

1. Summary information												
Academy	Ocean Academy											
Academic Year	2020-21	Total PP budget	£ 122,041	Additional funding for clubs and trips paid for by Academy: £10,000				Date of most recent PP Review		SEP 2020		
		Total anticipated spend	£131,169									
Total number of pupils	311	Number of pupils eligible for PP	91 pupils 2019/20 26% 79 pupils 2020/21 26%				YR 3: 11 YR4: 22		YR5: 26 YR 6:20		Date for next internal review of this strategy	Dec 2020/ March 2021/ July 2021
Not Achieved			Actions in Place						Achieved			

2. Current attainment																								
Current DATA (autumn 2020)	Pupils eligible for PPG												Pupils not eligible for PPG											
BL = Sep 2020 Baseline	YR 3			YR 4			YR 5			YR 6			YR 3			YR 4			YR 5			YR 6		
EOY = end of Year target	KS1	BL	EOY	KS1	BL	EOY	KS1	BL	EOY	KS1	BL	EOY	KS1	BL	EOY	KS1	BL	EOY	KS1	BL	EOY	KS1	BL	EOY
% meeting the expected standard in reading, writing and maths combined	25%	25%		55%	9%		50%	8%		64%	9%		43%	15%		61%	21%		52%	23%		76%	12%	
% meeting the higher standard in reading, writing and maths combined	0%	0%		9%	0%		8%	0%		18%	0%		8%	0%		15%	0%		13%	7%		18%	0%	
% meeting the expected standard in reading	54%	25%		83%	18%		58%	21%		80%	32%		63%	26%		82%	46%		66%	45%		80%	36%	
% meeting above the expected standard in reading	27%	25%		25%	18%		13%	13%		20%	0%		24%	0%		30%	25%		21%	15%		31%	7%	
% meeting the expected standard in writing	64%	42%		79%	18%		63%	17%		65%	45%		61%	18%		82%	20%		75%	33%		77%	66%	
% meeting above the expected standard in writing	0%	0%		8%	0%		13%	4%		20%	5%		8%	0%		20%	0%		17%	5%		24%	7%	
% meeting the expected standard in maths	54%	50%		83%	27%		67%	25%		80%	9%		76%	24%		82%	56%		69%	55%		84%	17%	
% meeting above the expected standard in maths	18%	17%		17%	9%		13%	13%		20%	0%		21%	2%		30%	19%		23%	20%		25%	0%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

- A. Complex needs - 24 children have SEND needs and 5 EAL with 21 having had or still having social care involvement or Family Outreach Worker. (updated sept 2020)
- B. Not having access to quality cultural capital and employability experiences outside of school
- C. Limited vocabulary choices are limiting achievement

Additional barriers *(including issues to be addressed outside of school, such as low attendance rates)*

- D. Emotional resilience, anxiety, parental support , increased numbers of PPG across the school
- E. Periods of low attendance for a minority of pupils

4. Intended outcomes *(specific outcomes and how they will be measured)*

	Measure	ACTION	SUCCESS CRITERIA
A.	<p>To diminish the attainment difference between PPG/ NPPG across the school more quickly – especially with a focus on spelling and phonics</p> <p>COST £18082</p>	<ul style="list-style-type: none"> ➤ Continue to build on staff training into the understanding of teaching phonics and spelling into all aspects of learning TOTAL COST £ (see point 3) ➤ Parent evening on teaching of spelling - targeted parent sessions for those WTS in year 3 on how to support their children at home with spelling/phonics gaps - early intervention shared with parents and resources they can use to support their child at home - arrange meetings for non attenders :SP release 1 day £150 staff at meeting £480 TOTAL COST£ 630 ➤ Training from SP on how to embed the teaching of phonics for children with gaps PPG - SP release 1 day£150 staff meeting £480 TA meeting £189 <i>(Ed endowment phonics - moderate impact for low cost)</i> TOTAL COST £ 816 ➤ Opportunities for staff to observe others teaching spelling and phonics release time 2 sessions per teacher and cover TOTAL COST £1920 ➤ Phonics resources available in all classrooms - cost resource investment (phonics mats, phonics games) TOTAL COST £4000 ➤ Explore online phonics teaching resources to use in class and for interventions - letters and sounds suitable for KS2 LEXIA TOTAL COST £7452 ➤ Baseline phonics screen on entry to each year group and tracked termly TA release time £1013, year leadership time ½ day £75x 3 TOTAL COST £ 3264 	<ul style="list-style-type: none"> ➤ Diminish the difference in writing at expected levels by 5% in all year groups ➤ To increase the number of PP pupils achieving EXS in writing by 5 % taking into account those who achieved EXS at KS1 and those we will target to help them achieve EXS at the end of year 6 (see PPG data) ➤ To increase the number of PP pupils achieving EXS+ combined by 9% ➤ To increase the number of PP pupils that reach GDS combined in year 5 and 6 by 5% taking into account the key marginals to achieve GDS ➤ Quality of spelling in all subjects will be in line with spelling in English - Impact measured by book looks and data ➤ Increased parent engagement for PP pupils with access to resources they can use at home ➤ Improved targeted interventions with higher quality specific teaching of phonics and spelling - impact progress in their LO intervention target sheets ➤ Shared responsibility of all class staff to promote the teaching of spelling throughout the curriculum ➤ Consistent resources used across all classrooms ➤ Tracking of phonics throughout the year to measure progress - impact on phonics tracker

AUTUMN REVIEW

- A PPG focused book-look highlighted that PPG writers are making good progress and being challenged and supported effectively in English sessions. Progress of writing groups from baseline will be measured at AP1.
- PPG book look highlighted that teachers were picking up spellings and misconceptions quickly and effectively and the children were responding.
- Spelling errors are reduced across the school with a focus on enabling learners with spelling strategies to support spelling before they write. (SAG assessment in Dec will highlight an improvement in %.)
- Writing in books across the curriculum highlights a similar picture.
- Interventions in place initially show good signs of progress; particularly for PPG learners.
- Our monitoring and evaluation cycle shows that the teaching approach to spelling is embedded across the school - initial book looks show that spellings across the curriculum has improved and strategies are being used effectively to support learners.
- Resources purchased and consistent across classes and being used effectively to support learners' needs.
- Phonics lead (as part of NPQSL) has been allocated and the tracking of progress in phonics shows good initial progress.
- AAT Director of standards review (23.11.2020) has quality assured all above statements.

SPRING REVIEW

- Chrome books purchased for PP children to access home learning have been gifted as this has had an impact on home learning through lockdown and subsequent homework (Year leader attendance register and actions to engage can be found on Google Drive).
- Food vouchers and hampers, paper copies of learning and wifi support for families weekly delivered / given throughout lockdown. Gov Winter Fund has been spent on uniforms, shoes, trainers and chrome books to further support families.
- 46% of Y3 PPG were in school during the second lockdown. Close monitoring and extra paper packs were provided to those not in attendance which has impacted positively on reading attainment. Lockdown had a negative impact on PPG writing, this will be addressed during summer term when children return to school.
- 30% of Y4 PPG were in school during the second lockdown. Close monitoring, home visits and extra paper packs were provided to those not in attendance. Lockdown had a negative impact on PPG writing, this will be addressed during summer term when children return to school.
- 48% of Y5 PPG were in school during the second lockdown. Close monitoring, home visits and extra paper packs were provided to those not in attendance. Lockdown had a negative impact on PPG writing, this will be addressed during summer term when children return to school.
- 37% of Y6 PPG were in school during the second lockdown. Close monitoring, home visits and extra paper packs were provided to those not in attendance. Lockdown had a negative impact on PPG writing, this will be addressed during summer term when children return to school.

SUMMER REVIEW

- Year 3: PPG children in writing booster sessions increased by 25%. This has had a positive impact on diminishing the difference with the PPG writing gap reducing significantly in the summer term.
- Year 4: PPG children in writing booster sessions increased by 13%. This has had a positive impact on diminishing the difference with the PPG writing gap reducing in the summer term.
- Year 5: PPG focus groups in class have resulted in the writing gap reducing significantly in the summer term.
- Year 6: PPG focus groups in class and a 12% increase in writing conferencing intervention have resulted in the writing gap reducing in the summer term.

B.	<p>To ensure all PPG children make at least expected progress from their starting point and are successful in ALL year groups</p> <p>COST £23300</p>	<ul style="list-style-type: none"> ➤ Tracking of PPG group in data from starting point (end of KS1 data - year 6) ➤ 6 weekly tracking of progress - data, book looks, observations by SLT, YGL, CT SLT tracking 6 weekly £1960, PP meetings (£840+£300 x6) £7980 TOTAL COST £9,940 ➤ Year 3 induction for PPG children (and 4,5,6) plan 1:1 time with new class teacher to find out more about them - learn their interests -time out of class 3 hrs p teacher TOTAL COST £900 ➤ Contact from PPG lead to PPG parents to check on how they are settling in to new classes - hard to reach parents -time for calls x 3 a year TOTAL COST £1750 (ed endowment engaging parents -moderate impact for moderate cost) ➤ Interventions planned and directly support and show impact for PPG progress and their gaps (HLTA per year 3 x a week) TOTAL COST £5,145 ➤ Pastoral support for families with PPG through multi agency meetings and regular contact with parents, pastoral time meetings and contact with parents/agencies TOTAL COST £5565 	<ul style="list-style-type: none"> ➤ Improved tracking will lead to fine tuned interventions that meet the PP children's needs - impact progress in their LO intervention target sheets ➤ Stronger relationships with PP children and teacher will allow teacher to plan activities that inspire PP children particularly if they are disengaged - impact on writing and reading levels <p>UPDATED DATA FROM SEP BASELINE ON GOOGLE DRIVE</p> <ul style="list-style-type: none"> ➤ Children will meet the KS1 standards making expected progress with over 60% making EXS in RRM for PPG
----	---	--	--

AUTUMN REVIEW

- Our assessment cycle ensures that all class teachers and year teams use their data effectively to analyse trends of groups; particularly PPG.
- Pupil progress meetings held 28.09.2020 show all staff are confident and competent to analyse class and year group data.
- From this, effective interventions have been put in place quickly and target key marginal PPG children to fill gaps:
 - Y3 = 75% PPG in targeted intervention
 - Y4 = 60% in targeted intervention
 - Y5 = 62% in targeted intervention
 - Y6 = 50% in targeted intervention (High number of GDS PPG)
- Intervention forms are completed and tracked regularly and initial insight shows good progress.
- Further insight will be available in Dec AP1.
- AAT Director of standards review (23.11.2020) has quality assured all above statements.

SPRING REVIEW

- Chrome books purchased for PP children to access home learning have been gifted as this has had an impact on home learning through lockdown and subsequent homework (Year leader attendance register and actions to engage can be found on Google Drive).
- Food vouchers and hampers, paper copies of learning and wifi support for families weekly delivered / given throughout lockdown. Gov Winter Fund has been spent on uniform, shoes, trainers and chrome books to further support families. This ensured PP children engaged in their learning (engagement register kept in school).
- High levels of Pastoral Support has impacted positively on engagement. The majority of vulnerable children were in school throughout the lockdown period.

% PPG PUPILS ON TRACK FOR KS1 ATTAINMENT	R	W	M
---	----------	----------	----------

Y3	75%	83%	83%
Y4	88%	92%	92%
Y5	88%	96%	75%
Y6	95%	80%	75%

- Those identified as not on track will be targeted for intervention during the summer term.

SUMMER REVIEW

An increase in staff focus on PPG progress during pupil progress reviews and intervention has ensured that children are making good progress towards matching or exceeding their KS1 attainment.

% PPG PUPILS ON TRACK FOR KS1 ATTAINMENT	R	W	M
Y3	85%	83%	92%
Y4	88%	92%	92%
Y5	92%	96%	85%
Y6	95%	89%	84%

C.	<p>To widen the world of PPG children (cultural capital) through experiencing a wider variety of cultural experiences</p> <p>COST:£39,355</p>	<ul style="list-style-type: none"> ➤ Plan for classic texts to be taught in each year group to develop the pupils understanding of cultural capital, purchase of sets of texts TOTAL COST £6000 ➤ Use virtual resources to allow PPG children to experience galleries and museums when linked to topics - SL time to source effective resources for this (<i>Ed endowment moderate impact for moderate cost use of digital resources</i>): ½ day per SL TOTAL COST £325 ➤ PP tracker of in school and out of school activities that they partake in and target extra curricular sessions for those in need of richer experiences - KW/HCS (KW and SLT time 1 day per term) TOTAL COST £867 ➤ Provide funding for those in need for one extra curricular activity a year and trips where necessary -TOTAL COST £10,000 ➤ Develop the STEM creative room to nurture talents and exposure to cultural capital wider curriculum activities TOTAL COST £20,000 	<ul style="list-style-type: none"> ➤ PPG pupils will be able to discuss current affairs with staff and pupils alike ➤ Pupils knowledge and understanding of the world will broaden which will impact their writing and reading comprehension ➤ Increase in participation of extra curricular activities ➤ Increase in opportunities for PPG to participate in cultural capital experiences
----	--	---	--

		<ul style="list-style-type: none"> ➤ Planned and tracked cultural capital opportunities in each year group TOTAL COST £2000 ➤ Change for life programme TOTAL COST £1635 	
AUTUMN REVIEW			
<ul style="list-style-type: none"> ● Our monitoring and evaluation cycle shows that quality of work and learning opportunities is the same between PPG and NPPG groups. ● Further to this, PPG children are supported well to achieve. This is evident in books. ● Implementation of C4L club has increased participation of active, free clubs by 8%. ● We have seen a downfall in paid ASC uptake: more parents are working from home or seem anxious to use clubs. ● Although limited by Covid, the cultural capital and employability plan is being put in place by year teams: AFCB visits, architect, employability days, money sense etc. ● External review by CEO on 24.11.2020 			
SPRING REVIEW			
<ul style="list-style-type: none"> ● PP children are offered the same opportunities as their peers, including support for funding extra curricular trips and activities. ● 63% of PP children taking up at least one extra curricular activity ● Online virtual museum workshops to all children. ● Although children were in lockdown, they were still offered the full curriculum and support was put in place to ensure all children could access this (home visits/chromebooks etc) 			
SUMMER REVIEW			
<ul style="list-style-type: none"> ● Paid for Year 6 trip for 3x PPG children - full residential. ● Paid for PPG children to attend trips in year 3 and 4. ● Loan boxes from Poole Museum to support learning (resources, artifacts etc.) ● Paid for science dome in year 5 so all can experience. ● Online virtual museum days linked to curriculum history and science topics in all year groups. ● Virtual meetings with authors (Julia Jarmin etc.). Every child has a copy of one of the authors books. ● Change for Life groups have continued throughout the summer term. ● PP children are part of school sports training squads and targeted to be offered these opportunities. ● The curriculum has been designed to include cultural capital and cultural capital plan in place across the academy - year 3 'Destination Europe', religious festivals and food, music - all genres and all learning the ukulele, careers links and employability, learning Spanish. 			
D.	<p>To narrow the vocabulary gap to secure attainment and progress across the curriculum</p> <p>COST £26,684</p>	<ul style="list-style-type: none"> ➤ CPD for all staff - vocabulary training future learn 4 hours all staff - 5 days SL planning and monitoring £750 4 hours training all staff £1760 +£788.80 TOTAL COST £3298 ➤ Create vocabulary resources for classrooms to extend the range of vocabulary for PPG children -resources, TA time, Teacher time TOTAL COST £2208 ➤ Redesign word walls in classroom to use the tier 1/2/3 vocabulary photocopying and laminating, TA time for each year group TOTAL COST £6000 ➤ Plan to explore vocabulary in depth for deeper understanding rather than breadth-planning time each week TOTAL COST £5250 	<ul style="list-style-type: none"> ➤ Improved knowledge of staff in how to teach and broaden vocabulary in and out of the classroom. ➤ Greater awareness of how to embed key vocabulary so it is in long term memory and fluent for PPG pupils ➤ Pupils will display greater understanding of vocabulary in their speech, writing and reading ➤ Improvement in reading and writing data so that all PPG children can make expected or more progress ➤ PPG pupils to become more independent with the use of learning walls and word mats to increase their vocabulary ➤ Whole school more aware of expanding pupils vocabulary so it is high profile - impacting all pupils learning, attainment and progress

- Plan high quality rich texts for developing vocabulary and extract tier 1/2/3 vocabulary with children to raise awareness
- TAs create and use word mats to support PPG particularly those with additional needs to extend their use of vocabulary in writing and discussion TA time, photocopying cost **TOTAL COST £2050**
- Provide termly support packs for PPG families with text suggestions, vocabulary games etc, resources and TA time **TOTAL COST £2208**
- Targeted book group for new starters in year 3 to diminish the difference (ie traditional tales, Roald Dahl) - accelerating exposure to good early texts for those who need PPG. TA time once a week x3 **TOTAL COST £1620** (*Ed Endowment - small group moderate impact for moderate cost*)
- Use of metacognition targeted to support PPG child with weekly opportunities for pre learning for those in need - shared with their parents, TA time, photocopying cost **TOTAL COST £2050**
- PPG parents target for pre learning and the benefits of pre learning (*ed endowment moderate impact for moderate cost*)

AUTUMN REVIEW

- In-school and use of video CPD has increased staff understanding of tier 2 vocabulary. INSET Sept focus was on building vocabulary and strategies to do so.
- English lead sending out word of the week to each year group and supporting year teams with planning structure.
- Interventions in place for PPG (see above) to improve understanding of key vocabulary in reading sessions showing initial signs of good progress. Full insight available in Dec AP1.
- A PPG focused book-look highlighted that PPG writers were beginning to use tier 2 vocabulary in their writing (highlighted as yellow) but this is still developing across the school.

SPRING REVIEW

- English Lead monitoring in spring term has pinpointed the classes and areas to focus on to support this moving forward. In year 4 (one class) - more focus needs to be on referring children to their individual targets.
- 1:1 pupil conferencing to begin again in year 4, 5 and 6 next term. Highlighting of words is not consistent across the school and has been highlighted to relevant staff by English lead.

SUMMER REVIEW

- 1:1 pupil conferencing has been successful in year 5 and 6. Attainment and progress is positive (see above)
- Writing boosters increased in frequency and this has had a positive impact in the summer term - see above
- Improved CPD for TAs to support writing has proved successful for year 5 and 6. This will need to be in place for year 3 and 4 from September
- Writing (although an online learning focus in lockdown and there were far greater opportunities planned), has been difficult to maintain standards across the school. Robust monitoring of this and actions already in place for summer term and september ensure confidence in closing these gaps moving forward
- Vocabulary focus across the school has improved reading scores of PPG with children able to explain and match the meaning of words:
 - Y3 PPG Reading progress from Sept: +6% EXS & +5% GDS
 - Y4 PPG Reading progress from Sept: +28% EXS & +7% GDS
 - Y5 PPG Reading progress from Sept: +25% EXS & +1% GDS
 - Y6 PPG Reading progress from Sept: +19% EXS & 27% GDS

- PiXL QLA results for Y3-6 show that Ocean pupils are significantly stronger at answering vocabulary questions in reading tests when compared to the national PiXL cohort.

<https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

5. Planned expenditure

* for breakdown of costs please see section 4

Academic year

2020-21

I. Quality of teaching for all

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>To diminish the attainment difference between PPG/ NPPG across the school more quickly - especially with a focus on spelling and phonics</p> <p>COST £18082</p>	<ul style="list-style-type: none"> ➤ Continue to build on staff training into the understanding of teaching phonics and spelling into all aspects of learning. ➤ Parent evening on teaching of spelling - targeted parent sessions for those WTS in year 3 on how to support their children at home with spelling/phonics gaps - early intervention shared with parents and resources they can use to support their child at home - arrange meetings for non-attenders ➤ Training from SP on how to embed the teaching of phonics for children with gaps PPG cost ➤ Phonics resources available in all classrooms - cost resource investment (phonics mats, phonics games) ➤ Online phonics teaching resources to use in class and for interventions - letters and sounds ➤ Baseline phonics screen on entry to each year group ➤ Feedback to pupils targeted at improving their spelling and phonics 	<p><i>(Ed endowment phonics - moderate impact for low cost)</i></p> <p><i>BPC PP policy - engaging parents has significant impact on pupil achievement</i></p> <ul style="list-style-type: none"> ➤ <i>parent engagement has high impact (T Hawes Optimal learning)</i> <p><i>Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al).</i></p>	<ul style="list-style-type: none"> • Lesson observations • Iris discussions on Quality of Teaching and Learning of spelling and phonics • Book looks • Planning monitoring • Intervention lesson observations • Iris discussions on Quality of Teaching and Learning of spelling and phonics • Intervention monitoring - tracking LOs monitoring - tracking LOs 	<p>VW LT JQ class teachers</p>	<p>end of each term</p>

<p>To ensure all PPG children make at least expected progress from their starting point and are successful in ALL year groups</p> <p>COST £23300</p>	<p>Tracking of PPG group in data from starting point (end of KS1 data - year 6) 6 weekly tracking of progress - data, book looks, observations by SLT, YGL, CT Year 3 induction for PPG children plan 1:1 time with new class teacher to find out more about them - learn their interests - cost time out of class Contact from PPG lead to PPG parents to check on how they are settling in to new classes - hard to reach parents - cost time for calls Interventions planned and directly support and show impact for PPG progress and their gaps COST</p>	<ul style="list-style-type: none"> ➤ <i>John Dunford highlights that quality first teaching has the most significant effect on disadvantaged pupils</i> ➤ <i>Ed endowment engaging parents - moderate impact for moderate cost</i> 	<p>Lesson observations Iris discussions on Quality of Teaching and Learning of spelling and phonics Book looks Planning monitoring Intervention monitoring - tracking LOs Pupil progress meetings 1:1 conferencing with pupils</p>	<p>LT, JQ class teachers</p>	<p>every 6 weeks</p>
Total budgeted cost					£33,930
<p>To narrow the vocabulary gap to secure attainment and progress across the curriculum</p> <p>COST £26,684</p>	<p>CPD for all staff - vocabulary training future learn 4 hours all staff - cost 4 hours training all staff Create vocabulary resources for classrooms to extend the range of vocabulary for PPG children - cost resources, TA time, Teacher time Redesign word walls in classroom to use the tier 1/2/3 vocabulary, resource and replenish Plan to explore vocabulary in depth for deeper understanding rather than breadth- planning time each week Plan high quality rich texts for developing vocabulary and extract tier 1/2/3 vocabulary with children to raise awareness COST TAs create and use word mats to support PPG particularly those with additional needs to extend their use of vocabulary in writing and discussion Provide termly support packs for PPG families with text suggestions,</p>	<p><i>Ed Endowment - small group moderate impact for moderate cost</i> <i>Roseshine's principles - repetition and revision</i> <i>T Hawes - metacognition</i> <i>Leitner research - repetition for long term memory and fluency</i></p>	<p>Lesson observations Iris discussions on Quality of Teaching and Learning of spelling and phonics Book looks Planning monitoring Intervention monitoring - tracking LOs Pupil progress meetings 1:1 conferencing with pupils</p>	<p>VW LT JQ all teachers</p>	<p>every 6 weeks</p>

	<p>vocabulary games etc - cost resources and TA time</p> <p>TArgeted book group for new starters in year 3 to diminish the difference (i.e. traditional tales, Roald Dahl) - accelerating exposure to good early texts for those who need PPG Cost - TA time once a week use of metacognition targeted to support PPG child with weekly opportunities for pre learning for those in need - shared with their parents</p> <p>PPG parents target for pre learning and the benefits of pre learning (<i>ed endowment moderate impact for moderate cost</i>)</p>				
--	--	--	--	--	--

Total budgeted cost **COST £26,684**

iii. Other approaches

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>To widen the world of PPG children (cultural capital) through experiencing a wider variety of cultural experiences</p> <p>COST £39,355</p>	<p>Plan for classic texts to be taught in each year group to develop the pupils understanding of cultural capital cost</p> <p>Use virtual resources to allow PPG children to experience galleries and museums when linked to topics - SL time to source effective resources for this</p> <p>PP tracker of in school and out of school activities that they partake in and target extra curricular sessions for those in need of richer experiences - KW/HCS</p> <p>Provide funding for those in need for trips where necessary</p> <p>Develop the STEM creative room to nurture talents and exposure to cultural</p>	<p><i>Ed endowment moderate impact for moderate cost use of digital resources</i></p> <p><i>Pupil Premium : A Practical Guide To the Pupil Premium - Marc Rowland</i></p> <p><i>T Hawes - widening the mind of pupils (Optimal learning)</i></p>	<p>Assemblies - pupils participation and discussion in wider world</p> <p>School council</p> <p>lesson observations</p> <p>Planning</p> <p>Tracking of pupils participation in extra-curricular activities</p>	<p>HCS KW</p> <p>YGL JQ</p>	<p>termly</p>

	capital wider curriculum activities COST OF RESOURCES Planned and tracked cultural capital opportunities in each year group				
To develop staff awareness of supporting pupils affected by trauma and anxiety due to COVID and family life COST £9718	Embed the PSHE curriculum with a strong focus on mental health SL leader time TOTAL COST £2625 PSHE resources to support MH and readiness to learn TOTAL COST £3500 Staff CPD on anxiety and trauma (INSET day) training resources £1260, training attendance £3823 TOTAL COST £5083 Implement strategies for reducing anxiety COST OF ELSA Focus on mental health and anxiety in PPG meetings SLT and T £1800 6 weekly TOTAL COST £2010	<ul style="list-style-type: none"> ➤ <i>Research linked to covid and vulnerable families (MIND 2020)</i> ➤ <i>7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety. 3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression (children's mental health)</i> 	Planned INSET time Planned staff meeting time ELSA monitoring support in place and feeding back to SLT Weekly discussion about vulnerable pupils at SLT meeting and in staff briefing weekly		
Total Budget Cost					£49,073