



# Eaton Bray Academy Pupil Premium Strategy Statement

## 2020-2021

### Summary Information 2020/21

Total number of pupils on roll	Number of pupils eligible for Pupil Premium	Total Pupil Premium budget (Deprivation)	Date of most recent review	Date for next internal review of this strategy
156	23 (14.7%)	£30,935	July 2020	July 2021 Provision is also discussed at least termly at Pupil Progress meetings

### Contextual Information

**Context:**

Of the 23 pupils eligible for Pupil Premium Funding, 13 have Special Educational Needs or Disabilities (SEND) including one EHCP, therefore 56.5% of our PP children has a high level of individual needs.  
15 of the 23 Pupil Premium funded children are Travellers, which represents 65.2% of our disadvantaged pupils.

### Attainment of Pupil Premium children (based on end of year data 2019)

	<i>Pupils eligible for PP</i>							
	No.	1	2	3	5	4	2	6
	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	
% making progress in reading	Data not available due to school closures							
% making progress in writing								

% making progress in maths	
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## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	Groups of vulnerable children show poor oral language skills
<b>B</b>	Most PP children make better progress in maths and reading than in writing
<b>C</b>	Groups of vulnerable children have poor phonic knowledge
<b>D</b>	Groups of vulnerable children have weak mathematical understanding and poor mental recall of mathematical facts, such as times tables
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E</b>	Some children have irregular attendance so this impacts on attainment and progress
<b>F</b>	Many children who are eligible for PP have less support at home with their homework and reading.
<b>G</b>	Emotional support is needed for some children who eligible for PP to ensure any emotional difficulties are not having a detrimental effect on their academic progress
<b>H</b>	Some children have gifted talents that need to be nurtured

## 2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	To improve the oral language skills for vulnerable groups of children	Vulnerable groups of children eligible for pupil premium received interventions, including support from SALT, in order to reduce the gap in spoken language development between themselves and their peers.
<b>B</b>	Increased progress in reading for PP children, especially Traveller children who are not heard read at home.	Pupils who are eligible for PP and are not heard read at home will be heard more frequently in school during 1:1 and small group intervention, thus increasing the progress made in reading.

	Increased progress in writing and spelling for PP children	Occupational Therapy programme to develop motor and perceptual skills, impacting on learning and handwriting. Can help pupils with developmental co-ordination difficulties (and Dyspraxia) Guided writing and spelling sessions in small groups.
<b>C</b>	Improve progress in phonics for PP children	Pupils eligible for pupil premium make good progress in phonics, when their attendance is good.
<b>D</b>	To develop a concrete, pictorial, abstract (CPA) approach by ensuring teachers are using a greater range of concrete resources within lessons  To develop children's rapid recall of times table facts  To develop maths intervention programmes across the school	All staff and pupils will be using a greater variety of concrete materials throughout maths sessions, e.g. Base 10 materials, number beads, Numicon etc  All pupils will have a quicker recall of times tables facts  Pupils who are not on track to make accelerated progress
<b>E</b>	Increase attendance for pupils eligible for PP	Reduce the number of absences among pupils eligible for PP, especially Traveller children. Overall PP attendance improves to 95%
<b>F</b>	Provision is made for children eligible for PP to engage with home learning	More children eligible for PP will engage with home learning evidenced by homework sharing sessions, books and homework displays.
<b>G</b>	Emotional issues for children eligible for PP will be reduced through tailored provision	Children will be making progress both socially and emotionally. Quicker referrals made to outside agencies to support emotional or behavioural difficulties where necessary
<b>H</b>	Any talents/interests that children have are to be nurtured and developed... music/ sport etc	Progress will be made in their specific talented/ interested area

### 3. Planned expenditure

<b>Academic year</b>		<b>2020/21</b>			
<i>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>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
A. To improve the oral language skills for vulnerable groups of children	Specialised SALT to come into school to assess the children. Where necessary to continue to come in to work with the children, where applicable set the Teachers/Teaching Assistants tasks and targets to reach with the children for future assessment. Some staff trained to deliver ongoing therapy	Specialist SALT are more qualified to give the support that is needed at an earlier intervention to stop the problems developing any further.	Regular assessments and progress reports from the SALT. Continuous monitoring by the staff involved with the children.	SALT Class teacher All staff involved with the child	July 2021
B. Increased progress in reading for PP children, especially Traveller children who are not heard read at home.	Regular 1:1 or small group reading with adults in school	Entry levels in reading and writing for mobile pupils are significantly lower than their peers at whatever point of entry into school.  Peer support and paired reading is a tried and tested regime to encourage readers to gain confidence and try different genres. It helps students work	<ul style="list-style-type: none"> <li>• Subject Leader/Head Teacher book scrutiny/ monitoring</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> </ul>	Literacy Subject Leader  Inclusion Manager	July 2021

	<p>Teachers to read to their class daily</p> <p>Book Week to celebrate literature</p> <p>Review teaching of Guided Reading sessions</p>	<p>together. It encourages cooperation and supports peer-assisted learning.</p> <p>(Readwritethink (ILA) International Literacy Association)</p> <p>DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003. Children can learn to read through sight recognition and enjoyment whilst not worrying about decoding</p> <p>Improving Outcomes for Gypsy, Roma and Traveller Pupils, DfE report</p>	<ul style="list-style-type: none"> <li>• Comprehension checks whilst reading</li> </ul>		
<p>Increased progress in writing and spelling for PP</p>	<p>Embed changes to feedback and marking in order to raise</p>	<p>EEF Toolkit – Feedback and marking adds 8+ months of development to children’s progress.</p>	<ul style="list-style-type: none"> <li>• Tracking attainment and progress of reading and writing across the year</li> </ul>		

<p>children</p>	<p>standards in writing, including use of purple pens showing children's responses</p> <p>Use Word Wasp where appropriate to improve spelling</p> <p>TA support for groups and individual children.</p> <p>Increased cross-curricular writing, appealing more to the interests of groups of children</p> <p>Motor Skills United occupational therapy programme to integrate and develop motor and perceptual skills which impacts on learning and handwriting</p>	<p>Repetition is one of the best ways to remember things.</p> <p>TAs supporting children in their metacognition skills – encouraging the children to think about choices, actions and application of skills to learning is essential to our school. This is linked to brain development of the neo cortex and that this area cannot develop as quickly as peers for groups of our children.</p> <p>Pupils will be more motivated and interested in their work; they are more likely to have first-hand experience of a subject or theme that is of interest to them, and therefore their writing it likely to be of a higher quality</p> <p>Programme highly recommended by other SENDCOs for raising the attainment of writing, especially for boys and children with developmental co-ordination difficulties</p>	<ul style="list-style-type: none"> <li>• Staff trained to use intervention resources.</li> </ul> <p>Careful monitoring of short and long term planning</p> <ul style="list-style-type: none"> <li>• Motor Skills United programme has inbuilt assessment and monitoring facilities</li> </ul>		
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	<p>Introduce The Write Stuff (Jane Considine) So that it is accessible to more children</p> <p>Use Spelling Shed for targeted interventions</p>	<p>Highly recognised strategy for all children to access through high scaffolding techniques.</p> <p>Programme recommended for intervention work as well as class work as can be targeted for the ability of the child. Can be used at home as well as in school</p>	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Lesson observations</li> <li>• Book reviews</li> </ul> <p>Careful monitoring of books and achievement data</p>	<p>Head Teacher Literacy subject leader</p>	
<p>C. Improve progress in phonics for pupil premium children</p>	<p>Subscription to Phonics Play to be used from YR to Y2; KS2 where appropriate for interventions</p> <p>Daily Precision Teaching focusing on phoneme/grapheme correspondence for individuals where necessary</p> <p>Subject Leader lesson observations and developmental feedback given to</p>	<p>Understanding of phonics, application of phonics in reading, writing and spelling for mobile pupils are significantly lower than their peers at whatever point of entry into school.</p> <p>Precision Teaching is the CBC recommended approach for supporting children experiencing phonic difficulties; Vygotsky suggested that effective teaching should be geared towards a learner's 'zone of proximal development' (ZPD). Precision teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD. It has an inbuilt monitoring function as a means of measuring progress</p> <p>DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003.</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> <li>• Tracking attainment and progress of phonics across the year</li> <li>• Precision teaching graphs for individual pupils</li> </ul>	<p>Head Teacher</p> <p>Literacy Subject Leader</p> <p>Inclusion Manager</p>	<p>July 2021</p>

	<p>staff</p> <p>TA support for learning and teaching of phonics</p>	<p>Improving Outcomes for Gypsy, Roma and Traveller Pupils, DfE report</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months' progress.</p>			
<p>D. To develop a concrete, pictorial, abstract (CPA) approach by ensuring teachers are using a greater range of concrete resources within lessons</p> <p>To develop children's rapid recall of times table facts</p>	<p>All staff and pupils will be using a greater variety of concrete materials throughout maths sessions, e.g. Base 10 materials, number beads, Numicon etc</p> <p>Online times table practice tool/game 'Times Table Rock Stars' to be used in school and at home to support pupils to</p>	<p>CPA is at the heart of maths mastery. Concrete manipulatives are often used to help low-ability students to work through questions, but it is important that teachers also use them to encourage the transition to pictorial and abstract; they are about giving pupils the tools to understand the problem in front of them. When teaching for mastery, the CPA approach helps learners to be more secure in their understanding, as they have to prove that they have fully grasped an idea. Ultimately, it gives pupils a firm foundation for future learning.</p> <p>Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice aimed at schools. This format has very successfully boosted times tables recall speed for hundreds of pupils</p>	<ul style="list-style-type: none"> <li>• Subject Leader/Head Teacher book scrutiny/ monitoring</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> <li>• Tracking attainment and progress of maths across the year</li> </ul>	<p>Maths subject leader</p> <p>Head Teacher</p> <p>Inclusion Manager</p>	<p>July 2021</p>



	develop a quicker recall of times tables facts	over the last 5 years at King Solomon Academy, the school in which it was created. Now it is used in over 3000 schools worldwide - both primary and secondary			
E. Increase attendance for pupils eligible for PP	Closely monitor attendance and follow up on any unaccounted for absences. Build a rapport with the parents to gain trust, especially within the traveller community. Utilise the parent school agreement by encouraging more interaction with home .Ensure that all unauthorised leave is investigated and procedures are followed. Liaise closely with the traveller Ed at CBC to maintain a close record on the children	DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003. Children can learn to read through sight recognition and enjoyment whilst not worrying about decoding  Improving Outcomes for Gypsy, Roma and Traveller Pupils, DfE report. CME reports from CBC	Records of attendance will be scrutinised and any patterns noted	Head teacher Inclusion manager	July 2021
F. Provision is made for children eligible for PP to engage with home learning	Work books to be printed when internet access is unavailable.  Homework clubs to be used within the classroom to enable all children the opportunity to complete their	Government guidelines during COVID pandemic.  Some children have impossible facilities at home to enable them to complete homework, allowing them to do it in school with staff support if needed or just space and time to finish will give them the same	Regular checks to inspect homework books to check completed	Class teachers/ Teaching Assistants	July 2021

	<p>homework regardless of their home environment.</p> <p>Loan of computers for those who have no access to online learning for sustained lengths of lockdown.</p>	<p>opportunity to consolidate learning.</p> <p>Government guidelines during COVID pandemic</p>	<p>Work marked with feedbacks daily</p>	<p>Class teachers/ Teaching Assistants</p>	
<p>G. Emotional issues for children eligible for PP will be reduced through tailored provision</p>	<p>Small group sessions for children that are struggling emotionally through a nurture group run by the SENDCo.</p>	<p>The focus of the research is circle time, a widely used method in primary schools. It involves children sitting in a circle with their teacher using method-specific techniques and strategies to promote self-esteem, develop skills and support positive classroom relationships. The theoretical and conceptual framework adopted has empowerment of children as its central focus, and is supported by theories of self-esteem, emotional intelligence, and voice and participation theory. Learning and counselling theories also inform the research. SPHE Curriculum (1999). Supports and strategies are identified to facilitate the introduction of this new empowering model of circle time which enables children to take their place as citizens in the evolving world we inhabit in the twenty-first century</p>	<p>.Assessment is difficult to gauge as quantifiable progress, but children will present as more confident happy members of the school able to approach school life in a more positive manner.</p>	<p>SENDCo Class teacher Teaching Assistant Inclusion manager</p>	<p>July 2021</p>
<p>H. Any talents/interests that children have are to be nurtured</p>	<p>Specialist peripatetic teachers to allow children to achieve their best in their</p>	<p>Some children do not necessarily need academic or emotional support but they are from disadvantaged families. These children should be</p>	<p>Assessments made by the peripatetic teacher for progress. Children should be showing</p>	<p>Head Inclusion manager</p>	<p>July 2021</p>

and developed... music/ sport etc	chosen interest or talent. IE: Piano lessons, swimming lessons, Golf lessons, Guitar lessons	given the opportunity to expand their experience of life through whatever means needed. The Evaluation of Full Service Extended Schools Initiative, Second Year: Thematic Papers (2006) was that extended services can have significant benefits for children, adults and families and can be associated with benefits for schools in terms of improvements on performance measures. Similar research by Ofsted found that children, young people and families benefited from enhanced self-confidence, raised aspirations and better attitudes to learning where their school was providing access to extended activities. This applies to any disadvantaged child that's show a passion for particular subjects and seek to pursue them. The Childrens Plan 2008	more confidence within the classroom		
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<b>Total budgeted cost:</b>					

ii. Targeted support					
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?
A. To improve the oral language skills for vulnerable groups of children	WellComm (Speech and Language toolkit) purchased for use in Nursery – <b>all</b> children to be assessed using the kit. 'Amber' children to receive programme of support from Nursery staff using resources from toolkit (under supervision of Nicola Read, SALT) 'Red' children flagged up as needing further expertise/support immediately and will therefore work with Nicola Read	<p>The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code) So, identifying children and young people who are struggling is vitally important – with early identification we can make sure that children and young people get intervention early.</p> <p>EEF Toolkit recognises that small group interventions with highly qualified staff are an effective way to accelerate the progress of the children targeted for the groups.</p>	<ul style="list-style-type: none"> <li>• Nicola Read to ensure staff are trained using her recommended approaches</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> </ul>	<p>Head Teacher</p> <p>Inclusion Manager</p> <p>English Subject leader</p> <p>Nicola Read – The Owl Centre (SALT)</p>	July 2021

<p>B. Increased progress in reading for PP children, especially Traveller children who are not heard read at home.</p>	<p>Regular 1:1 or small group reading with adults in school</p> <p>Summer Reading challenge set to encourage children to read over the 6 weeks holiday; prizes awarded to those who completed the challenge. Further challenges to increase motivation planned throughout the year</p> <p>Book Week – illustrators invited in to school; theatre visit</p> <p>Silent Reading Club</p> <p>Purchase Word Wasp for use throughout the school where appropriate</p>	<p>DFES Aiming High: Raising the Achievement of Gypsy Traveller Pupils. A Good Practice Guide, 2003.</p> <p>Improving Outcomes for GRT Pupils.gov.uk</p> <p>Children need interventions on 1-1 or small groups to address their gaps in learning due to their mobility and periods of travelling away from school with little or no education in school.</p> <p>We want to create a buzz about books and reading, and by engaging an illustrator to talk to the pupils we believe it will add to the teachers' enthusiasm for literature and encourage children to develop a love for the written word.</p> <p>Some children don't have a suitable place in which to read quietly at home, so EBA are providing a calm and quiet environment in which pupils can enjoy reading for pleasure.</p> <p>Repetition is a proven way to remember spellings and times tables</p>	<ul style="list-style-type: none"> <li>• Timetabling of interventions for TAs and teachers.</li> <li>• All interventions tracked</li> <li>• Provision Maps to be completed</li> </ul>	<p>Inclusion Manager</p> <p>English subject leader</p>	<p>July 2021</p>
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<p>C. To improve progress in phonics for pupils eligible for pupil premium</p>	<p>Subscription to Phonics Play to be used from YR to Y2; KS2 where appropriate for interventions</p> <p>Daily Precision Teaching focusing on phoneme/grapheme correspondence for individuals where necessary</p>	<p>Children need interventions in 1:1 or small groups to address their gaps in learning.</p> <p>‘Drips’ of learning suit some learning styles better – i.e. a little and often approach</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months’ progress.</p>	<ul style="list-style-type: none"> <li>• Timetabling of interventions for TAs and teachers.</li> <li>• All interventions tracked</li> <li>• Provision Maps to be completed</li> </ul>	<p>Inclusion Manager</p> <p>English co-ordinator</p>	<p>July 2021</p>
<p>D. To develop maths interventions across the school</p>	<p>Power of 2 maths scheme purchased – to be rolled out across school across the year</p> <p>Pupils who are not on track to make accelerated progress</p>	<p>Children need interventions in 1:1 or small groups to address their gaps in learning.</p> <p>‘Drips’ of learning suit some learning styles better – i.e. a little and often approach</p>	<ul style="list-style-type: none"> <li>• Timetabling of interventions for TAs and teachers.</li> <li>• All interventions tracked</li> <li>• Provision Maps to be completed</li> </ul>	<p>Maths Subject leader</p> <p>Inclusion Manager</p>	<p>July 2021</p>

<p>E. Provision is made for children eligible for PP to engage with home learning</p>	<p>Homework Club run by each class teacher at selected lunchtimes will provide support for the children who find it difficult to complete tasks at home. Conversely, this will also help to support some of the parents who find it challenging to support their children with this.</p> <p>Curriculum events for parents to explain the importance of home learning, and to see learning in action, e.g. Secondary Transfer Evening</p>	<p>It is part of our inclusive ethos that our most vulnerable children feel included and supported. If parents are unable to help their children complete their home learning tasks; this can be detrimental to pupils' confidence and self-esteem.</p> <p>Parental surveys have given positive feedback on such events</p>	<ul style="list-style-type: none"> <li>• Children's homework is completed and they are making improved progress</li> <li>• Good attendance/ uptake for curriculum events from parents</li> </ul>	<p>Head Teacher</p> <p>Class Teachers</p>	<p>July 2021</p>
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<p>G. Emotional issues for children eligible for PP will be reduced through tailored provision</p>	<p>Identify children who need emotional support</p> <p>Class teacher and/or Inclusion Manager to engage with parents before intervention is put in place</p> <p>Forest School offers an alternative way to progress the children's academic learning, as well as their social and emotional needs</p> <p>Structured circle time or nurture groups for those children that would benefit from some extra SEMH support</p>	<p>NFER suggest that in order to support children to learn, emotional support needs to be provided to address any underlying issues.</p> <p>On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (4 months' additional progress on average) according to the EFF Toolkit</p>	<ul style="list-style-type: none"> <li>• Strength and Difficulty Questionnaires (SDQs) will help to reveal the main emotional issues for the child and help the school to target the right intervention</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Talking to children</li> <li>• Behaviour Log</li> </ul>	<p>Inclusion Manager</p> <p>SENDCo</p>	<p>July 2021</p>
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<p>H. Any talents/interests that children have are to be nurtured and developed... music/ sport etc</p>	<p>Identify children that require specialist teachers to enhance their learning or emotional well being</p> <p>Disadvantage lead to discuss with class teacher before offering service to parents.</p> <p>Talk to peripatetic teachers about the child and see what resources they could offer so that they do not need to be purchased... Guitar, Violin, Sports equipment.</p>	<p>As above</p>	<p>As Above</p>	<p>Specialist teachers Inclusion Manganer</p>	<p>July 2021</p>
<p><b>Total budgeted cost</b></p>					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increase attendance for pupils eligible for pupil premium	<p>Build a rapport with the community through meet and greet parents at start and finish times of the school day</p> <p>Use telephone conversations to ensure barriers to communication are kept open</p> <p>Office staff to monitor pupils and follow up quickly on absences</p> <p>Parents need to provide evidence of medical appointments</p> <p>Attendance Officer visits to school increased from 6 to 9 times a year</p> <p>Attendance Officer to work with families to reduce the number of holidays taken during term time and increase attendance</p>	Children who have large gaps in learning through persistent absenteeism don't make as much progress as their peers or attain ARE at the end of each year.	<ul style="list-style-type: none"> <li>• Attendance will be at least 95%</li> <li>• Increased attendance of PP and especially Traveller children</li> <li>• Fewer holidays taken during term-time</li> <li>• Fewer periods of travelling away from school with little or no education in a formal setting</li> </ul>	<p>Head Teacher</p> <p>Attendance Officer</p>	July 2021

	<p>of those pupil eligible for PP → unauthorised holidays parents given fixed penalty notice</p> <p>Attendance Officer and Head Teacher meet termly to monitor attendance which falls below 95% and put actions in place to raise attendance → letter goes to parents when attendance below 90%. Still no improvement EWO becomes involved</p> <p>Meetings with individual parents/ families highlighting the importance of gaining 200 attendance sessions, e.g.</p> <ul style="list-style-type: none"> <li>• Only travelling for work related reasons</li> <li>• Dual registering whilst travelling</li> <li>• Only taking term-time holidays in extreme personal circumstances</li> </ul>				
<b>Total budgeted cost</b>					

Desired outcome	Chosen action/approach	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>
<b>As above</b>	<b>As above</b>	<p>The success criteria were met partially in the autumn term with children making some progress if their attendance was good.</p> <p>Many pupil premium children did not attend school from the end of December 2020 due to threat of COVID 19 and then due to school closure from January 2021</p> <p>Targets will be refined and developed in preparation for the full opening of schools, in March 2021</p> <p>During school closures Pupil Premium funding was used to support home learning through paper packs for those who were not able to access online learning.</p> <p>Funding was also used to provide food for children who were eligible during school closure.</p>

Desired outcome	Chosen action/approach	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<b>As above</b>	<b>As above</b>	<p>The success criteria were met partially in the autumn term with children making some progress if their attendance was good.</p> <p>Many pupil premium children did not attend school from the end of December 2020 due to threat of COVID 19 and then due to school closure from January 2021</p> <p>Targets will be refined and developed in preparation for the full opening of schools, in March 2021</p>

Desired outcome	Chosen action/approach	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<b>As above</b>	<b>As above</b>	<p>The success criteria were met partially in the autumn term with children making some progress if their attendance was good.</p> <p>Many pupil premium children did not attend school from the end of December 2020 due to threat of COVID 19 and then due to school closure from January 2021</p> <p>Targets will be refined and developed in preparation for the full opening of schools, in March 2021</p>

**Additional detail**

No data is available for the year 2020/2021 due school closures.