

Pupil premium strategy statement



Gilberdyke Primary School 2020-2021

Pupil premium strategy statement: Gilberdyke Primary School 2020-2021



1. Summary information					
School	Gilberdyke Primary School				
Academic Year	2020-2021	Total PP budget	£40,350	Date of most recent PP Review	Oct 2020
Total number of pupils	224	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Feb 2021

2. Current attainment (2019) – attainment and progress data not available for 2020			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Year 6	65% achieving in reading, writing and maths		7 pupils (86%)	64%
Y6	+3.1 Progress in reading (+0.11 2018 Nat Non-PP)			
Y6	+5.2 Progress in writing (-0.26 2018 Nat Non-PP)			
Y6	+1.69 Progress in maths (+1.11 2018 Nat Non-PP)			
Year 2	% achieving expected in reading, writing and maths		4 Pupils (50%)	N/A
Year 1	% achieving pass mark in phonic screening check		4 Pupils (100%)	81%
EYFS	% achieving a Good Level of Development		4 Pupils (75%)	71%

3. 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)	
A. Increasing numbers of pupils presenting with social, emotional and mental health needs	<p>The school has seen a significant increase in the numbers of pupils requiring support due to SEMH needs. This has further increased with partial school closures and lockdown. A significant proportion of these pupils are from disadvantaged backgrounds. Pupils with these needs are often members of other vulnerable groups eg. mobile, SEND or have suffered ACEs.</p> <p>The EWB and inclusion team have seen an increase in the number of disadvantaged families they are working with/supporting on a regular basis and in fulfilling our responsibility to provide early help so that children are ready to access the academic world, there is significantly increased demand placed on them.</p>
B. Lower levels of oracy, communication and language impacts on pupil's achievement, particularly in reading & writing	<p>A significant proportion of pupils in receipt of PP funding have speech, language and communication skills that are below age-related expectation. Pupils' wider experiences are limited which often means they have a less well-developed vocabulary and repertoire of words to use in their writing. This is particularly evident in years 4 and 5. Proportions of PP pupils attaining the greater depth standard in reading and writing needs to increase.</p>

C. Lower levels of home reading, practise/support/resources to develop this fundamental skill which can be a barrier to accessing the curriculum in its entirety	<p>Close to 50% of all pupils in receipt of PP in years F2-Y5 are not supported at home with reading or home learning opportunities which slows their progress in reading over future years. Families have limited resources at home eg. books and wider opportunities like accessing the local mobile library service are not exploited.</p> <p>87% had only sporadic or very little engagement with home learning during the partial school closure from March to July. 4/10 eligible to return to school in May attended</p>	
D. PP pupils typically enter EYFS below age-related expectations	<p>PP pupils typically enter the foundation stage with less well-developed language and vocabulary as well as moving and handling skills which specifically impacts on their attainment in reading and writing at the end of EYFS and KS1.</p>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E. Higher absence rates and lateness	<p>PP pupils at the school regularly have higher absence rates, including persistent absenteeism.</p>	
d. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Pupils in receipt of PP with SEMH needs/who are in other vulnerable groups, make progress in line with non-PP pupils (all year groups)</p>	<p>Progress for PP pupils is in line or better than that of non-pp pupils</p>
B.	<p>Pupils in receipt of PP attain in line with national non-PP in all core subjects by the end of KS2 and a greater proportion attain greater depth standard (making better than expected progress)</p>	<p>Attainment of PP pupils is in line with non-PP Progress for a proportion of PP pupils is better than expected A greater proportion of PP pupils in Y2 and Y6 attain greater depth</p>
C.	<p>PP pupil's achievement improves in reading through targeted support at school and home</p>	<p>PP pupil's attainment improves PP pupils make progress in line with non-pp in reading</p>
D.	<p>Pupils in receipt of PP in EYFS make expected or better progress in line with non-pp pupils</p>	<p>Progress for PP pupils is in line or better than that of non-PP pupils</p>
E.	<p>Pupils in receipt of PP attend in line with all pupils nationally and non-PP at the school</p>	<p>PP attendance will be in line with or better than non-PP NO PP children will be persistent absence</p>

e. Planned expenditure

Academic year

September 2020 to July 2021

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. 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>A. Pupils in receipt of PP with SEMH needs/who are in other vulnerable groups make progress in line with non-PP pupils (all year groups)</p>	<p>Inclusion: Continue to broaden and develop the role of the Inclusion team (DHT/SENCO and newly appointed pastoral/EWB worker) – Thrive training/specific strategies/bereavement and loss training opportunities for newly appointed EWB lead EWB costs £18,000</p> <p>CPD: Train staff at all levels so that they are knowledgeable about how to identify potential mental health issues as they emerge and embed ‘healthy minds’ as an integral element of the school’s curriculum Staff inset costs £500</p>	<p>Social and emotional security is a pre-requisite for pupils in attaining their true potential.</p> <p>Increasing proportions of pupils are arriving at school without adequate learning behaviours as a result of social and emotional factors</p> <p>Referrals to EHASH and the Children’s Centre have increased significantly in the last 2 years</p>	<p>Regular monitoring of specific programmes/interventions and evaluation of impact</p> <p>Pupil progress meetings (data tracking to ensure ‘on-trackness’ PP progress is a focus for work scrutiny, lesson observations and pupil interviews</p>	<p>JB/NJ/MS/MP</p>	<p>Interim check: February 2021</p> <p>September 2021</p>
<p>D. Pupils in receipt of PP in EYFS make expected or better progress</p> <p>B. Pupils in receipt of PP attain in line with national non-PP in all core subjects by the end of KS2 and a proportion attain greater depth standard (making better than expected progress)</p>	<p>Wider Curriculum: With all staff: further revise the curriculum to ensure clear rationale linked to whole-school progression and assessment of knowledge acquisition across all subjects</p> <p>Pedagogy: Revise, research and embed effective pedagogical approaches to classroom practice to include: conceptual links, neurological knowledge, authentic purpose and wider experiences Books to support research £150</p>	<p>School Improvement and curriculum development has focussed on R, W and Maths in the last 2 years</p> <p>Whilst opportunities for parents to engage in school life have increased significantly, these opportunities now need to be exploited more regularly and specifically focussed on supporting learning at home</p>	<p>Regular monitoring and evaluation with whole staff team (as part of CPD for teachers, subject leaders and SLT)</p> <p>Work scrutiny to ensure clear sequential structure and progression across whole school and appropriate challenge</p> <p>Through speaking to parents at open evenings and by analysing the Parentview questionnaire, ensure that families feel that they</p>	<p>SLT and subject leaders</p>	<p>Costs: SLT and subject leader release time to structure curriculum and plan for progression</p> <p>Implementation will be reviewed termly</p>

	<p>Maths: Adopt new maths approach and invest in CPD to support pedagogy and implementation Effective Maths £6000</p> <p>HCAT SI team support: Continue to invest in CPD and engage HCAT school improvement team around teaching for Greater Depth standard in R, W, M</p>		<p>know what their child will be learning, how well their child is doing and how to support him/her</p> <p>In conjunction with maths expert (writer of Effective Maths): lesson visits, coaching, modelling, CPD which will indicate a significant rise in staff confidence when teaching maths</p>		Effectiveness of maths provision: termly
C. PP pupil's achievement improves in reading through targeted support at school and home	<p>SEN and PP passports will prioritise reading to acknowledge that this is the gateway to accessing a complete and rounded curriculum and success in later life SEN release time £3000</p> <p>Reading at home: Develop whole school opportunities and systems to motivate, support and develop reading and wider learning opportunities at home.</p> <p>Support for families in these areas will broaden through parent workshops, exploiting the weekly stay and read sessions, 1:1 check-ins (about reading) with target families on a weekly basis</p> <p>Reading provision: Further develop the reading scheme provision beyond that already in place to ensure that it is accessible, varied and appropriately targeted for pupils who may not have provision at home Reading book package incl. e-books £2000</p> <p>S & L: Support for speech and language in addition to that provided by NHS: Bridge speech and Language - £3000</p>	<p>Without the ability to read , pupil's chances of success in life may be limited.</p> <p>Pupils are motivated by incentives to read at home</p> <p>Parents have previously benefitted from watching teachers/trained ASAs deliver phonic sessions to groups of pupils</p> <p>EYFS/KS1 stay and read sessions are well attended so audience is accessible</p> <p>Progress of pupils who work with Bridge S&L therapist is good and half termly meetings with parents are held to upskill them</p>	<p>SEND deep dive with Lesley Stocks (HCAT school Improvement team) will evidence where provision is working well and where further improvements can be made</p> <p>Children will be proud of their reading achievements and motivated to read at home and share success at school</p> <p>Leaders for English and phonics will attend – parents will be supporting at home</p> <p>Parents will be able to talk about how they support their child's speech and language needs at home</p>	<p>NJ</p> <p>JC/LE</p> <p>NJ</p> <p>LE</p> <p>JC/LE</p>	Reviewed in February July 2021

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?
<p>A. Pupils in receipt of PP with SEMH needs/who are in other vulnerable groups make progress in line with non-PP pupils (all year groups)</p> <p>C. PP pupil's achievement improves in reading through targeted support at school and home</p>	<p>Thrive Approach embedded – 1:1 assessments and implementation of specific recommendations/strategies to support -to be successfully handed over to newly appointed pastoral/well-being lead</p> <p>Embed PP (and SEN) passports to;</p> <ul style="list-style-type: none"> *raise the profile of provision for pupils, particularly in reading *ensure effective communication with all parties *implement timely use of strategies to support individuals/groups/classes *regular and effective evaluation of impact <p>Role of new pastoral lead to include: social skills groups. self-</p>	<p>Children with barriers to learning require specific and timely interventions in order to make progress equivalent to their peers.</p> <p>Significant proportions of pupils in receipt of PP have encountered Adverse Childhood Experiences (ACEs) 16/33</p> <p>A large proportion of pupils in receipt of PP (39%) receive regular, planned intervention to support their social and emotional needs</p>	<p>Pupil progress meetings/SEN reviews with SENCO/DHT (assessment lead)</p> <p>Continuous monitoring of the support/interventions and the impact on individual pupils communicated through staff meetings</p> <p>SLT will monitor the implementation and effectiveness of the PP passport across all year groups through planning meetings and monitoring</p> <p>Inclusion team will be accountable for addressing/supporting staff needs as appropriate</p>	<p>NJ/MS/JB/MP</p>	<p>February 2021: mid-year assessment on-trackness pupil progress meetings</p> <p>June 2021: end of year assessment pupil progress meetings</p> <p>COST: £200 resources to support provision at lunch/break times</p> <p>£150 books/resources to support pastoral lead with interventions and strategies</p>
<p>D. Pupils in receipt of PP in EYFS make expected or better progress</p> <p>B. Pupils in receipt of PP attain in line with national non-PP in all core subjects at the end of KS2 and a proportion attain greater depth, making better than expected progress</p>	<p>*ASAs for EYFS, Y1 and KS2 ASAs 0.5 £27,000</p> <p>*Further staff CPD around identification of additional needs and barriers to attaining ARE by professionals, SEN consultant, ed psych as well as training in specific approaches/strategies to address gaps/barriers – to include Dyslexic tendencies and Precision Teaching CPD Applied psychologies: £750</p> <p>*Invest in internal training for reading volunteers - phonics and decoding</p>	<p>Accurate identification of needs/specific barriers to learning are the difference between making expected progress and not.</p> <p>A significant proportion of PP pupils currently in KS2 are not working at ARE</p> <p>Children whose early childhood experiences have not been broad and varied need wider experiences to influence language/vocabulary and give real life context and meaning to learning</p>	<p>Work scrutiny (writing) for PP pupils</p> <p>Monitoring focus for SLT: provision for PP pupils and lower ability</p> <p>SLT: Scrutiny of provision planning for PP pupils</p>	<p>MS SLT/NJ SLT</p>	<p>September 2021</p>

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>D. Pupils in receipt of PP in EYFS make expected or better progress</p> <p>B. Pupils in receipt of PP attain in line with national non-PP in all core subjects at the end of KS2 and a proportion attain greater depth, making better than expected progress</p>	<p>Visits, trips, experiences and visitors will be subsidised for PP pupils where required by families (following discussions with MS) £1000 budget to support</p> <p>Music tuition for PP pupils will be subsidised/funded to allow pupils to access this wider opportunity £500 budget</p>	<p>A significant proportion of pupils in receipt of PP have limited vocabulary and life experiences</p> <p>By providing them with a range of rich, high quality curricular experiences over the year, including extra-curricular opportunities, their vocabulary can be broadened based on first-hand experiences</p>	<p>Work scrutiny of reading and writing books for PP children to ensure that vocabulary is being implemented</p> <p>Monitoring through lesson observations which track PP pupils and the language/vocab they are being exposed to/expected to implement</p>	<p>Inclusion team (JB/MS/MP/NS)</p>	<p>September 2021</p>
<p>E. Pupils in receipt of PP attend in line with all pupils nationally</p>	<p>Breakfast club subsidised or free places £2000 budget</p>	<p>Targeting vulnerable families to improve attendance and address social and emotional needs by providing a family feel plus nutritious breakfast will enable children to have the right start to their day</p>	<p>PP attendance will rise in line with the school percentage</p>	<p>JB/MP/EJ</p>	<p>September 2021</p> <p>Reviewed every half term</p>

f. Review of expenditure				
Previous Academic Year		2019-2020 – all outcomes measured in Feb 2020 due to lockdown & partial school closure		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A.</p> <p>Pupils in receipt of PP with SEMH needs/who are in other vulnerable groups, make progress in line with non-PP pupils (all year groups)</p>	<p>Further broaden and develop the role of the Inclusion team (DHT/SENCO and newly appointed pastoral/EWB worker) – Thrive training/ specific strategies/ bereavement and loss training opportunities for newly appointed EWB lead</p> <p>Train staff at all levels so that they are knowledgeable about how to identify potential mental health issues as they emerge and embed 'healthy minds' as an integral element of the school's curriculum</p>	<p>Progress for PP pupils is in line or better than that of non-pp pupils: progress data not available for academic year – feb mid-point 'on-trackness' below</p> <p><u>Year 3</u></p> <p>R: 100%PP on track 78%cohort on track W: 100%PP on track 81%cohort on track M: 100%PP on track 78%cohort on track</p> <p><u>Year 4</u></p> <p>R: 100%PP on track 94%cohort on track W: 70%PP on track 92%cohort on track M: 90%PP on track 97%cohort on track</p> <p><u>Year 5</u></p> <p>R: 63%PP on track 84%cohort on track W: 88%PP on track 87%cohort on track M: 88%PP on track 90%cohort on track</p> <p><u>Year 6</u></p> <p>R: 33%PP on track 71%cohort on track W: 33%PP on track 87%cohort on track M: 66%PP on track 63%cohort on track</p>	<p>Continue to provide this funded support through PP allocation as those with SEMH needs continues to grow following lockdown</p> <p>Pupils who have regular check-ins are better equipped to access learning for sustained periods of time – anecdotal evidence gathered from teaching and support staff</p> <p>Short, sharp, well-timed interventions for pupils with SEMH needs (friendship groups, self-confidence sessions) have enabled pupils to re-engage with classroom life and lessons quickly on a daily basis</p> <p><u>Lockdown approaches:</u> Pastoral/EWB lead maintained regular contact with PP pupils with social and emotional support throughout lockdown – weekly phone calls (more if needed), coaching for parents, paper-based programmes and initiatives posted to houses</p>	<p>EWB costs £18,000</p> <p>Staff inset costs £500</p>
<p>B.</p> <p>Pupils in receipt of PP attain in line with national non-PP in all core subjects by the end of KS2 and a greater proportion attain greater depth standard (making better than expected progress)</p>	<p>*With all staff: further revise the curriculum to ensure clear rationale linked to whole-school progression and assessment of knowledge acquisition across all subjects</p> <p>*Revise, research and embed effective pedagogical approaches to classroom practice to include: conceptual links, neurological knowledge, authentic purpose and wider experiences</p> <p>*Continue to invest in CPD & engage HCAT school improvement team around teaching for Greater Depth standard in R, W, M</p>	<p>*Attainment of PP pupils is in line with non-PP</p> <p>*Progress for a proportion of PP pupils is better than expected</p> <p>*A greater proportion of PP pupils in Y2 and Y6 attain greater depth</p> <p><u>February on-track data:</u></p> <p>Attainment of PP pupils (Y6) – Expected +</p> <p>Reading – PP: 100% cohort: 74% Writing – PP: 66% Cohort: 67% Maths – PP: 66% Cohort: 61%</p> <p><u>February mid-point review: Y6 3 pupils</u></p> <p>Reading: 1 on track, 2 not achieved GD in latest SATs papers Writing: 1 on track, 2 not – genre covered, Maths: 2 on track, 1 not – not achieved GD in latest SATs papers</p>	<p>The impact of whole staff CPD (subject specific) had significant impact on teacher confidence and their understanding of sequence and progression (why this, why now)? To continue next year and include subject leadership intense development and CPD programme</p> <p>Staff involvement in curriculum design through staff meetings and supported/joint weekly planning meetings facilitated greater teacher confidence and ownership of curriculum development as seen through lesson visits – action to continue next year</p> <p>Further work needed to embed teacher's pedagogical understanding of teaching for greater depth – new maths approach will need to be implemented</p>	<p>Books to support research £150</p>

<p>C. PP pupil's achievement improves in reading through targeted support at school and home</p>	<p>SEN and PP passports will prioritise reading to acknowledge that this is the gateway to accessing a complete and rounded curriculum and success in later life</p> <p>Develop whole school opportunities and systems to motivate, support and develop reading and wider learning opportunities at home</p> <p>Support for families in these areas will broaden through parent workshops, exploiting the weekly stay and read sessions, 1:1 check-ins (about reading) with target families on a weekly basis,</p> <p>Further develop the reading scheme provision beyond that already in place to ensure that it is accessible, varied and appropriately targeted for pupils who may not have provision at home</p>	<p>PP pupil's attainment improves PP pupils make progress in line with non-pp in reading</p> <p>February mid-point review:</p> <p>Some concerns in specific year groups (Y1 in particular) – strategies include whole staff meeting to gather solution focussed initiatives, Y5 reading buddies 4 times per week, everyday readers by school staff, targeted reading with volunteers</p>	<p>Reading culture needs further development and embedding moving into 2020-2021 academic year.</p> <p>Provision for reading at home requires further investment to ensure that all pupils have access to high quality texts and this may involve innovative initiatives like e-books which younger pupils can access on electronic devices (following survey of accessibility in those families and potential provision of laptops for PP pupils)</p> <p>Use of volunteers to support young readers and early reading development essential and can be further developed next year – including CPD for reading volunteers</p>	<p>Reading books £2000</p>
<p>D. Pupils in receipt of PP in EYFS make expected or better progress in line with non-pp pupils</p>	<p>As Above</p> <p>In addition: Support for speech and language in addition to that provided by NHS</p>	<p>Progress for PP pupils is in line or better than that of non-PP pupils</p> <p>February mid-point review:</p> <p>100% PP on track (2 did not attend our F1)</p>	<p><i>Language in Colour</i> teaching as part of quality first approach to literacy in FS1 and 2 to enhance and support early language development</p> <p><i>Language in Colour</i> used as an intervention strategy for pupils with language below age related expectation/age and stage of development</p>	<p>Bridge speech and Language - £3000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>A. Pupils in receipt of PP with SEMH needs/who are in other vulnerable groups, make progress in line with non-PP pupils (all year groups)</p> <p>C. PP pupil's achievement improves in reading through targeted support at school and home</p>	<p>Thrive Approach embedded – 1:1 assessments and implementation of specific recommendations/strategies to support -to be successfully handed over to newly appointed pastoral/well-being lead</p> <p>Role of new pastoral lead to include: social skills groups, self-esteem/resilience programme, social stories delivered by EWB worker/ ASAs; support programmes and mindfulness approaches run during lunch/break times</p> <p>Embed PP (and SEN) passports to; *raise the profile of provision for pupils, particularly in reading *ensure effective communication with all parties *implement timely use of strategies to support individuals/groups/classes *regular and effective evaluation of impact</p>	<p>Progress for PP pupils is in line or better than that of non-pp pupils: progress data not available for academic year – feb mid-point 'on-trackness' below</p> <p>As A above</p> <p>PP pupil's attainment improves PP pupils make progress in line with non-pp in reading</p> <p>As C above</p>	<p>Thrive subscription and renewal of training to uphold status as lead Thrive practitioner for DHT will be undertaken</p> <p>Expansion of training for Pastoral lead will commence in 2020-2021</p> <p>Capacity of pastoral lead greatly expanded by HCAT EWB network and support from HCAT lead worker for families</p> <p>SENCO will require further release time to effectively implement and monitor the impact of passports as working documents to support PP pupils</p>	
<p>B. Pupils in receipt of PP attain in line with national non-PP in all core subjects by the end of KS2 and a greater proportion attain greater depth standard (making better than expected progress)</p> <p>D. Pupils in receipt of PP in EYFS make expected or better progress in line with non-pp pupils</p>	<p>*ASAs for EYFS, Y1 and KS2</p> <p>*Further staff CPD around identification of additional needs and barriers to attaining ARE by professionals, SEN consultant, ed psych as well as training in specific approaches/strategies to address gaps/barriers – to include Dyslexic tendencies and Precision Teaching</p> <p>*Invest in internal training for reading volunteers</p>	<p>*Attainment of PP pupils is in line with non-PP *Progress for a proportion of PP pupils is better than expected *A greater proportion of PP pupils in Y2 and Y6 attain greater depth</p> <p>As B above</p> <p>Progress for PP pupils is in line or better than that of non-PP pupils</p> <p>As D above</p>	<p>Experienced ASAs to move with cohorts of pupils for continuity next year and maintain the expert knowledge of individual pupils and their needs</p> <p>SENCO will require further release time to effectively implement and support colleagues with a robust and detailed early identification package to support teacher's provision for individuals once an issue has been recognised</p> <p>Use of volunteers to support young readers and early reading development essential and can be further developed next year – including CPD for reading volunteers around phonics, decoding and fluency for comprehension</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>D. Pupils in receipt of PP in EYFS make expected or better progress</p> <p>B. Pupils in receipt of PP attain in line with national non-PP in all core subjects at the end of KS2 and a proportion attain greater depth, making better than expected progress</p>	<p>Visits, trips, experiences and visitors will be subsidised for PP pupils where required by families (following discussions with MS)</p> <p>Music tuition for PP pupils will be subsidised/funded to allow pupils to access this wider opportunity</p>	<p>As D above</p> <p>As B above</p>	<p>Subsidisation of trips and visits/visitors to be continued in 2020-2021</p> <p>Introduction of music tuition (subsidised) for PP pupils has impacted on their range of experiences and will be continued into 2020-2021 to enable impact on vocabulary and achievement over time (especially in writing)</p>	<p>£5.00 per lesson, per week (full cost)</p>
<p>E. Pupils in receipt of PP attend in line with all pupils nationally</p>	<p>Breakfast club subsidised or free places</p>	<p>PP attendance will be in line with or better than non-PP NO PP children will be persistent absentees</p> <p>February mid-point review: see separate attendance report</p>	<p>Breakfast club places have proven <u>significant</u> impact on reducing PA – to be continued 20/21</p> <p>Breakfast club provides effective transition into school for pupils who experience SEMH difficulty when separating from parents/carers. The balanced, nutritional breakfast enables pupils' learning behaviours to surface in preparation for lessons.</p> <p>Tracking, monitoring and proactive support for families has significantly impacted on this area of provision for PP hence improvements. Robust measures will remain in place for 20/21.</p>	<p>£2.50 per day, per child</p>

g. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk