b>C.</b>	Speech and Language of the children entering reception is often below that of their peers nationally. Poor communication skills and poverty of vocabulary. Early intervention needed to be put in to develop language skills.
<b>D.</b>	We have low parental participation with workshops and open sessions.
<b>G.</b>	The children enter school and throughout school, show high levels of emotional fragility and poor mental health. Low levels of resilience and self-belief due to poor social and emotional skills. 18 children are on the Safeguarding register (18/136 – 13% of whole school)

#### External Barriers (issues which also require action outside school, such as low attendance rates)

<b>A.</b>	High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge.
<b>B.</b>	Low parental engagement with home learning (plus remote home learning during lockdown COVID 19).
<b>C.</b>	Low level of aspiration and history of poor educational outcome.

<b>D.</b>	<p>Pockets of low attendance. Disadvantaged children are the higher group in taking holidays during term time; more concern letters for poor attendance being sent home for this group.</p> <p>2019-20 attendance: all children 94.77%; PP children 92.83%; none PP children 95.59% (Sept to March 20<sup>th</sup> lockdown COVID 19)</p>
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### Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For Pupil Premium children to attend school on time, regularly and in line with the national averages for all pupils.	Attendance for pupil premium children is in line with National – 96%
<b>B.</b>	Pupils in receipt of the premium will make at least expected progress in reading, writing and maths to diminish the difference from their non-disadvantaged peers both locally and nationally.	The % of children achieving AT or above age related expectations is in line with non-pupil premium children. Rates of progress are at or above expected.
<b>C.</b>	For pupil premium pupils to be in line with national averages in reading, writing and maths combined.	The % of children achieving AT or above age related expectations is in line with non-pupil premium children.
<b>D.</b>	Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth do so.	HA children continue to achieve greater depth based on earlier achievements.
<b>E.</b>	Levels of engagement and participation of pupil premium children will be maintained across the school. Increased self-esteem, confidence, motivation and engagement; accessing wider opportunities ...	Pupil are engaged and increasing participation in after school activities - Breakfast club, Forest school, after school groups and competitions ...
<b>F.</b>	Pupils' well-being is supported effectively to ensure that they are ready for learning and develop a passion for learning. Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life.	Where appropriate PP children are prioritised at sporting, cultural, artistic and other external activities. Aspirations for PP children later in life are evident.

<b>G.</b>	High quality curriculum initiatives are targeted to address poverty of vocabulary	Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority.
<b>H.</b>	Parents and Carers are encouraged to play an active role in their child's education. Children and families believe they can do well in the future.	Number of parents/carers attending events increases
<b>I.</b>	ALL pupils are in receipt of GOOD or better teaching. Pupil premium pupils are accessing additional support for their learning through specific and appropriate intervention in order to impact on standards.	Quality first teaching and targeted interventions ensure that gaps are addressed and % of children achieving AT or above increases.

Planned Expenditure	
Academic year	<b>2020-21: Total PP Funding: £56,800</b> <b>Total forecast spend: 56,800 + CF of £2,877.52 = £59,677.52</b>
Staffing Related Expenditure	<b>£30,000</b> <b>+ £14,800</b>
Non-staffing related Expenditure	<b>£12,000</b>

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. TEACHING AND LEARNING**

**All provision will be carried out subject to COVID 19 guidance and following Eureka's RA - as is necessary during the current pandemic. This may cause a delay to actions being taken or changes to be made.**

OBJECTIVE/ INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	IMPACT
<p><b>All children to be in receipt of good or better teaching.</b></p> <p><b>This includes remote home learning as prepared and planned in case of closure due to COVID 19.</b></p> <p><b>Closure through Spring term 2021; many bubbles closed due to COVID in Dec 2020.</b></p>	<p>Research evidence highlights good or better teaching impacts significantly on pupil outcomes.</p> <p>All children have the right to a broad and balanced education.</p> <p>Children have missed quite a proportion of teaching and learning due to COVID 19; revision and review taking place as required.</p>	<p>Quality of teaching contributes to improved pupil outcomes.</p> <p>Pupil and teacher well-being is high.</p> <p>Points of progress for all year groups is at or above expected.</p>	<p>Ongoing in house/ cluster/ county and other CPD (online in current climate)</p> <p>Coaching from experienced members of staff for identified staff.</p> <p>Staff invited into lessons to observe good practice across school.</p> <p>Development points from Head teacher observations.</p> <p>Software purchased to support teaching and learning: Spelling Shed – online spelling program that reports back to</p>	<p><b>PP lead - cluster support group meeting to continue once Pandemic over/Teams (JJ to enquire)</b></p> <p><b>Release time for CPD</b></p> <p><b>£117.86</b></p>	<p><b>Online learning made available for all children during lockdowns – Tapestry for FS2; Google Classroom for Y1-Y6. School ensured that all children had access to the platforms – questionnaire sent out to all parents; those without -received a loan of equipment via DfE offer (loan). Equipment was well received; most equipment on loan was used to the full with children handing work in regularly. All equipment was returned as we returned to fulltime school and is now being used within the classrooms to support learning in all curriculum areas; and interventions where needed. Many staff off with COVID Autumn 2 – children provided with work packs appropriate for the learning that would have happened in school and consolidation where appropriate.</b></p>

			staff- for class teaching and individual practise		<p>JJ reviewed remote home learning completed across the school – 55% of PP chn accessed home learning regularly; (JJ created a school spreadsheet to identify gaps/need/support).</p> <p>Regular class zoom calls were made each week to collect the group together sharing successes and holding a short learning session – game/quiz. These were well attended by all classes.</p> <p>Small group sessions were also held to support children with writing – identified as a need across school. All requested children attended, completed any pre learning tasks and engaged well.</p> <p>CPD for teaching staff has all been through online facilities this year – either in school or through other companies. Staff building skills in their own subject lead areas, updating their skills to support school development with our SIP priorities, or year group specific. Further CPD and staff discussions with writing across the school as this was identified as a need across the school during lockdown. Stepping back, and re-addressing gaps in learning has moved writing on across the school. This will continue to be a focus.</p> <p>All staff keeping abreast of COVID guidance through direction from Head and own reading/briefings.</p>
<p><b>% of PP children per class - receive additional support in class.</b></p> <p><b>This includes remote home learning as prepared and planned in case of</b></p>	<p>To ensure that PP children make accelerated progress in order to diminish the difference with non PP children.</p> <p>TAs aid with differentiation and resourcing to ensure the PP children are supported in accessing the curriculum that is tailored; feeding back to child and CT effectively.</p>	<p>Gap diminished and greater level of engagement in lessons</p>	<p>Teaching assistants supporting PP children in class at point of need as directed by teacher or observed.</p> <p>TA s following on from class teacher – overlearning; scaffolding... (as in Teacher and Teaching Assistant Agreement)</p> <p>Cycle of ASSESS-PLAN-DO-REVIEW operated.</p>	<p><b>TA costs</b> <b>£11,810.76</b> <b>(£15.63ph)</b></p> <p><b>PP lead providing Appraisal and development for TAs</b></p>	<p><b>Autumn term – TAs supporting in class with class teacher and responding at point of need to children requiring support (following stepped strategy)</b></p> <p>COVID guidance followed – facing front, spaced, 2M from teacher/TA, CT and TA wearing mask when working closely – all this has enabled staff to continue to support/check/advise as needed to ensure the children are on task and learning. It has</p>

closure due to COVID 19.				CPD per term	been effective in enabling progress to be made.
<p><b>% of PP children per class - receive interventions and additional support out of class.</b></p> <p><b>Most interventions are currently (Autumn 20) in class due to current COVID restrictions and social distancing.</b></p>	<p>To ensure that PP children make accelerated progress in order to diminish the difference with non PP children.</p> <p>Data from previous lesson/week/ terms achievements, discussions with CT and TAs, research from EEF enables us to be better placed to identify the most effective intervention and strategy to use with the children.</p> <p>ASSESS-PLAN-DO-REVIEW</p>	<p>Gap diminished and greater level of engagement in sessions.</p> <p>Start and endpoint of intervention measured over agreed period – as appropriate.</p>	<p>Teaching assistants leading quality and appropriate interventions (need identified through discussions with CT).</p> <p>Icars Taxi to transport child to her afternoon sessions</p> <p>Rising Stars English Intervention purchased Spring 2 to support reading, grammar and writing.</p>	<p><b>TA costs £9,117.71 (£15.97 ph)</b></p> <p><b>PP lead providing Appraisal and development for TAs</b></p> <p><b>£1298</b></p> <p><b>£738.50</b></p>	<p><b>Some issues with children being less focussed after returning to school, groups altered to 1:1 to address this as necessary.</b></p> <p>This enabled children to focus more, listen attentively and be willing to engage with the learning. TA and CTeacher responded at point of need – directly impacting on the child’s confidence, building their knowledge and skill.</p> <p>Interventions restarted after lockdown. Analysis of data collected end of Autumn 2 used to inform need. Interventions set up in response of this; gaps steadily being plugged. Pupil progress meetings were held; childrens needs discussed and a program of intervention and support was put in place. Children’s responses have been good, regular, focussed sessions – 1:1 or small group in lessons or out of class have been regular and specific helping chn to catch up and secure their learning.</p> <p>The assess, plan, do, review approach continued to be used to check need and that intervention still relevant.</p> <p>Rising stars intervention has proved useful – informative, easy to follow and is allowing the children to make progress. It is impacting on the writing being carried out in lessons across the school where being used.</p>
<p><b>SENDCo to provide support in providing QfT with writing of IEPs, creating resources, using appropriate</b></p>	<p>37% (17/47- Sept 2020) of those children in receipt of pupil premium funding also have special educational needs or disabilities.</p>	<p>Chn with SEND who are in receipt of PP funding will make accelerated progress.</p>	<p>SENDCo supporting teachers in the writing of effective and timely IEPs to ensure the children make progress.</p>	<p><b>Part of SENDCo salary £2,256</b></p>	<p>Continuous support throughout the year with children with SEND, those more vulnerable or have extra needs currently due to lockdown and COVID experiences within the family.</p> <p>SENDCo and HT supported vulnerable children on 1:1 basis through conferencing,</p>

<p><b>strategies and developing pedagogy to support PP children with SEND in accessing lessons.</b></p>	<p>These are our vulnerable children, susceptible to falling behind their peers if not supported and monitored well.</p>		<p>SENDCo provides specialist support and contacts other agencies as needed.</p>	<p><b>Staff meeting time</b></p>	<p>listening and seeking further support as needed. Outside agencies have continued to provide support through zoom for these children. This has helped with continuity for them and continued to support their needs so that they can continue to progress. SENDCo recommended Roy – sports counsellor to support our vulnerable children and build their self-esteem. (details below)</p>
<p><b>PP lead to deliver CPD with TAs to enable provision of quality intervention and support in classrooms and online remote learning – up-skilling in line with initiatives across the school (SIP)</b></p> <p><b>Plus other CPD as required across the year.</b></p>	<p>Research shows that deficits in oral vocabulary knowledge can be a reason for reading and comprehension knowledge. 5 year olds with poor vocabulary are 6 times less likely to reach the standard in English at age 11; 10 times less likely to reach the standard in maths; more than twice as likely to be unemployed. (Save the Ch 2016)</p>	<p>Pupils speaking and listening skills and their wider understanding of language has developed. Children demonstrate that new vocabulary has been learnt, understood and has improved their standard of writing.</p>	<p>TAs use strategies from the training with the children within the classroom and during remote home learning; rich vocabulary is used constantly; high expectations upheld;</p>	<p><b>3 afternoons over the year; 1 per term TAs off intervention timetable and receiving quality training and input to develop skills in line with SIP. Cost – 3 afternoons supply over the year to cover JJ class. £285</b></p>	<p><b>RSHE training delivered by PP lead to all. Well-being training INSET Autumn 1; RSE specific training INSET – all supporting well-being and encouraging the children to feel positive about self and actions. Children reflect on their feelings with more confidence, enabling them to become more positive about their learning and make progress. Mindfulness and other well-being activities are now a regular feature in all classes; welcomed by the children who engage well with the sessions. TAs trained in using zoom, teams, and parent mail in readiness for support during lockdown. All TAs were given a school laptop to use, practise on in case they would be called upon to work online with the children they work with. 3 x TAs and our SENDCo had regular contact with some of our vulnerable and PP children online, ensuring they were still engaged with school, not isolated and to practise the basic skills that they needed.</b></p> <p><b>Other training for TAs this year has been 1:1 – applying COVID restrictions – where need /request has been identified.</b></p>
<p><b>CT to organise Coronavirus (COVID-19) catch-up premium to provide a full</b></p>	<p><b>Coronavirus (COVID-19) catch-up premium</b> - Children and young people across the country have experienced</p>	<p>Children in receipt of catchup tutoring meet their targets.</p>	<p>Catch Up reading – TA working with children in KS2 needing support in particular area of reading.</p>	<p><b>DfE monies provided for catch-</b></p>	<p><b>Children who have been identified as having gaps in their learning and not making progress as expected have been identified</b></p>

<p><b>tutoring programme for identified PP children across school; enabling them to reach ARE in specific subjects.</b></p>	<p>unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Catch up funding with provide bespoke, purposeful teaching to enable the children to reach ARE in areas identified.</p>		<p>Catch Up funding-TA working with small groups/1:1 in KS1 needing support in particular area of reading.</p> <p>Catch Up writing – teacher has been employed to work with children in year 5 who have potential in their writing, who have developed gaps/not engaged during lockdown.</p>	<p><b>up programme to be spent on a teacher/tutor.</b></p> <p><b>£1,176 – catch up writing in KS2 for 12 weeks</b></p>	<p><b>across the school; reading and writing being the priority.</b></p> <p><b>Priority readers have been assessed by a TA - reading age assessed; miscue analysis undertaken to identify issues with reading; comprehension appropriate for age completed and analysed. This has enabled the school to identify the needs of these children and a catch-up programme put in place.</b></p> <p><b>Writing has been identified as a weakness throughout school. Children identified to receive a catch-up programme to enable progress to be made in using and embedding the Non-negotiables for writing.</b></p> <p><b>A baseline piece of writing was assessed, gaps identified and given to the teacher to work on in embedding in the children’s writing. Pobble 365 and Rising stars writing intervention have been used. A piece of writing will be written again at the end of the programme.</b></p>
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**Total budgeted cost:**

**£30,000 + £14,000 (£5,000 of the allocation for resources to support and enrich Teaching and Learning for disadvantaged pupils)**

**Spent - £44,000**

**ii. SOCIAL AND EMOTIONAL - PASTORAL SUPPORT All provision will be carried out subject to COVID 19 guidance and following Eureka's RA - as is necessary during the current pandemic. This may cause a delay to actions being taken or changes to be made.**

OBJECTIVE /INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	IMPACT
<p><b>Attendance in line with National – 96%</b></p>	<p>Statistics show a direct link between under achievement and poor attendance Regular attenders:</p> <ul style="list-style-type: none"> <li>• make better progress both academically and socially</li> <li>• find school routines and school work easier to cope with</li> <li>• find learning more satisfying</li> <li>• have an easier transfer to secondary school</li> </ul>	<p><b>The attendance of children in receipt of PP is in line with the school target; thus impacting on their progress.</b></p>	<p><b>PP lead and Head teacher will ensure that:</b></p> <ul style="list-style-type: none"> <li>• track and monitor absence that falls below 95%</li> <li>• contact parents and continue dialogue</li> <li>• meetings ½ termly between EWO and Head teacher</li> <li>• best attending class for week will receive extra 10 minute quality playtime</li> <li>• children invited to Breakfast club to provide an early and nutritional start</li> </ul>		<p><b>Attendance is monitored carefully and any changes/dips responded to promptly. Due to the pandemic, no letters were sent out to Parents. Autumn 2020: PP – 89.51%; Non-PP – 93.80% - a drop in attendance due to increasing COVID related illness and the need for ‘bubbles’ to self-isolate. Spring 2021: PP – 95.98%; Non-PP – 96.4% an increase on the Autumn term, but still COVID related illness (these figures are for KEY WORKER and vulnerable children). Summer 2021: PP – 95.92%; Non-PP – 96.35% Spring and Summer 2021 in line with National data.</b></p>

<p>All children who receive pupil premium funding are invited to our breakfast club (8.00am – 8.45am) to have a nutritional breakfast to provide a good start the day. (Fareshare)</p> <p>Currently a 30 place limit due to COVID 19.</p>	<p>Children from disadvantaged backgrounds are not always guaranteed a healthy breakfast due to deprivation and the relatively higher cost of healthy food – therefore by offering at school we can ensure that those children most at risk of not eating a healthy breakfast have a chance to do so.<sup>3</sup></p> <p>Public health experts at the University of Cardiff have found that children who eat a healthy breakfast before starting the school day achieve higher academic results than pupils who do not.</p>	<p><b>Desired Outcome:</b> To increase the percentage of pupil premium children attending breakfast club term on term throughout the year. A good breakfast enables better nutrition and function.</p>	<p><b>Termly invitations sent to PP children to attend breakfast club free; children are given a choice of foods.</b> <b>Other children in the school attend breakfast club for a small fee – through Parent Pay.</b> Fareshare provide a whole variety of breakfast foods that enable the children receive all of their nutritional requirements for the meal: sausage, bacon, ham, cheese, eggs; bread, croissants, cereal bars, cereals; milk, juice, yoghurt; baked beans, spaghetti hoops; fresh or tinned fruit... The National Schools Breakfast programme has secured a Home Breakfast for all other PP children who cannot attend breakfast club in school; cereal, porridge and bagels are sent home with the children once a fortnight. This will be continued until March 21. (Now until the end of the academic year)</p>	<p><b>£551.40</b> to Fareshare-food Staffing costs – <b>£1926 - increase from last year, additional person</b> Income over last 12 months <b>£2,925</b> (15 paying £1 for breakfast); <b>£148.47</b> from Honesty tin) <b>£650 from NSBP to enhance provision of breakfast club – to provide new larder fridge; freezer; toasters and other utensils.</b></p> <p><b>Resources - £27.93</b> <b>Drinks - £9.44</b></p>	<p><b>DfE Magic Breakfast is taken up by 95% of children in receipt of PP – some Parents declined as they do not need it. Breakfast club is attended by 30 children maximum every day. % are PP children. They are provided with a healthy breakfast in which to start the day and be ready for learning.</b></p> <p><b>A chest freezer and larder fridge have been purchased from the NSPB monies to keep the food fresh and ready for the children.</b></p>
<p>All children who receive pupil premium funding are invited to have milk in school each day (Cool Milk)</p>	<p>Milk at mid-morning break is an important part of a child’s diet; providing essential nutrients, is rehydrating and energy boosting. Milk provides a number of health benefits and social opportunities that ensure children get the most out of their school day; bridging the gap between breakfast and lunch to help children stay focused.</p>	<p><b>Desired Outcome:</b> To increase the percentage of pupil premium children receiving milk term on term throughout the year. Milk enables better nutrition and function.</p>	<p><b>Fresh milk is provided daily.</b> <b>DC ensures each class teacher is aware of the children who are to receive milk on a daily basis.</b> <b>Class teachers/TAs ensure their children receive their milk.</b></p>	<p><b>£19.80 per month currently (this may vary as other children participate in the scheme)</b></p> <p><b>Total paid this year through PP funding: £334.84</b></p>	<p><b>34 % of PP children take up this offer and receive a carton of fresh milk every day.</b></p> <p><b>72% of the children who receive milk each day are in receipt of PP funding.</b></p>

<p>Positive Play</p> <p>Trained members of staff run Positive Play sessions with children who have been identified by their class teachers, SENDCo or Head teacher as needing additional emotional support in school.</p>	<p>Sheffield Hallam University study by Dr J. Empson.</p> <p>"There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention"<sup>4</sup></p>	<p><b>Desired Outcome:</b></p> <p>Children will see an improvement in their Boxall profile score after a course of Positive Play sessions.</p> <p>To ensure that children's social, emotional and behavioural needs are met.</p>	<p><b>Weekly sessions with TA.</b></p> <p><b>Quiet area provided.</b></p> <p><b>Boxall profile indicates area of need.</b></p> <p><b>Play sessions conducted on a 1:1 basis, with same TA, developing the area of need.</b></p> <p><b>Positive.</b></p>	<p>Positive Play <b>£400</b> (Bronze package)</p> <p>An increase of £100 on last year's cost.</p>	<p><b>Children are currently accessing this support programme.</b></p> <p><b>This was not possible in school during lockdown. Where possible, video conference meetings were set up with the staff member who worked with the vulnerable child, plus the child and their parent, to continue the support they need. This was well received and was very positive.</b></p>

Sports Counselling	<p><b>Sports therapy for attention, cognitions and sociality - New York</b></p> <p>“The study demonstrated a positive correlation with sports and improvement in attention symptoms, cognitive symptoms and social skills. The results of the study suggest that therapy in the form of athletic activity may increase social competency in children, as demonstrated by improved cognitive functions.”</p>	<p><b>Desired Outcome:</b> To ensure that children’s social, emotional and behavioural needs are met and they are ready to learn.</p>	<p>Roy Hogarth – a sports coach and counsellor – offers mentoring for primary school children. By using Integrative Counselling, he interacts with the children in small groups and 1-2-1, playing sports, games, activities. This gives them their own time to talk about anything they feel that they want to talk about. He takes time to build trust and confidence due to most children’s issues in their lives. He lets the child have fun so they can eventually achieve all of the intended outcomes : Benefits of mentoring for KS1 and 2 children Gradually helping the child build up their self-esteem and confidence, which generally has a snowball effect; built up self-esteem gains confidence, a better attitude and concentration in classes and in school generally. <a href="https://roystherapy.co.uk/mentoring-for-schools/">https://roystherapy.co.uk/mentoring-for-schools/</a></p>	<p><b>£1,220</b></p>	<p><b>The children that Roy is working with attend his sessions every week, are engaged and attentive.</b></p> <p><b>We have been impressed with the children’s focus in the sessions and are booking for next year.</b></p>
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<p>Forest School - All children who receive PP and have social, emotional and behavioural needs will access Forest school.</p> <p><b>During the COVID pandemic – access to this very needed service has been enhanced and given to all children. It has made a positive impact to both children and staff alike.</b></p>	<p>Research backs up what Forest school practitioners have known all along – that children and young people stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being. This has been very evident in the years that we have run Forest School at Eureka.</p>	<p><b>Desired Outcome:</b> To ensure that children’s social, emotional and behavioural needs are met and they are ready to learn.</p> <p><b>Builds up:</b> Confidence Language used Emotional Intelligence Wellbeing Challenge/Engagement</p>	<p>Little Acorns provide structured Forest School experiences to have a positive impact on the overall well-being for our children.</p> <p>Autumn 2020 – in light of COVID – the provision has altered slightly. To support the well-being and mental health of our pupils, in these difficult circumstances, all children across the school shall have the opportunity to access Forest School.</p> <p>Each class has 3 afternoon sessions, and children will have ½ or 3 hour sessions depending on need (PP children and those that are vulnerable will access a session each week.) Well-being, confidence and awareness of self and others being the primary development areas.</p> <p>This, we hope, will enable them to feel safe, happy and comfortable back in school.</p>	<p>Forest School – Little Acorns</p> <p><b>£4,515</b> for the year Every Friday pm; 2xhourly sessions. check this years cost.</p> <p>£105 per afternoon</p> <p>5 weeks of full afternoons of forest school for the price of £105per afternoon - £1890</p>	<p><b>Progress continues to be made with all PP children accessing Forest school. All areas of the FS ethos are promoted and supporting the children. Respect of self and things plus accepting and working with others in an acceptable way are some of the key areas of focus needed for our children. During the pandemic, we have developed our use of FS further to provide continuous provision for our children’s needs. Each class group of our vulnerable children during lockdown received a session of FS over the term. Linked with our writing need across school, the PP lead has worked with our PE lead and FS provider to give the children a full weeks emersal in FS/outdoor adventurous activities that link to their class theme and providing links, ideas, stimulous and support towards writing.</b></p>
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## Spent £8984.61

iii. **ENRICHMENT/ENGAGEMENT** All provision will be carried out subject to COVID 19 guidance and following Eureka's RA - as is necessary during the current pandemic. This may cause a delay to actions being taken or changes to be made.

OBJECTIVE /INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	IMPACT
Subsidised Residential Trips (Lea Green)	A study by York consultancy and presented to the National Geographic Society revealed that there is strong evidence to show that: Improving students' engagement with learning Improving students' knowledge, skills and understanding Supporting students' achievement Fostering deeper relationships between peers and between students and teachers Improving students' resilience, self-confidence and wellbeing Boosting cohesion and a sense of belonging Widening and developing pedagogical skills.	<b>Desired Outcome:</b> No child will miss out on a residential due to economic circumstances of family members.	Children in receipt of the pupil premium will be able to apply for subsidised places on residential trips. The headteacher will offer these places to the families at the time of the trips.  3 night stay at Lea Green Activity Centre; outdoor education and activities; food and sleeping arrangements (outdoor glamping)  1 full day – MCC at Darley Abbey –bell boating; paddle boarding; can you surf?  Lunch Lea Green for High ropes and evening meal before coming home.	<b>£504 (6x £85)</b>  <b>Plus extra adult £49.60</b>  Half the cost for each child in receipt of PP will be paid through the PP funding.  <b>1 Day is £53 per head.</b>  <b>£189 for PP children</b>	<b>A full 3 days of residential, outdoor activities and challenges was planned for this summer term.</b>  <b>Due to COVID restrictions, we have changed to 1 day. The whole day will be run as if we were residing – 8.00am until 6.30pm</b>  <b>Excellent day; quality provision, safety and encouragement from our coaches. COVID restrictions applied throughout.</b> <b>Evening meal was excellent – all eating requirements catered for; all children enjoyed the meal.</b> <b>Children gained confidence, care for each other, learned new skills, really pushed themselves and so proud of self and peers.</b>

Subsidised Trips/Visitors to school		<b>Desired Outcome:</b> No child will miss out on a trip due to economic circumstances of family members	Children in receipt of the pupil premium will be able to apply for subsidised places on trips. The headteacher will offer these places to the families at the time of the trips.  Questionnaire for children after the visit.	Across the year <b>£575</b>  <b>Pantomime - £258 (£6 x 43)</b> <b>£282</b> for PP chn – 47 on the register now.	<b>No trips have been able to go ahead this year due to COVID restrictions.</b>  There will be 3 performances; Exp and Enq; Inv and Thinkers; Advent on their own. Where 2 classes, each will come in through different doors, sit apart and have access to own toilets.
Subsidised After School Clubs	Research by Public Health England shows that pupils being healthy has a positive effect on their attainment. Giving children in receipt of the pupil premium funding a place at these clubs ensures that they access sport clubs.	<b>Desired Outcome:</b> After school clubs running at capacity and all children in receipt of pupil premium funding to access at least one enriching after school club.	Children in receipt of the pupil premium will be offered subsidised places at after school clubs to ensure that they do not miss out through economic circumstances. Headteacher and PP lead will manage invitations to PP children to join paid for clubs and actively promote this opportunity.	Across the year - Spring and Summer 2021 -  <b>£500</b> (provides 4 x children per week at a cost of £5 per session)  No afterschool clubs during the Autumn or spring terms due to COVID 19 restrictions.	<b>No clubs have been able to go ahead this year prior to the summer term, due to COVID restrictions.</b>  During the summer term – the PE lead has provided an after-school club for each class – each class on a different night. All participating children are enjoying their club, are committed to attending. It is enabling them to be more physically active.  67% of the school children attended across the school; 29% of attendees were in receipt of PP.
<b>Spent : £471</b> <b>Overall spend: £53,455</b>				<b>Total forecast spend -</b> <b>56,800 + CF of £2,877.52 = £59,677.52</b>	

<b>Carry forward: £3,345</b>	
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