

Pupil premium strategy statement (primary)

1. Summary information					
School	Pilgrim Academy				
Academic Year	2020-21	Total PP budget	£98,185	Date of most recent PP Review	Sep 20
Total number of pupils	286	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Sep 21

2. Current attainment		
	<i>Pupils eligible for PP (your school 2020)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving at least expected in reading, writing and maths	60%	71%
Progress measure in Reading	0	0.32
Progress measure in Writing	-0.36	0.27
Progress measure in Mathematics	-0.66	0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A large number of pupils start school with reading, comprehension, oral language and communication skills that are below and well below average. Outcomes for disadvantaged pupils have traditionally been lower than their peers, though outcomes at KS2 were much improved in 2020. However, attainment rates and progress rates for disadvantaged pupils, still remain below those of their peers. The impact of Covid-19 may have a detrimental impact on outcomes for pupils due to the amount of education lost through lockdown and the potential disruption to education this year.
B.	Readiness to learn, motivation, resilience and confidence barriers for PP children could have a detrimental effect on their academic progress.
C.	A number of the PP pupils have special educational needs and a number of the PP pupils receive support from external agencies for a variety of reasons.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support and aspiration, outlined by the local context of the academy. In September 2019, North East Lincolnshire was ranked 16/324 areas (1 being the worst), when ranked across unhealthiness; crime; economic poor health and unqualified population. The academy is in the highest deprivation quintile band. This will be heightened due to the restrictions of Covid-19.
E.	Attendance for disadvantaged pupils is lower than their peers; this could be affected further due to issues relating to Covid-19.
F.	The impact of Covid-19 could have a negative impact on pupils who may have to isolate for short or extended periods of time. This could be enhanced for some, due to a lack of technology which could make home learning more challenging.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Levels of academic progress in reading, writing and maths will improve for PP pupils at the end of KS1 and KS2. The impact of Covid-19 and lockdown has as little impact as possible on outcomes for PP pupils. This links to the Academy Business Plan (Priorities A1, A2 and A3). 	<ul style="list-style-type: none"> Continue the improving trend, where disadvantaged pupils make better progress than their peers or at least as good progress at the end of KS1 and KS2. Likewise, continue the improving trend, with the attainment gap narrowing further in reading, writing and mathematics at the end of KS1 and KS2. Specific targets and strategies set through the Business Plan will have been fully implemented and reviewed, at the relevant milestones, throughout the year.
B.	<ul style="list-style-type: none"> Individual barriers to learning are addressed, for all PP pupils, be that confidence, motivation, resilience or other factors to ensure they have the same opportunities as their peers. As a consequence, levels of academic progress in reading, writing and maths will improve for PP pupils at the end of KS1 and KS2. This links to the Academy Business Plan (Priorities A1, A2, A3, B2 and C3). 	<ul style="list-style-type: none"> All disadvantaged pupils have been provided with the necessary additional support to not only enhance their academic outcomes but provide for their social, emotional and mental well-being. Interventions will have fully supported the pupils across a range of different areas. This will include support for academic gaps, particularly, in relation to phonics, reading, writing and mathematics. This will also focus on emotional and well-being needs, especially for known and newly identified vulnerable children. Specific targets and strategies set through the Business Plan will have been fully implemented and reviewed, at the relevant milestones, throughout the year.
C.	<ul style="list-style-type: none"> All PP pupils with additional needs or who are involved with external agencies are fully supported to ensure their progress rates are in-line with their peers. Individual barriers to learning have been fully identified, supported and addressed and the impact of additional support is regularly measured. This links to the Academy Business Plan (Priorities A3 and B2). 	<ul style="list-style-type: none"> All support has been put in place, both internally and externally for identified pupils. Our system of provision maps clearly shows that a wide range of support and strategies have been put in place and that they have had an impact throughout the year.
D.	<ul style="list-style-type: none"> Parents engage fully with the Academy in all areas, particularly in light of the restrictions and new procedures put in place due to Covid-19. Communication structures are put in place in order for all pupils to receive as normal an education as possible, in-part through the support of parents. Support from parents of PP pupils have been particularly regular and positive in order to support their academic outcomes and social and emotional well-being. This links to the Academy Business Plan (Priority D3). 	<ul style="list-style-type: none"> Communication with parents has been very regular through letters and the main Academy website. Frog has been fully utilised to ensure there is regular contact between staff/pupils and parents via the new e-portfolios. Where feasible and necessary, parent meetings have taken place to support with any relevant areas. The good work started last year has continued with the local town council – where feasible, interaction has taken place
E.	<ul style="list-style-type: none"> Attendance rates for disadvantaged pupils improve and are more in-line with their peers. Additional strategies are put in place to combat any issues relating to the impact of Covid-19. This links to the Academy Business Plan (Priority B1). 	<ul style="list-style-type: none"> Rates of attendance will be closer to national expectations, despite covid-19. Punctuality will improve. Persistent absence will be reduced. Attendance for disadvantaged pupils will be closer in-line to their peers. All strategies will have been fully implemented.
F.	<ul style="list-style-type: none"> Outcomes are not adversely affected by extended periods of absence, for example, where pupils have had to self-isolate. 	<ul style="list-style-type: none"> Frog sites will have been continually adapted to enhance home learning. The nuanced purpose of Frog will have evolved term by term depending on the current Covid-19 situation.

<ul style="list-style-type: none"> • A system for home learning has been put in place to ensure education can continue for pupils not attending. • Where feasible, identified PP pupils have been supported with technology to support home learning. • This links to the Academy Business Plan (Priority A5). 	<ul style="list-style-type: none"> • All staff will be comfortable and confident with Frog, providing high quality work and support for self-isolating students, in addition to uploading resources to supplement in school learning. • At least 80% of students will be regularly accessing Frog, utilising the site to supplement learning through accessing resources. • Student ePortfolios will have been regularly used by both teachers and students to celebrate achievements inside and outside of school, thus improving parental engagement. • There will be high engagement with applications that the school utilise to promote home learning (Times Table Rock Stars, Prodigy, Manga High etc.)
---	---

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.					
a) 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 this be reviewed?
<p><i>In specific reference to 4A and 4B:</i></p> <p>Levels of academic progress in reading, writing and maths will improve for PP pupils at the end of KS1 and KS2.</p> <p>The impact of Covid-19 and lockdown has as little impact as possible on outcomes for PP pupils.</p> <p>This links to the Academy Business Plan (Priorities A1, A2 and A3).</p> <p>Individual barriers to learning are addressed, for all PP pupils, be that</p>	<p>Termly pupil progress meetings will target provision for disadvantaged pupils and assess impact.</p> <p>Provision maps will be further developed and regularly monitored, to ensure all barriers to learning have been identified, addressed and impact assessed.</p> <p>Curriculum leaders to monitor provision for disadvantaged pupils through the monitoring of lessons; scrutiny of books and the analysis of data.</p> <p>Re-structure the timetable to ensure greater coverage of wider curriculum subjects to support pupils in developing wider artistic and creative skills.</p> <p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Continue to improve outcomes at Key Stage 2, with a particular emphasis on Mathematics, whilst considering and addressing the impact of Covid-19;</i></p>	<p>The strategies we adopted last year proved successful and we feel are having a long-term impact on the provision for PP pupils and consequently academic outcomes.</p> <p>There were more disadvantaged pupils in this KS2 cohort than in the previous year – 33% in 2019 compared to 54% in 2020.</p> <p>Outcomes were greatly improved for disadvantaged pupils at the end of KS2.</p> <p>The proportion of disadvantaged pupils reaching the expected standard in reading, writing and mathematics combined improved significantly from 33% in 2019 to 60% in 2020.</p> <p>The attainment gap between those achieving the expected standard in reading, writing and mathematics, narrowed significantly between</p>	<p>Relevant priorities will be reviewed termly, through the milestones created through the Business Plan.</p> <p>Curriculum leaders will monitor provision, in conjunction with their individual action plans.</p> <p>All staff will be provided with regular data analysis.</p> <p>Provision maps will be reviewed regularly.</p>	<p>Principal</p> <p>Vice Principal</p> <p>Assistant Principals</p> <p>Curriculum Leaders</p>	<p>September 2021</p>

<p>confidence, motivation, resilience or other factors to ensure they have the same opportunities as their peers.</p> <p>As a consequence, levels of academic progress in reading, writing and maths will improve for PP pupils at the end of KS1 and KS2.</p> <p>This links to the Academy Business Plan (Priorities A1, A2, A3, B2 and C3).</p>	<p><i>in addition, improve the proportion of students achieving greater depth at the end of KS1 & KS2 (BP Priority A1).</i></p> <p><i>Further develop and embed strategies that support disadvantaged, SEND and lower ability pupils, particularly in light of the lockdown period, ensuring they have the knowledge and cultural capital to succeed in life, narrowing attainment and progress gaps (BP Priority A3).</i></p> <p><i>Further develop strategies, including use of the catch-up premium funding, to improve the resilience of students to overcome setbacks and barriers to learning, particularly in relation to the challenges of life during the Covid-19 pandemic. (BP Priority B2).</i></p> <p>There will be further improvement in the provision and the monitoring of provision for disadvantaged pupils, through whole academy provision mapping, ensuring the impact of strategies is regularly assessed and that strategies in place, identify specific barriers to learning for individuals.</p> <p>The quality of feedback given to pupils will be a key focus for all teachers and curriculum leaders.</p> <p>The attainment and progress of pupil premium children will continue to be tracked on a half-termly basis and analysed against the progress of other groups.</p> <p>Termly Pupil Progress challenge meetings will be held to analyse and discuss the progress of disadvantaged children and to provide suitable intervention where required.</p> <p>Maintain additional teachers in order to reduce class sizes and improve opportunities and outcomes., through additional classes.</p> <p>Purchase resources to develop knowledge and skills across the curriculum.</p> <p>Provide additional classes to target pupils with extra needs, particularly in-light of the impact of lockdown and Covid-19.</p> <p>Ensure staff with management and leadership</p>	<p>2019 and 2020, disadvantaged pupils moving closer in-line to their peers.</p> <p>The proportion of disadvantaged pupils attaining the expected standard in reading, writing and mathematics improved in all subjects individually, most significantly in mathematics.</p> <p>The attainment gap widened slightly in reading but narrowed in writing and narrowed significantly in mathematics.</p> <p>Progress for disadvantaged pupils was greatly improved.</p> <p>Disadvantaged pupils made better progress than their peers in reading, writing and mathematics. Progress was significantly better in reading and mathematics.</p> <p>In comparison to last year, disadvantaged pupils made slightly less progress in reading but significantly better progress in reading and mathematics.</p>	<p>Regular scrutiny of lessons, books and data.</p> <p>Regular meetings with staff and leaders.</p>		
---	--	--	---	--	--

	<p>responsibilities all strive to improve progress and outcomes for pupils.</p> <p>Ensure the academy Business Plan drives improvement in key areas, for example, continuing the upward trend of improving outcomes in reading.</p> <p>Ensure performance management targets are purposeful and rigorous in continuing to improve progress and outcomes for disadvantaged pupils.</p> <p>Regular training in place to ensure teachers are able to teach across all curriculum subjects.</p> <p>Attainment and progress rates of disadvantaged pupils will be tracked and monitored on a regular basis and all staff will be provided with clear and detailed analysis of data.</p> <p>Curriculum leaders will monitor provision for disadvantaged pupils through the monitoring of lessons; scrutiny of books and the analysis of data.</p>				
Total budgeted cost					£63,899
b) 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 this be reviewed?
<p><i>In specific reference to 4A, 4B and 4C:</i></p> <p>Levels of academic progress in reading, writing and maths will improve for PP pupils at the end of KS1 and KS2.</p> <p>The impact of Covid-19 and lockdown has as little impact as possible on outcomes for PP pupils.</p>	<p>Termly pupil progress meetings will target provision for disadvantaged pupils and assess impact.</p> <p>Provision maps will be further developed and regularly monitored, to ensure all barriers to learning have been identified, addressed and impact assessed.</p> <p>Curriculum leaders to monitor provision for disadvantaged pupils through the monitoring of lessons; scrutiny of books and the analysis of data.</p> <p>As stated above, key priorities in the Business Plan are dedicated to these areas.</p>	<p>The strategies we adopted last year proved successful and we feel are having a long-term impact on the provision for PP pupils and consequently academic outcomes (details as outlined above).</p> <p>We feel that the small group and individual intervention sessions are crucial in supporting the pupils and made a massive impact, not just academically but in terms of the SEMH support that the pupils received.</p>	<p>Relevant priorities will be reviewed termly, through the milestones created through the Business Plan.</p> <p>Curriculum leaders will monitor provision, in conjunction with their individual action plans.</p>	<p>Principal</p> <p>Vice Principal</p> <p>Assistant Principals</p> <p>Curriculum Leaders</p>	<p>September 2021</p>

<p>This links to the Academy Business Plan (Priorities A1, A2 and A3).</p> <p>Individual barriers to learning are addressed, for all PP pupils, be that confidence, motivation, resilience or other factors to ensure they have the same opportunities as their peers.</p> <p>As a consequence, levels of academic progress in reading, writing and maths will improve for PP pupils at the end of KS1 and KS2.</p> <p>This links to the Academy Business Plan (Priorities A1, A2, A3, B2 and C3).</p> <p>All PP pupils with additional needs or who are involved with external agencies are fully supported to ensure their progress rates are in-line with their peers.</p> <p>Individual barriers to learning have been fully identified, supported and addressed and the impact of additional support is regularly measured.</p> <p>This links to the Academy Business Plan (Priorities A3 and B2).</p>	<p>There will be an improvement in the provision and the monitoring of provision for disadvantaged pupils, through whole academy provision mapping, ensuring the impact of strategies is regularly assessed and that strategies in place, identify specific barriers to learning for individuals.</p> <p>There will be a continued emphasis on providing support, training and resources for staff providing interventions, particularly in regard to support pupils with SEMH needs.</p> <p>A dedicated time per week will be timetabled for training across a wide range of areas to support teaching assistants and teachers with intervention strategies. This will include an introduction to new resources and strategies.</p> <p>Training will be provided through external means and also from experienced leaders across the MAT.</p> <p>Reading will continue to be a key priority across the whole academy during this year.</p> <p>GL assessments will be purchased again and the data used in conjunction with the internal tracking system to assess, analyse and target pupils for interventions.</p> <p>A mentoring system was implemented last year. However, this will be improved this year. For example, a whole academy reading buddy system will be established, where feasible.</p> <p>In addition, there will be a key focus on developing curriculum leaders across the academy.</p> <p>Offer 1:1 targeted support to Y6 disadvantaged pupils through the mentoring programme.</p> <p>Provide catch up support for those disadvantaged pupils falling behind.</p> <p>Provide a full range of intervention programmes to support pupils with their learning.</p> <p>Establish links with secondary academies within the MAT e.g. Tollbar Academy, as well as Oasis Academy, Immingham, to develop strategies and</p>	<p>We feel that our model works well and will continue to have an impact over time.</p> <p>In an afternoon, most teaching assistants are involved in targeted support for groups and individuals for most of the time.</p>	<p>All staff will be provided with regular data analysis.</p> <p>Provision maps will be reviewed regularly.</p> <p>Regular scrutiny of lessons, books and data.</p> <p>Regular meetings with staff and leaders.</p>		
---	--	--	---	--	--

	events to inspire pupils, including disadvantaged pupils.				
Total budgeted cost					£21,321
C. 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><i>In specific reference to 4C:</i></p> <p>All PP pupils with additional needs or who are involved with external agencies are fully supported to ensure their progress rates are in-line with their peers.</p> <p>Individual barriers to learning have been fully identified, supported and addressed and the impact of additional support is regularly measured.</p> <p>This links to the Academy Business Plan (Priorities A3 and B2).</p>	<p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Further develop and embed strategies that support disadvantaged, SEND and lower ability pupils, particularly in light of the lockdown period, ensuring they have the knowledge and cultural capital to succeed in life, narrowing attainment and progress gaps (BP Priority A3).</i></p> <p><i>Further develop strategies, including use of the catch-up premium funding, to improve the resilience of students to overcome setbacks and barriers to learning, particularly in relation to the challenges of life during the Covid-19 pandemic. (BP Priority B2).</i></p> <p>Ensure all staff have all relevant information for their individual disadvantaged and SEN pupils.</p> <p>Make sure all staff are fully aware of whole academy strategies.</p> <p>Ensure all barriers to learning are identified and addressed through whole academy provision maps and ensure the support is being delivered in class.</p> <p>Ensure that staff follow the set procedures to identify children who may have SEND.</p>	<p>57% of SEN children are also PP children.</p> <p>80% of pupils who are open to external agencies are also PP children.</p> <p>Barriers to learning are extreme for some of our children so it is vital that they receive additional support, through the school and through the school's liaison with external agencies.</p> <p>This is a very successful area for the academy and we have very good links with a wider range of agencies and external providers such as Young Minds matter; Barnardo's, Compass; children's services; play therapists, educational psychologists etc.</p> <p>This ensures that pupils are fully supported to try and combat their individual barriers to learning.</p>	<p>Relevant priorities will be reviewed termly, through the milestones created through the Business Plan.</p> <p>Specific staff have been allocated relevant priorities, in-line with the business Plan.</p> <p>The DEL and SENCO work extremely closely with staff and external agencies on a daily basis.</p> <p>Training is regular and specific for all staff.</p> <p>Provision maps will be reviewed regularly.</p>	<p>Principal</p> <p>Vice Principal</p> <p>Assistant Principals</p> <p>DSL Deputy DSL</p> <p>SENCO</p>	<p>September 2021</p>

	<p>Ensure that children who are making less progress than expected are quickly identified so strategies can be put in place, including referral to outside agencies.</p> <p>Analyse data to identify progress of pupils. Following Pupil Progress meetings, ensure all strategies are in place for identified pupils. Mentoring system for identified pupils.</p> <p>Ensure that staff are involved in reviews with outside agencies for children with SEND in their classes.</p> <p>Ensure that enough staff have the necessary training to deliver key interventions such as Lego Therapy.</p>		Regular meetings with staff and leaders.		
<p><i>In specific reference to 4D:</i></p> <p>Parents engage fully with the Academy in all areas, particularly in light of the restrictions and new procedures put in place due to Covid-19.</p> <p>Communication structures are put in place in order for all pupils to receive as normal an education as possible, in-part through the support of parents.</p> <p>Support from parents of PP pupils have been particularly regular and positive in order to support their academic outcomes and social and emotional well-being.</p> <p>This links to the Academy Business Plan (Priority D3).</p>	<p>Key priorities in the Business Plan are dedicated to these areas. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Identify ways that relationships with parents and others in the community, such as employers and local services, can be maintained and enhanced with the restrictions of Covid-19, to further widen opportunities and enhance support for pupils (BP Priority D3).</i></p> <p>Ensure all government advice is being adhered to and regularly checked to ensure any events involving external groups meet the required stipulations.</p> <p>Look closely with staff at possible ways to engage parents.</p> <p>Ensure regular communication is in place with parents via letters/website re. anything Covid-related to ensure parents feel informed and that their children are safe.</p> <p>Ensure regular communication with parents via letters/website re. important events e.g. flu vaccinations for children; secondary school transition documents (that wouldn't normally go on the website).</p> <p>Investigate ways to engage and communicate with parents via Frog.</p>	<p>Restrictions due to Covid-19 make relationships with parents more challenging as they cannot come on site; there are less chances to engage them in pupils' work; there are less opportunities for them to come in and share and celebrate pupils' work.</p> <p>Therefore, it is crucial that we look at ways to combat this, especially for the PP children.</p> <p>Further engagement with parents will lead to improved outcomes for pupils across the different priorities.</p> <p>Providing parents with greater information will empower them to support their children's learning.</p> <p>Greater relationships between the community and the academy will only enhance learning and provision for all.</p>	Relevant priorities will be reviewed termly, through the milestones created through the Business Plan.	<p>Principal</p> <p>All staff</p>	September 2021

	<p>Investigate the possibility of arranging small workshops for small numbers of parents, where appropriate, for example, the use of Frog and KS2 SATs.</p> <p>Make initial links with the local town council to see if it is feasible to meet and share plans/ideas with town council and other local schools.</p> <p>Make links with local businesses, old links and new, to see if there is scope for any opportunities for our pupils.</p> <p>Investigate ways of scheduling important events such as Harvest Festival; Remembrance Day; Christmas plays.</p>				
<p>In specific reference to 4E:</p> <p>Attendance rates for disadvantaged pupils improve and are more in-line with their peers.</p> <p>Additional strategies are put in place to combat any issues relating to the impact of Covid-19.</p> <p>This links to the Academy Business Plan (Priority B1).</p>	<p>Key priorities in the Business Plan are dedicated to this area. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Revise and develop current strategies to improve attendance rates towards the national average, particularly for those who have particular needs, whilst considering and addressing the negative impact of Covid-19 on attendance rates (BP Priority B1).</i></p> <p>Attendance of pupil premium children will be tracked on a daily basis and suitable strategies implemented when necessary</p> <p>Tracking attendance through SIMS. Regular, weekly meetings with EWO. Discuss disadvantaged pupils.</p> <p>EWO to prioritise visits to disadvantaged children when absent from the Academy.</p> <p>Continue to use the penalty notice system try and disincentivise parents from taking children out of the academy during term time. Make all parents aware, through regular newsletters, that term time holidays will not be authorised and parents will be fined.</p> <p>AO to produce regular analysis of attendance for all groups.</p> <p>Continue to send a letter informing parents if their child is referred to the EWO.</p>	<p>Though there were no official attendance figures for the year, during the period September 2019 to March 2020, the attendance of disadvantaged pupils was lower than last year and the gap between the attendance of disadvantaged pupils and their peers widened.</p> <p>This is despite attendance being a key focus with all strategies implemented.</p> <p>If pupils are not attending, their chance of academic attainment and progress is reduced.</p>	<p>Relevant priorities will be reviewed termly, through the milestones created through the Business Plan.</p> <p>Provision maps will be reviewed regularly.</p> <p>Regular meetings with staff and leaders.</p> <p>Attendance Officer to liaise with the EWO on a daily basis to ensure provision is in place for targeted pupils.</p> <p>AO to liaise with the Principal on a regular basis, through formal half-termly reviews highlighting attendance of identified pupils and provision in place to support targets.</p>	<p>Principal</p> <p>Attendance Officer – CF</p> <p>EWO - KC</p> <p>All staff</p>	<p>September 2021</p>

	<p>Change when the attendance 1 letter is sent from 90% to 94%. Letters to be considered on individual circumstances.</p> <p>Continue to send punctuality letters when pupils are late 5 and 10 times.</p> <p>Welfare visits for FS2 children with poor attendance but who are of non-compulsory age- this is intended to catch them before it becomes a problem.</p> <p>Teaching assistants to check reasons for absence on return to school and report any anomalies to the AO.</p> <p>Class competition- a prize for the best attendance in the Autumn term.</p> <p>Termly attendance certificates for individual pupils- perhaps change this from 100% this year due to the impact of Covid-19.</p> <p>Ensure that absences are monitored closely and that the academy is following government guidance on attendance.</p> <p>SAP and TAP meetings to be suspended due to social-distancing measures. Instead of meetings, penalty notices are to be considered.</p> <p>Continue to meet regularly with the EWO to monitor those pupils who have had historically poor attendance.</p>		EWO to provide termly reports showing attendance of targeted groups.		
<p>In specific reference to 4F:</p> <p>Outcomes are not adversely affected by extended periods of absence, for example, where pupils have had to self-isolate.</p> <p>A system for home learning has been put in place to ensure</p>	<p>Key priorities in the Business Plan are dedicated to this area. Milestones have been set and will be reviewed on a termly basis. The priorities include:</p> <p><i>Further develop mechanisms to support home learning, in light of the impact and potential impact of Covid-19 (BP Priority A5).</i></p> <p>Investigate and address any technology-related issues that might prevent PP pupils from accessing home learning via Frog.</p> <p>Redesign Frog sites to reflect updated purpose: evolving from a home learning platform to a site</p>	<p>It is possible that some pupils will be absent for periods of time, potentially, extended periods of time this year due to Covid-19.</p> <p>It is vital that education continues, as far as possible, through home learning.</p> <p>We have developed a good electronic system, through Frog, but it needs further work to support all pupils, including PP pupils.</p> <p>We need to be aware that some PP pupils may not have access to the necessary technology needed for home learning.</p>	<p>Relevant priorities will be reviewed termly, through the milestones created through the Business Plan.</p> <p>Provision maps will be reviewed regularly.</p> <p>Regular meetings with staff and leaders.</p>	Principal Computing and E-Learning Co-ordinator.	September 2021

<p>education can continue for pupils not attending.</p> <p>Where feasible, identified PP pupils have been supported with technology to support home learning.</p> <p>This links to the Academy Business Plan (Priority A5).</p>	<p>enabling students to access and submit homework, as well as providing communication links between teachers, students and parents.</p> <p>Send letter to parents explaining the new Frog appearance and ways to best utilise the platform.</p> <p>Create a video to show parents how to use Frog, with the purpose of increasing Frog engagement in Years 1 and 2.</p> <p>Ask staff to upload home learning tasks to individual student ePortfolios to allow learning to continue when students are required to self-isolate.</p> <p>Monitor the analytics data of Frog users to ensure that all students are able and willing to access the site at home.</p> <p>Feedback Frog user analytics to staff to identify students who are not engaging with the site.</p> <p>Collect feedback from student regarding the functionality of Frog and compile a list of issues.</p> <p>Work with Frog to solve issues that arise. Monitor student ePortfolio usage to ensure staff are uploading children's work to their ePortfolios.</p> <p>Explore viability of spelling shed as a method to increase home participation in spelling Incentivise the use of Times Tables Rock Stars through a directed whole school approach.</p> <p>Generate solutions to support learners who cannot access Frog</p> <p>Introduce Microsoft Teams to enable isolated teachers to teach their class remotely.</p> <p>Create a whole school Frog site which celebrates students' individual achievements, as a replacement or in addition to assemblies.</p> <p>Create a Frog site to advertise and celebrate after-schools clubs (situation permitting).</p>		<p>Regular reviews of Frog analytics.</p> <p>Surveys for pupils; parents and staff.</p>		
---	--	--	---	--	--

	<p>Review the purpose of Frog in the context of Covid-19, and ensure that class sites are meeting the agreed purpose.</p> <p>Analyse the success of the incentivised Times Tables Rock Stars approach.</p> <p>Ensure any necessary Frog training is put in place.</p>				
Total budgeted cost					£12,965