

## Pupil Premium Strategy

### Planned spending for the financial year 2020/21

<b>Identified barriers for our students:</b>	<b>How I plan to spend the funding to support identified pupils</b>	<b>How I will measure the impact</b>
<ul style="list-style-type: none"> <li>-non-attendance at school</li> <li>-incomplete homework (including Reading)</li> <li>-non-attendance at parent meetings</li> <li>-social and emotional needs not being addressed</li> </ul>	<ul style="list-style-type: none"> <li>-employ teaching assistants to help overcome gaps in learning</li> <li>-employ a family support worker, a play therapist and a school counsellor, to help with SEMH needs</li> <li>-purchase school uniform to ease the financial burden</li> <li>-pay for school trips to ease the financial burden</li> <li>-pay for sessions at KLASH to enable children to socialise with children ‘out of year group’</li> <li>-pay for extended Nursery sessions to help overcome and gaps in progress</li> </ul> <p><b>Additional measures that do not involve spend</b></p> <ul style="list-style-type: none"> <li>-Fixed Penalty Notices and Persistent Absence letters to be issued for non-attendance at school</li> <li>-Parents to be informed via the school planners and School Comms for incomplete homework</li> <li>-Missed Parent Consultation Forms and Pupil Passports to be sent home to parents</li> </ul>	<ul style="list-style-type: none"> <li>-attainment and progress of identified pupils</li> <li>-pupil voice</li> <li>-attendance figures</li> </ul>

**Review of the 2019/20 spending, £48,000**

<b>How the pupil premium allocation was spent</b>	<b>The effect of the expenditure</b>
-Staff wages	-Staff were released to attend CLA/TAF meetings and complete the appropriate paperwork/reports. This ensured that children and their families were fully supported. -Identified pupils attended intervention programmes in Reading Comprehension and Maths to help close the gaps in their learning. KS2 results show that 75% of children in this category, were working <b>at or above</b> the national <u>Reading</u> standard, with the average scaled score being 102.1. The result in <u>Maths</u> was an 87.5% pass rate with the average scaled score being 102.8.
-Paying for school trips for identified pupils	-All children felt equally valued and included in school life.
-Paying for KLASH for identified pupils	-Helped with the emotional and social needs of identified pupils.
-Paying for holiday clubs for identified pupils	-Helped with the emotional and social needs of identified pupils & their families.
-Buying school uniform for identified pupils	-Every child felt equally valued and an equal part of the school.
-Paying for Play Therapy/pastoral support for identified pupils	-Helped with the emotional and social needs of identified pupils.
-Paying for school meals for identified pupils	-Identified pupils felt equally valued and included in school life.
-Participating in the Kings Langley Schools' Partnership (this gives us access to a Family Support Worker and a School Counsellor)	-Offered emotional support to identified families & signposted them to external sources of support. - Helped with the emotional and social needs of identified pupils.