

Pupil Premium at Thrumpton Primary Academy

2020 – 2021

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

Pupil Premium at Thrumpton Primary

Thrumpton Primary Academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

Thrumpton Primary considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

Pupil Premium Strategy

1. Summary information					
School	Thrumpton Primary Academy				
Academic Year	2020-21	Total PP budget	£62,731	Date of most recent PP Review	
Total number of pupils	241	Number of pupils eligible for PP	68 (28%)	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
End of KS2 2020 (Number of PP children: 10)	<i>Pupils eligible for PP (10 children)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	60%	75%
% achieving expected standard or above in reading	60%	95%
% achieving expected standard or above in writing	60%	80%
% achieving expected standard or above in maths	70%	85%
Average progress score in reading		
Average progress score in writing		
Average progress score in maths		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication and language skills – attainment on entry is significantly below that typically expected for age
B.	Poor comprehension and reading speed
C.	Low technical and specific vocabulary knowledge and understanding
D.	Children being ‘ready to learn’ – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.
F.	A lack of regular routines and parental engagement in their child's education including home reading, homework and having the correct equipment in school, e.g. PE Kit.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
	Success criteria
A.	Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children in nationally
B.	Increase the progress scores for PP children in reading, writing and maths
	Attainment gap between PP (school) and children not eligible for PP (national) closes
	Progress scores for PP children increase and they are closer to national

5. Review of expenditure**Previous Academic Year**

2019-2020

i. Quality of teaching for all

Action	Intended outcome	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
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<p>Develop Early Language teaching</p> <p>To include:</p> <ul style="list-style-type: none"> -Additional deployment of staff to Early Years for C&L interventions -Embedding early communication strategies 	<p>Improve % of children leaving EYFS at Nursery & Reception attaining ARE in C&L</p> <p>Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress.</p> <p>Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in C&L.</p>	<ul style="list-style-type: none"> • Talking Tuesdays now embedded in Nursery - parents very engaged and share home learning regularly / Once Upon a Time Wednesday's and Find Out Friday's in Reception to enhance communication at home. • Forever reading project monthly action plan now part of EYFS practice including; physical audit of both classrooms to indicate where communication takes place and highlights areas for development; parent information displays put up around speech, language and communication; classes RAG rated according to communication and language needs - children who are amber and red assessed on ECAT (Every Child a Talker) trackers to support with small next steps and actions put into place e.g. referrals, interventions, support at home for parents. • Daily pre-phonics sessions in Nursery to develop listening and attention skills / Daily phonics in reception to develop language and reading/writing 	<p>Approach to be continued into next academic year</p>	
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<p>Review effective use of feedback</p> <p>To include:</p> <ul style="list-style-type: none"> -Use of core assessments -Use of EExAT -Parent Portal -Assessment of SEND -Development of feedback policy -JPD 	<p>Increase the progress scores for PP children in reading, writing and maths through highly effective and responsive teaching matched to need</p>	<p>Pixl introduced across school to support teachers with understanding assessment data and using the QLA to support with whole class and small group interventions.</p> <p>Feedback policy updated to fit with new curriculum and ensure that live marking and feedback enabled children to make immediate progress</p> <p>B-Squared was introduced at the beginning of the Spring term, and TAs were provided with training in how to use, in order to monitor the assessment of SEND children</p>	<p>B-Squared to be used by teachers and 1:1 TAs to ensure that there is a rigorous approach to the assessment and monitoring of SEND children</p>	
<p>Develop reading comprehension strategies</p> <p>To include:</p> <ul style="list-style-type: none"> -CPD on Reciprocal Reading -Effective use of Star Reader data to inform teaching -Investment in high quality books for whole class teaching / Library (Reading Spine) -Additional deployment of TAs to support reading in Year 1 -Reading Recovery intervention 	<p>Improve progress and attainment of PP children in reading</p> <p>On average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>KS2- reading 60% PP ARE, 10% PP GDS</p> <p>KS1- reading 40% PP ARE, 10% PP GDS</p> <p>EYFS- Reading 83% PP ARE,</p>	<p>Deployment of TAs in KS1 to support Year 1 reading has been successful and will be carried out to new academic year</p> <p>INSET day in September to develop reading skills further with teaching staff and utilise these skills in the wider curriculum</p> <p>Comprehension skills to be taught across Key Stage and content domains to be understood.</p> <p>Reading recovery intervention to continue</p> <p>Early Reading and Phonics to be a focus in English TIP/ EYFS action plan</p>	

<p>Develop our curriculum</p> <p>To include:</p> <ul style="list-style-type: none"> -Review & refining all subjects to ensure the curriculum is aspirational and inspirational and that there is a clarity and cohesion to what is to be taught and learnt 	<p>Increase the progress scores for PP children in reading, writing and maths</p>	<p>KS1</p> <table border="1"> <tr> <td>PP- 10</td> <td>EXS</td> <td></td> <td></td> <td>GDS</td> <td></td> </tr> <tr> <td>Combined</td> <td>3</td> <td>30%</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>4</td> <td>40%</td> <td>1</td> <td>10%</td> <td></td> </tr> <tr> <td>Writing</td> <td>4</td> <td>40%</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Maths</td> <td>4</td> <td>40%</td> <td>0</td> <td>0</td> <td></td> </tr> </table> <p>KS2</p> <table border="1"> <tr> <td>PP- 10</td> <td>EXS</td> <td></td> <td></td> <td>GDS</td> <td></td> </tr> <tr> <td>Combined</td> <td>6</td> <td>60%</td> <td>1</td> <td>10%</td> <td></td> </tr> <tr> <td>Reading</td> <td>6</td> <td>60%</td> <td>5</td> <td>50%</td> <td></td> </tr> <tr> <td>Writing</td> <td>6</td> <td>60%</td> <td>3</td> <td>30%</td> <td></td> </tr> <tr> <td>Maths</td> <td>7</td> <td>70%</td> <td>2</td> <td>20%</td> <td></td> </tr> </table> <p>EYFS</p> <table border="1"> <tr> <td>PP- 12</td> <td>EXS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Combined</td> <td>3</td> <td>25%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>10</td> <td>83%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>8</td> <td>66%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>9</td> <td>75%</td> <td></td> <td></td> <td></td> </tr> </table>	PP- 10	EXS			GDS		Combined	3	30%	0			Reading	4	40%	1	10%		Writing	4	40%	0	0		Maths	4	40%	0	0		PP- 10	EXS			GDS		Combined	6	60%	1	10%		Reading	6	60%	5	50%		Writing	6	60%	3	30%		Maths	7	70%	2	20%		PP- 12	EXS					Combined	3	25%				Reading	10	83%				Writing	8	66%				Maths	9	75%				<p>Recovery curriculum created to support gaps, which may have widened due to working from home for a significant amount of time. Although the curriculum is still aspirational and inspirational, the content is being reduced in the autumn term in order to support children with filling their gaps and focus their learning, in order to support their future learning.</p> <p>Development of curriculum continued through Lockdown- each subject area has highly aspiration and detailed</p>	
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ii. Targeted support

Action	Intended outcome	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>Ensure early identification of need in EYFS</p> <p>To include: -Work with the SDG on early identification of SEND</p>	<p>Children are accessing the necessary support and intervention from the earliest possible time</p> <p>We need our children to be accessing the very best support and intervention from the earliest possible time in order to make the best possible outcomes.</p>	<p>JPD identification of SEND across the trust to focus on the early identification and strategies to support this put in to place</p> <p>Document created to support teachers with SEND children- wasn't shared due to covid</p> <p>Interventions used: Black sheep- maths and reading intervention Clever fingers- motor skills Targeted phonics groups</p> <p>Communication with parents increased- Nursery SALT put into place to improve and support early language development</p>	<p>Continue with approach next academic year. Parents as partners is successful in supporting children and parents with learning beyond the school setting</p>	

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<p>Targeted academic support</p> <p>To include: -Intervention and additional staff in Year 2 and Year 6 Attainment gap is not closing quickly or consistently enough</p>	<p>Diminish the difference in attainment gaps between pp / non pp children in reading, writing and maths</p>	<p>KS2- PP children had a higher percentage of children achieving the greater depth standard in all areas- including combined.</p> <table border="1" data-bbox="674 419 1263 794"> <thead> <tr> <th></th> <th>PP EXP</th> <th>Non PP EXP</th> <th>PP GDS</th> <th>Non PP GDS</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>60%</td> <td>75%</td> <td>10%</td> <td>0%</td> </tr> <tr> <td>Reading</td> <td>60%</td> <td>95%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>80%</td> <td>30%</td> <td>5%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>85%</td> <td>20%</td> <td>15%</td> </tr> </tbody> </table> <p>KS1- PP results are lower than Non-PP children in all areas</p> <table border="1" data-bbox="674 970 1263 1345"> <thead> <tr> <th></th> <th>PP EXP</th> <th>Non PP EXP</th> <th>PP GDS</th> <th>Non PP GDS</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>30%</td> <td>53%</td> <td>0%</td> <td>6%</td> </tr> <tr> <td>Reading</td> <td>40%</td> <td>53%</td> <td>10%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>53%</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>40%</td> <td>57%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table>		PP EXP	Non PP EXP	PP GDS	Non PP GDS	Combined	60%	75%	10%	0%	Reading	60%	95%	50%	25%	Writing	60%	80%	30%	5%	Maths	70%	85%	20%	15%		PP EXP	Non PP EXP	PP GDS	Non PP GDS	Combined	30%	53%	0%	6%	Reading	40%	53%	10%	30%	Writing	40%	53%	0%	10%	Maths	40%	57%	0%	20%	<p>Focusing on the overall combined result of the children, not necessarily a single focus on subjects, increased our percentage of combined.</p> <p>Gap still evident between disadvantaged and non-disadvantaged. Pixl strategy used in KS2 but not as</p>	<p>£15000</p>
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iii. Other approaches

Action	Intended outcome	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
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<p>Empower parents to support their child's learning</p> <p>To include:</p> <ul style="list-style-type: none"> -Roll out of the #Talking Tuesdays initiative across school -Use of DoJo / WeEduc -Introduction of the Parent Portal on EExAT -Introduction of Learn with us / Pride Prowls for parents -Introduction of parent classes -Parents as Partners transition programme 	<p>Parents feel empowered to support their child's learning.</p> <p>Parents understand what their child is learning and how they can support them with this.</p>	<p>Parent pride prowls were successful and parents have enjoyed sharing the work with children. The numbers of parents/carers increased over time, however, UKS2 still had reduced numbers. Moving forward, could we alternate key stages/year groups to support those families with more than one child.</p> <p>Talking Tuesdays continued in nursery however, due to Covid-19, we were unable to implement it across school.</p> <p>Due to Covid-19, support for parents was immediately put in to place.</p> <ul style="list-style-type: none"> - Class dojo- ensured all parents had a log in and supported through using this. KH created a 'how to' guide to use Class Dojo to its best ability. - For the financially vulnerable families, paper copies of work were produced and hand delivered to homes to ensure that those who hadn't access to the internet/a computer were able to continue working. Where there was internet available, devices were provided for children to use at home to support with accessing the work online. <p>Curriculum shared with parents Class Dojo gave parents the opportunity to support their children in their learning and home and empowered the parents to take ownership of their child's learning. Where it was evident that this was causing problems at home, regular phone calls were made by Teacher, TA or Family Support to offer advice and support to families.</p>	<p>Continue to next academic year. 'Learn with us'- unable to complete due to Covid-19.</p>	<p>£7000</p>
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<p>Access to Family Support Worker</p>	<p>Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective.</p>	<p>41% of PP children and families had additional support provided by our family support counsellor.</p> <p>Early signposting was highly effective and 14 children were, as a result, seen for a General Developmental Assessment by the paediatric pathway. 2 Families were seen by The Family Service Tier 3.</p> <p>Womens Aid, Sure Start, School nurse and CAMHS referrals made.</p>	<p>Not all families accepted the offer of support- we will continue with this next academic year and work on how we can engage families in to support.</p>	
<p>Access to Nurture Group</p>	<p>Improve emotional well-being and social integration in the life of the school so that children are uninhibited in their learning.</p>	<p>48% of the children attending the Nurture group were PP.</p> <p>15% of PP access Nurture group weekly.</p>	<p>Change in approach to the Nurture group for 2020-2021- focusing on SEND children.</p> <p>Breakfast Nurture to continue, in order for some children to continue with the emotional and social support on a 1:1 or 1: small group basis.</p>	

<p>Enrichment offer</p> <p>To include: -Supporting the cost of enrichment opportunities</p>	<p>Children are provided with equal opportunities to enrichment experiences</p>	<p>PP funding used to support families with the expenses of school trips. However, residential trips (which are able to get up to 50%) were unable to run due to Covid 19.</p>	<p>Increase in expensive trips (especially in KS2) means that there is an expectation towards a trip annually- 20-21 we are completing a Poverty Proofing course to develop our understanding of how to support this.</p>	
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6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Develop Early Language teaching</p> <p>To include:</p> <ul style="list-style-type: none"> -Additional deployment of staff to Early Years for C&L interventions -Embedding early communication strategies 	<p>Improve % of children leaving EYFS at Nursery & Reception attaining ARE in C&L</p> <p>Reception Target 20-21 74%</p> <p>Nursery Target 20-21 80%</p>	<p>Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in C&L.</p>	<p>QA- monitoring, book scrutiny, pupil voice, audits by subject leaders</p> <p>Use of EExAT</p>	<p>CH</p>	<p>Termly</p> <p>-11.12.20</p> <p>-09.04.21</p> <p>-09.07.21</p>
<p>Review effective use of feedback</p> <p>To include:</p> <ul style="list-style-type: none"> -Use of core assessments -Use of EExAT -Parent Portal -Assessment of SEND using B Squared -Development of feedback policy -JPD -PiXL assessments 	<p>Increase the progress scores for PP children in reading, writing and maths through highly effective and responsive teaching matched to need</p>	<p>Feedback studies tend to show very high effects on learning.</p>	<p>QA- monitoring, book scrutiny, pupil voice, audits by subject leaders</p> <p>Use of QLA</p>	<p>KH</p>	<p>Termly</p> <p>-11.12.20</p> <p>-09.04.21</p> <p>-09.07.21</p>

<p>Develop reading comprehension strategies</p> <p>To include:</p> <ul style="list-style-type: none"> -CPD on Reciprocal Reading -Effective use of Star Reader data to inform teaching -Investment in high quality books for whole class teaching / Library (Reading Spine) -Additional deployment of TAs to support reading in Year 1 -Reading Recovery intervention 	<p>Improve progress and attainment of PP children in reading</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>Pupil Outcomes QA- monitoring, book scrutiny, pupil voice, audits by subject leaders</p>	<p>EK</p>	<p>Termly -11.12.20 -09.04.21 -09.07.21</p>
<p>Develop our curriculum</p> <p>To include:</p> <ul style="list-style-type: none"> -Review & refining all subjects to ensure the curriculum is aspirational and inspirational and that there is a clarity and cohesion to what is to be taught and learnt 	<p>Increase the progress scores for PP children in reading, writing and maths</p>	<p>Our children need to be exposed to the highest possible standard of curriculum so that they have a secure basis of knowledge needed to be active and educated world citizens.</p>	<p>Pupil Voice QA – monitoring, book scrutiny, learner voice, audits by subject leaders Audit of curriculum planning and children's work Q A of foundation subject end point use.</p>	<p>FB</p>	<p>Termly -11.12.20 -09.04.21 -09.07.21</p>
Total budgeted cost					<p>£29, 300</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure early identification of need in EYFS To include: -Work with the SDG on early identification of SEND -Support from Redgate	Children are accessing the necessary support and intervention from the earliest possible time	We need our children to be accessing the very best support and intervention from the earliest possible time in order to make the best possible outcomes.	Use of b Squared and provision maps Progress and behaviour of children	CH/ HC	Termly -11.12.20 -09.04.21 -09.07.21
Targeted academic support To include: -Intervention in communication and language, reading in EYFS and KS1, writing and maths across school	Diminish the difference in attainment gaps between pp / non pp children in reading, writing and maths	Attainment gap is not closing quickly or consistently enough	Timetabling of support staff and interventions Responsive teaching making use of data, AfL and QA Interventions led by teachers and TAs and monitored through provision mapping. Subject Leads will QA interventions and provision maps	KH/ TB	Termly -11.12.20 -09.04.21 -09.07.21
Total budgeted cost					£17,800

iii. Other approaches

Action	Intended outcome	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>Empower parents to support their child's learning</p> <p>To include:</p> <ul style="list-style-type: none"> -Roll out of the #Talking Tuesdays initiative across school -Use of DoJo -Use of the Parent Portal on EExAT -Learn with us / Pride Prowls for parents -Introduction of parent classes -Parents as Partners transition programmes -'how to' videos to support with home 	<p>Parents feel empowered to support their child's learning.</p> <p>Parents know and understand what their child is learning and the next steps to support their learning</p> <p>Parents are</p>	<p>Parental engagement is consistently associated with pupils' success at school.</p> <p>As a result of the pandemic, there is an increase of parental support in home learning. We need to ensure that this continues beyond the current circumstances and parents feel empowered to support their child's learning at home.</p>	<p>Tracking of number of PP parents engaging</p> <p>Parent feedback</p> <p>Staff will work with parents/carers to ensure a common understanding of tasks, methods and expected outcomes.</p>	<p>CH / EK</p>	<p>Termly</p> <p>-11.12.20</p> <p>-09.04.21</p> <p>-09.07.21</p>

Access to Family Support Worker and nurture provision	Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective.	A proportion of our PP children experience SEMH difficulties. Early identification allows families to access the necessary support and intervention in order to provide home environments conducive to happy, healthy lives and learning.	Through agency feedback Through number of cases Through pupil and parent feedback QA B Squared PiXL Wellbeing EExAT (Leuven Scales)	DM/ AP/ HC	Termly -11.12.20 -09.04.21 -09.07.21
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enrichment offer To include: -Supporting the cost of enrichment opportunities -Provide curriculum enrichment opportunities and experiences	Children are provided with equal opportunities to enrichment experiences and broader horizons for all children-	Some of our children have limited life experiences beyond our locality Some children have a lack in aspiration due to lack of cultural capital.	Tracking of take up of PP children in enrichment and additional opportunities offer QFT Learner voice PiXL Futures	KH/ LF	Termly -11.12.20 -09.04.21 -09.07.21

Poverty Proofing To include: -removing the financial barriers to learning -SLT audit -Learner Voice -Action plan and feedback	Financial barriers to the school day are removed, where possible. Staff have a better understanding of how poverty can	Children have limited experiences due to financial barriers. Removing these barriers can improve outcomes in attendance and attainment. As a result of Covid 19, some families are experiencing financial hardships without any	Action plan in place to monitor the process of Poverty Proofing in response to Covid19. Whole school staff training about the impact of poverty. Liase with Children North	KH	Termly -11.12.20 -09.04.21 -09.07.21
Total budgeted cost					22, 860
7. Additional detail					