

St Francis Xavier Catholic Primary School



# **Pupil Premium Spending and Action Plan**

**'I have fought the good fight, I have finished the race, I  
have kept the faith.'**

**2 Timothy 4:7**

It is with these words from Paul in the New Testament that we realise that for a long time, there has been a struggle to achieve against challenge and self-doubt. It is the words of Paul that help fuel our vision at St Francis Xavier...

Our vision for our young learners is that they must have the spirit of Paul and the knowledge that Jesus holds us close in the palm of His hand as they pursue any activity in life.

We wish for our learners to be tenacious, unrelenting and persevering in their pursuit of all academic, social, cultural, spiritual and moral knowledge and development, knowing that whatever barriers there are in their lives, they only have to trust in their own strengths, recognise their weaknesses and strengths and have the skills to seek out solutions in every and any challenges they face.

1. Summary information					
School	St Francis Xavier Catholic Primary School				
Academic Year	2020-2021	Total PP budget	£50,075	Date of most recent PP Review	September 2020
Total number of pupils	229	Number of pupils eligible for PP	30 LAC = 4 EVER 6 = 5	Date for next internal review of this strategy	January 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average – n/a this year)
% achieving in reading, writing and maths	58%	72%
% making progress in reading	91%	88%
% making progress in writing	86%	87%
% making progress in maths	80%	87%

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.	Less PP children achieve greater depth in Writing as well as core subjects combined with increased numbers of pupils with speech and language issues including EAL.
B.	Staff understanding of how to improve provision for PP children limited in use of metalanguage.
C.	Interventions effectiveness – ensuring that the interventions are high quality and are rich in knowledge, so that they have a significant impact within a certain time frame. Consistency of intervention – can be affected due to staffing e.g. COVID-19 absence, etc.
D.	Social and economic factors - life experiences, EAL and ability of families to support children. Costs for residential visits/trips put them outside reasonable expenditure for some of our Pupil Premium families. The educational, social and emotional benefits of attending such a visit are significant.
E.	Attendance and punctuality – Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels.
F.	Diet/Health habits lead to lack of concentration in class.

External barriers (issues which also require action outside school, such as low attendance rates)		
G.	Safeguarding and emotional barriers to learning – low self-esteem, confidence and wellbeing causing children to shy away from different areas within the curriculum; therefore, not reaching their true potential and begin to disengage academically and/or socially.	
H.	Higher attaining children - more able pupils often require individual input to accelerate and to work at greater depth, by providing these children with more opportunities both within school and at home they will be able to achieve greater depth objectives within their year group.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Less PP children achieve greater depth in Writing as well as in core subjects combined with increased numbers of pupils with speech and language issues including EAL.	<ul style="list-style-type: none"> <li>Pupils achieve speech and language milestone targets from increased hours of Senior Speech and Language NHS specialist – Support staff trained and supported by LA provision and Senior S&amp;L specialist to implement SL action plans.</li> <li>Pupils improve in Phonic Screening test to achieve higher than national standard. Small targeted groups of maximum 10 pupils taught by highly trained staff to deliver synthetic phonics programme.</li> <li>Staff have increased understanding of Pupil Premium children in their class and target effective provision – particularly through use of staff where possible and through effective targeted questioning, with plans targeting children to achieve greater depth.</li> <li>Pupil Premium action plans completed for every child by class teachers.</li> <li>Staff CPD in Reading, Writing and Mathematics will ensure that there is more effective teaching and learning. PP children to make good or better progress from their starting points.</li> </ul>
B.	Staff understanding of how to improve provision for PP children limited in use of metalanguage and challenge.	<ul style="list-style-type: none"> <li>Staff to take part in CPD to ensure that teaching and learning in a language rich environment enables PP pupils to make progress that is above national average.</li> </ul>
C.	Interventions effectiveness – ensuring that the interventions are high quality and are rich in knowledge, so that they have a significant impact within a certain time frame. Consistency of intervention – can be affected due to staffing e.g. COVID-19 absence, etc.	<ul style="list-style-type: none"> <li>Use of catch-up programmes and interventions that are proven effective - that include assessments and targeted support e.g. Abracadabra, Clicker, Switched on Reading etc.. Where appropriate, continued access to remote learning and laptops in the home setting.</li> <li>All extra-curricular activities either before or after school clubs run at either a reduced or no cost to parents - ensuring access for all pupils to a wide range of high-quality sporting and arts experiences</li> <li>Support to purchase uniform, clothing for dress up days or other whole school activities.</li> <li>Financial support for trips to enhance academic, personal and social development</li> <li>Funding / support to external clubs as appropriate</li> <li>Continued use of immediate feedback and marking within lessons, staff to be aware of PPG children and target these.</li> <li>Involvement of external agencies where appropriate.</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional interventions provided by the SENCO, Curriculum Lead and Maths Lead – targeting children across the school.</li> </ul>
<b>D.</b>	Social and economic factors - life experiences, EAL and ability of families to support children. Costs for residential visits/trips put them outside reasonable expenditure for some of our Pupil Premium families. The educational, social and emotional benefits of attending such a visit are significant.	<ul style="list-style-type: none"> <li>• Offer a uniform 'swap shop' for all PP families.</li> <li>• Involve PP children's views within School Council meetings to make purchases for playground equipment and new books for the library.</li> <li>• Build a food bank at school and offer packs to PP families.</li> </ul>
<b>E.</b>	Attendance and punctuality – Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels.	<ul style="list-style-type: none"> <li>• Attendance rewards to continue.</li> <li>• Provide those in need with laptops supplied by the government.</li> <li>• Regular telephone calls for well-being checks when children are not attending school due to self-isolation.</li> <li>• Children to access The Nest at designated lunchtimes to discuss positives as well as anything worrying them.</li> <li>• Promote Reading for Pleasure through the use of 'The Nest' sessions taking place in the library 2x per week.</li> </ul>
<b>F.</b>	Diet/Health habits lead to lack of concentration in class.	<ul style="list-style-type: none"> <li>• Healthy initiatives ensure children are healthy and well in their early years through enhanced provision such as sports coaching, food provision and extra-curricular activities. All PP children provided with a hot meal, where possible.</li> <li>• All PP children given the opportunity to have milk at break times.</li> <li>• Courses to be run within wraparound care that cover aspects of healthy eating/living. Implementation of healthy snacks at break times – pupil premium children to be provided with fruit/vegetables.</li> <li>• Children will arrive to school on time and well prepared for the day having eaten healthily.</li> <li>• Children concentrate more in lessons</li> <li>• Children less likely to dysregulate due to the start to the day that they have had.</li> </ul>
<b>G.</b>	Safeguarding and emotional barriers to learning – low self-esteem, confidence and wellbeing causing children to shy away from different areas within the curriculum; therefore, not reaching their true potential and begin to disengage academically and/or socially.	<ul style="list-style-type: none"> <li>• Contracted counselling service to targeted children to ensure their continual mental health and wellbeing.</li> <li>• Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome.</li> <li>• Close tracking of self-esteem and confidence, plus improved behaviours for lunch time and gauge emotional states of individuals most in need of designated adults. Includes tracking of Safeguard Software for known pupils and personalised responses.</li> <li>• All pupil premium children 'RAG rated' on individual action plans, to ensure needs are catered for.</li> <li>• Continual support of Safeguarding and Inclusion Lead coordinates services for targeted children – bringing together harmonious support for targeted children which results in</li> </ul>

		<p>continually high attendance, close parental relationships and at least sustained progress across the curriculum.</p> <ul style="list-style-type: none"> <li>• School achieved Well-being Charter Mark in Autumn 2020. Pupil/Parent Voice reflects that children are happy at school and feel safe and that it feels like a 'family'. Parent Voice reflects that school staff are friendly and approachable.</li> </ul>
<p><b>H.</b></p>	<p>Higher attaining children - more able pupils often require individual input to accelerate and to work at greater depth, especially in Writing, by providing these children with more opportunities both within school and at home they will be able to achieve greater depth objectives within their year group.</p>	<ul style="list-style-type: none"> <li>• Staff to identify pupils who achieved GDS at prior starting points, target children at ARE who have the potential to achieve GDS. Target pupils who are working at WTS who could achieve ARE.</li> <li>• Direct PP children to activities online to improve skills: Numbots, Times Table Rockstars, Floppy Phonics. For those without technology at home, offer this facility in wraparound care.</li> </ul>

## 5. Planned expenditure

Academic year

2020 – 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	Review of implementation
<p><b>Ensure quality first teaching in classes through lesson observations, book trawls; pupil progress meetings, planning monitoring and regular assessments.</b></p> <p>Y1: W, R, M Y5: W, R, M Y6: W, R, M</p> <p>Rigorous monitoring cycle in place with use of DCPro to help.</p>	<p>Pupils in classes to be working at age related expectations and above to be at least in line with national outcomes.</p> <p>To further reduce the gap between PP and non-PP in core subjects through targeted intervention:</p> <p>Y1: W, Phonics, R, M Y2: W, Phonics, R, M Y3: W, R, M Y4: W, R, M</p>	<p>The research report from 2015 led by Durham University and NFER showed in its key findings that in meeting the needs of PP pupils, effective schools focused on teaching and learning. Liking teacher and learning interventions to classroom work, monitored attainment and quick intervention to address learning needs. More successful schools ensured that TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress.</p>	<p>Time</p> <p>Support and training given to teachers in:</p> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Floppy Phonics training is in place (paid for by English Hub)</li> <li>Resources to supplement implementation of Floppy Phonics (posters, reading books).</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Continue to utilise INSET and support from Maths Hub to disseminate good practice;</li> <li>Based on review of planning and teaching, coach staff in joint planning sessions.</li> <li>Progress meetings with SLT.</li> <li>Maths Lead to review planning regularly along with book scrutiny and pupil voice (Bowled Over by Books).</li> <li>Replenishment of resources as required.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Coaching/CPD</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Pupil Progress Meeting to review and target needs.</li> <li>Coaching/CPD – further T4W CPD – supplement with teacher Writing Across the Curriculum</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Apply skills taught in Computing across the curriculum.</li> </ul>	<p>SLT</p> <p>SENCO</p> <p>Subject leads</p>	<p><b>January 2021</b></p> <p>Staff are aware of disadvantaged pupil starting points and have been targeting interventions to meet the individual needs of children.</p> <p><b>Nearly all children have made progress from their prior starting points:</b></p> <p>Year 1 (2): 100% progress from EYFS</p> <p>Year 2(5): Reading 80%. Writing: 60%, Maths: 1000%</p> <p>Year 3 (4, one joined Nov '20): Reading 100%, Writing: 100%, Maths: 100% - all pupils have SEND</p> <p>Year 4 (7): Reading 43%. Writing: 86%, Maths: 57%</p> <p>Year 5 (5): Reading 60%. Writing: 80%, Maths: 80%</p> <p>Year 6 (6): Reading 83%. Writing: 100%, Maths: 67%</p> <p><b>April 2021</b></p> <p><b>July 2021</b></p>

<p>To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.</p>	<p>From September 2020, it is essential that the school assess for gaps before moving forward with the relevant Year group curriculum. Therefore, the first week of learning will be PSHE focused and assessments will take place within that framework. Assessment must be designed around the statements on Target Tracker from the previous year that remain black i.e. the core content and skills that most pupils should have acquired in their previous year, but may now have missed. Assessments must not look like assessment from the child's perspective or summative in nature, and must be designed to inform teachers about any gaps so that planning can inform coverage over the coming year. This will aid with the identification of children requiring catch-up provision. Staff to create engaging activities that will allow diagnostic assessments. Explore the potential of a whole-school curriculum that may support. Employment of Educational Lead Teacher to work with pupils in all year groups. To deliver a bespoke and pupil centred curriculum to reduce the impact on lost educational hours.</p>	<p>The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:</p> <ul style="list-style-type: none"> <li>• School closures are likely to reverse progress made to close the gap in the last decade since 2011.</li> <li>• Estimates for the gap widening range from 11% to 75%.</li> <li>• Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level.</li> <li>• The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess lost learning, and tailor support to match.</li> <li>• All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges.</li> <li>• Creative approaches to assessment. Quizzes; assess writing skills with a story / poster / leaflet etc.... about what lockdown life meant for them; use knowledge of their daily walks to assess Geography skills etc... Pupil progress meetings to scrutinise termly data analysis.</li> <li>• Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils</li> <li>• Appropriate CPD for staff.</li> <li>• Following the initial PSHE start to the year, begin to teach the whole curriculum.</li> </ul>	<p>Subject Leaders</p> <p>SENCO</p> <p>SLT</p>	<p><b>January 2021</b> Pupils were targeted following early pupil progress meetings as whole staff, information was shared, staff have more knowledge of pupils and are able to target them in quality first teaching.</p> <p>Book trawls and lesson visits have shown interventions working effectively to engage pupils in learning.</p> <p>CPD has led to staff confidence levels rising and all staff have created online book clubs, where there is engagement from nearly all PP pupils.</p> <p>14 PP pupils have received laptops which has enabled further engagement in learning. PP accessing learning can be seen in engagement data below:</p> <p><b><u>Pupil Premium Attendance during lockdown</u></b></p> <table border="1" data-bbox="1576 753 2072 1268"> <thead> <tr> <th>Year group</th> <th>No. pupils</th> <th>Teams</th> <th>In school</th> <th>Work packs</th> <th>Not engaging</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td><b>2</b></td> <td><b>0</b></td> <td><b>50%</b> (1)</td> <td><b>50%</b> (1)</td> <td><b>50%</b> (1)</td> </tr> <tr> <td>Y2</td> <td><b>5</b></td> <td><b>40%</b> (2)</td> <td><b>40%</b> (2)</td> <td><b>20%</b> (1)</td> <td><b>0</b></td> </tr> <tr> <td>Y3</td> <td><b>4</b></td> <td><b>50%</b> (2)</td> <td><b>0</b></td> <td><b>50%</b> (2)</td> <td><b>0</b></td> </tr> <tr> <td>Y4</td> <td><b>7</b></td> <td><b>43%</b> (3)</td> <td><b>57%</b> (4)</td> <td><b>43%</b> (3)</td> <td><b>0</b></td> </tr> <tr> <td>Y5</td> <td><b>5</b></td> <td><b>80%</b> (2)</td> <td><b>20%</b> (1*) *3 days per week</td> <td><b>20%</b> (1)</td> <td><b>20%</b> (1*) *2 days per week</td> </tr> <tr> <td>Y6</td> <td><b>6</b></td> <td><b>67%</b> (4)</td> <td><b>33%</b> (2)</td> <td><b>0</b></td> <td><b>0</b></td> </tr> <tr> <td><b>Total</b></td> <td><b>29 pupils</b></td> <td><b>52%</b></td> <td><b>34%</b></td> <td><b>28%</b></td> <td><b>7%</b></td> </tr> </tbody> </table> <p><b>Action taken for non-participation</b> Phone calls made to non-participants and home learning packs. Wellbeing calls are made regularly. Relevant children have been allocated laptops.</p>	Year group	No. pupils	Teams	In school	Work packs	Not engaging	Y1	<b>2</b>	<b>0</b>	<b>50%</b> (1)	<b>50%</b> (1)	<b>50%</b> (1)	Y2	<b>5</b>	<b>40%</b> (2)	<b>40%</b> (2)	<b>20%</b> (1)	<b>0</b>	Y3	<b>4</b>	<b>50%</b> (2)	<b>0</b>	<b>50%</b> (2)	<b>0</b>	Y4	<b>7</b>	<b>43%</b> (3)	<b>57%</b> (4)	<b>43%</b> (3)	<b>0</b>	Y5	<b>5</b>	<b>80%</b> (2)	<b>20%</b> (1*) *3 days per week	<b>20%</b> (1)	<b>20%</b> (1*) *2 days per week	Y6	<b>6</b>	<b>67%</b> (4)	<b>33%</b> (2)	<b>0</b>	<b>0</b>	<b>Total</b>	<b>29 pupils</b>	<b>52%</b>	<b>34%</b>	<b>28%</b>	<b>7%</b>
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<b>Total budgeted cost</b>					<b>£10,075</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	Review of implementation
<p><b>Target ALL pupil premium children to ensure they are working at age related expectations in reading, writing and maths. Additional challenge to be put in place for ALL children.</b></p>	<p>For PP children to make good progress at age related expectations and narrow attainment gap between PP and non-PP in identified areas.</p> <p>Support staff in every class to deliver the Plus 1 and Power of 2 Maths intervention</p> <p>'Word aware' for reading and writing. SENCO to train and support ALL staff during staff INSET/phase meetings.</p> <p>Training and resources for the maths, writing and reading intervention. Three teachers to be trained for these interventions and to train ALL staff during a staff INSET.</p> <p>Purchase of resources to support teaching staff with interventions.</p>	<p>Key findings by the NFER in 2015 found that schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement</p>	<p>Across key stage 1 LSP (JJ): £10,031</p> <p>Across key stage 2 LSP (AS/TG): £6693</p> <p>LSP (JJ) supporting PP children across the school 1 day a week: £7980</p> <p>CPD for new interventions (TO BE CONFIRMED DUE TO COVID):</p> <p>Sandwell Numeracy Intervention: £175</p> <p>Sandwell Early Literacy Writing intervention: £120</p> <p>Power of 2 books: £18.50 per book</p> <p>Word aware: £35-40 per book</p>	<p>SENCO</p> <p>SLT</p>	<p><b>January 2021</b></p> <p>Staff training for assessment has led to staff identifying current needs and awareness of prior starting points so that pupils are more closely targeted. Nearly all children have made progress from prior starting points.</p> <p>Lesson visits have shown interventions working effectively to engage pupils in learning with staff using excellent strategies to engage the pupils. Good practice has been identified and support staff meet on a regular basis to review effective strategies in place. Support staff are rota'd during lockdown and spend time at home completing online CPD. This has led to increased subject knowledge that can be used with pupils on return.</p> <p><b>April 2021</b></p> <p><b>July 2021</b></p>
<b>Total budgeted cost</b>					£26,000

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	Review of implementation
<p>Dietary Needs: Hot meals provided at lunch times (where possible due to Covid Restrictions)</p> <p>Provision of milk/fruit where pupils are in need.</p>	<p>SLT to monitor and approve uptake.</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school.</p> <p>Pupils from disadvantaged backgrounds may not have these benefits as standard.</p>	<p>Dietary requirements fulfilled leading to children who are more physically and emotionally prepared to learn.</p>	<p>SLT</p> <p>SENCO</p>	<p><b>January 2021</b> All PP pupils are in receipt of free school meals (FSM). During lockdown, vouchers have continued to be provided, which is also during holiday times.</p> <p><b>April 2021</b></p> <p><b>July 2021</b></p>
<p>Staff to continue ensuring that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and or nurturing way. This is so that PPG's attendance and punctuality increases in line with their peers.</p>	<p>Provide ongoing supervision training for a designated LSP and an HLTA.</p> <p>To continue to cater for children's emotional wellbeing in school. Wellbeing Mentor and SENCO to target vulnerable children/families so that those who are persistently low attenders or arrive late due to family circumstances are targeted.</p> <p>The EEF recommends: Staff being alert to which pupils are more likely to be absent; and inform the SLT or the FSW as soon as they notice any worrying patterns in disadvantaged</p>	<p>EEF highlight that disadvantaged pupils are at increased risk of being absent when school reopens – and this absence is likely to have an even greater negative effect on them than school closure. Disadvantaged pupils typically have lower rates of attendance, and disadvantaged pupils' families are substantially less likely to send their child back to school if given the choice. Ofsted (2013) highlight minimising barriers to learning and achievement. Schools which do well recognise and</p>	<p>LSP to be working with targeted PPG children – with a focus on emotional well-being. Nurture group to consist of PPG Children, whose needs would benefit from this. The Nest / SUMO sessions to target PPG children who are vulnerable. SENCO to oversee 1:1 intervention with PPG and SEN children. Termly review of attendance, distributing awards / financial support as appropriate. Making this approach known to parents by distributing letters, emails, as well as social media and the school website.</p>	<p>SLT</p> <p>SENCO</p>	<p><b>January 2021</b> Pupils where appropriate are receiving counselling support, this enables them to be able to use coping strategies whilst at home and at school. This is evident in lesson visits and phone calls where well-being has been the focus.</p> <p>Parent and pupils' views have been gathered and evidence proves that they feel supported by school, the school achieved well-being charter mark in November 2021, one of the PP pupils commented, 'It's like a family here.'</p> <p><b>April 2021</b></p> <p><b>July 2021</b></p>

	pupils' attendance. Whole school initiative, offering £30 to families to spend within school e.g. uniform, stationery, trips etc... if their child has 100% attendance for a term.	address low attendance which stop individual pupils from achieving as much as they can.			
Provision for LAC children to ensure academic progress, social and emotional wellbeing.	SENCO to liaise within PEP meetings to ensure that plans meet the changing needs of the LAC children within school.	<p>In the government's statutory guidance, Promoting the education of looked after children and previously looked-after children, 2018, it states the PEP should cover the full range of education and development needs including:</p> <ul style="list-style-type: none"> <li>• School attendance and, where appropriate, behaviour support; and</li> <li>• Support needed to help the child realise their short and long-term academic achievements and aspirations. This includes: <ul style="list-style-type: none"> <li>o support to achieve expected levels of progress for the relevant national curriculum key stage, and to complete an appropriate range of approved qualifications;</li> <li>o careers advice and guidance and financial</li> </ul> </li> </ul>	<p>Regular PEP meetings, seeking the views of the child, carers and all other stakeholders.</p> <p>Ensure that PP funding given each term is relevant to the pupil and their carer/s, with chosen expenditure agreed by school and the Virtual Head Teacher.</p> <p style="text-align: right;">Yearly: <b>£5400</b></p>	SENCO	<p><b>January 2021</b> PEP meetings continue each term and are deemed to be good by the Virtual Head Teacher. Attendance is 100%, attitudes are excellent. Pupils and carers generally feel supported. Music tuition is in place which is widening experiences. Online tutoring is in place for some, this is contributing to consistent progress as well as engagement in homework being complete at home.</p> <p><b>April 2021</b></p> <p><b>July 2021</b></p>

		<p>information about further and higher education, training and employment. Discussions about longer term goals should start early and, ideally, well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve; and o out-of-school hours learning activities, study support and leisure interests.</p>			
<b>Total budgeted cost</b>					£14,000