

Pupil Premium Strategy Statement 2020-2021

Note: Lisburne PP Strategy will be updated in Sept 2020 to include information and financial data for the new Overdale site – 27 children starting in Sept 2020 and an additional 18 new reception children starting in Jan 2021.

1. Summary Information					
School:	Lisburne School's Pupil Premium Action Plan				
Academic Year:	2020-21	Total PP budget: Budget update Sept 2020	£58,800	Date of most recent PP review:	July 2020
Total number of pupils:	117 Sept 144 Jan 162	Number of eligible pupils: Numbers update Sept 2020	34 PP 5 Post- LAC	Date for next internal review of strategy:	Sept 2020 Review in Jan 2021

2. End of KS2 current attainment at Lisburne	Pupils eligible for PP (5 pupils)	Pupils not eligible for PP (9 pupils)
% achieving above expected progress (UQ)	80% in English and Maths	55.6% in English and Maths
% achieving median expected progress (M)	20% in English and Maths	44.4% in English and Maths
% achieving below expected progress (LQ)	0% in English and Maths	0% in English and Maths

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers
<ul style="list-style-type: none"> All of our PP children enter our specialist EYFS provision or alternatively in to various year groups throughout school with significant developmental and learning delay. In addition, our children have a wide range of difficulties with other restricted abilities and communication issues which mean that their baseline scores are considerably lower than their peers nationally. Our pupils access the curriculum at a developmentally appropriate level and school provides additional support in order for them to move towards independently achieving progress on their SEND learning journey. Many of our children have obstacles to their individual learning based on their reduced ability to communicate and delays in social and emotional development; several of our cohorts have a limited ability to play and/ or interact with others. Independence, confidence, self-esteem, resilience, problem solving and life skills need high levels of support within school to enable our children to access their environment and community; we aim to raise aspirations about what our children can achieve in life. Children require additional support from a range of therapists, medical teams and other professional services to meet their complex needs.

- Our children have difficulty accessing large classes, therefore school aims to minimise group sizes (by adding additional classes). This has thereby reduced numbers of children in class groups – particularly where our pupil needs are more complex. We add appropriate support and intervention strategies to specific cohorts to increase progress and capitalise on attainment.
- Additional confidence and self-esteem needs have a huge impact on their awareness of the environment and community; some pupils have limited understanding and self-awareness of their own wellbeing and mental health.
- A number of our pupils have difficulty, occasionally an inability, to generalise learnt information or retain knowledge. These children need to revisit experiential learning and engage in their activities in a familiar way.

External barriers

- All our children have a full EHC plan with a clear statement of SEN need; all are allocated a school place via the LEA SEN department.
- Attendance - families are encouraged to develop a better understanding of the importance of good attendance and the impact this has on academic and social achievement. School contact parents whose child is absent in order to check on the family's wellbeing.
- Children have difficulties integrating within the community and often-limited access to facilities and services.
- Parents can require support and guidance from school and our FLC team to ensure they access a range of services and receive their adequate entitlement.

4. Desired outcomes

- Our Pupil premium children continue to perform at the equivalent levels as our non-pupil premium children in EYFS, KS1 and KS2 across the majority of the curriculum. Initially during data analysis over the last 8 years, Pupil Premium children consistently achieved higher levels of progress in comparison with Non-PP children; this has altered slightly over the past 3 years and now the difference is less marked.
- We continue to spend our Pupil Premium funding in many of the same successful areas this academic year. We analyse progress reports and findings from both academic development but also increasingly reflecting on wellbeing and mental health.
- We modify and adapt a range of opportunities that are available for our pupils; we have therefore made a few changes to reflect our continuing approach to strive for improvement and to enriching learning with constructive changes.
- We are continuing to invest in a variety of Dance, Music and individualised learning opportunities for all our PP children within school, which will support the development of communication, interaction, confidence, wellbeing and build resilient citizens.
- We are promoting additional targeted SALT and OT input for functional communication and a range of intervention programmes in order to support some of our more complex PP children.
- The enrichment programmes developed in order to meet the specific needs of all our PP and our most disadvantaged children.
- We will continue to track the impact of all the interventions and monitor children individually and in cohorts within our regular pupil progress meetings with teachers, feedback of this analysis and evaluation regularly reported to SLT and our Governing Body.

- Home visits and links closely supported by our FLC's when required in order to support key families and monitor interaction and attendance.
- Our support system provides a vital link between home and school, building opportunities for families to take an active role in their child's learning and break down barriers to education.
- Parents and families have access to regular updates and information about their child's learning, for many this builds a partnership between home and school and enables families to support next steps.
- Therapists and other professionals are present within school and provide detailed information for all our families, this ensures we are meeting the pupils health, therapy and learning needs.

5. Planned expenditure

Academic Year

2020-2021

i. Quality of teaching for all

Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	How will you ensure it is implemented?	Staff lead Review date	When will you review implementation?
To continue to develop and extend the use of dance, intensive interaction and expressive movement sessions to improve children's communication, interaction and learning.	Across school (2.5 days) 12hrs p.w. x 38 weeks Total annual cost: £20,452	Blocks of groups/ classes in addition to individual 1:1 PP sessions with dance and movement specialist. Timetabled lessons for all classes in addition short 1:1 sessions for Pupil Premium children Additional practice for children for show rehearsal	Development of key skills and learning in dance/ movement 1:1 sessions to develop skills in early communication and concentrated interaction	Sadie Walker : specialist peripatetic dance teacher Supported by Teachers and staff	<i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in social interaction, focus, confidence and communication.</i>

<p>To develop the use of music and patterning/ sequence to develop key skills and raise confidence levels across the school. To develop the use of ICT and new digital resources to support music and link it in to individual and group learning programmes.</p>	<p>Across school (1.5 days: Wed & Fri) 10 hrs p.w. Total annual cost : £23,250</p>	<p>Blocks of groups/ classes in addition to individual 1:1 PP sessions with music therapy specialist. Timetabled sessions for all classes / 1:1's</p>	<p>Develop patterning, rhythm skills and learning in music. 1:1 sessions to develop skills in confidence and receptive interaction</p>	<p>Sam Yates : specialist peripatetic music teacher Supported by Teachers and staff</p>	<p><i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in confidence, focus and engagement in addition to children's receptive interaction.</i></p>
<p>To extend and develop the use of SALT & OT across the school by increasing the knowledge and skills of our staff. Highlighting the needs of our pupil premium children and developing programmes in order for them to develop and progress. The additional SALT and OT input takes a holistic approach to therapy which maximises functional skills.</p>	<p>Across school SALT - 0.5 days OT – 0.5 days Total cost per term for SALT 12 weeks= £1,667 OT 12 weeks = £1,667 £3,334 x 3 terms Total annual cost: £10,002 (including staff training)</p>	<p>Groups/ cohorts of PP children participating in assessment and active intervention with specialist SALT & OT staff within school. Therapy involvement may include various investigations, which involve the use of specialist equipment and resources. Children's sessions and engagement may be recorded and used to assist with any therapy assessment ~ all recordings will be treated as confidential and used to support and inform/ support parents and relevant professionals. Therapists provide relevant training and information to support both school staff and parents/ carers.</p>	<p>Develop of functional skills to assist with progress. 1:1 and small group sessions to develop communication, social interaction in addition to coordination & motor skills. To work within class teams on a rolling programme to train and increase the expertise of our teaching staff</p>	<p>Ele Leatherbarrow (SALT lead) Alex Howden Laura Hartly Caroline Murphy (OT lead) Megan Bell Tracey Berrisford Supported by Teachers and staff on a rolling programme throughout school</p>	<p><i>Mid-term and end of year analysis of data will show an improvement in pupils' abilities with measurable progress in children's functional language, gross/ fine motor skills, independence and personal care skills.</i></p>
Total pupil premium expenditure 2020-2021:					£53,704

ii. Targeted support					
Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	How will you ensure it is implemented?	Staff lead Review date	When will you review implementation?
<p>To develop confidence, resilience and self-esteem at Forest School when working in a small group.</p> <p>The TA's are taking photographic and noted evidence in addition to using the engagement (Leuven) scale to assess progression and evaluate individual development.</p>	<p>Focus PP groups at a Forest School nurture group.</p> <p>Total cost: £350 (additional FS training)</p>	<p>Small groups of PP children from EYFS/ KS1/ KS2 to access social groups with Forest School leaders Richard Crompton and Alison Riley. Timetabled sessions for all PP groups.</p>	<p>Key/ focus children highlighted by school</p>	<p>Richard Crompton, Alison Riley & Stacey Hill : trained Forest School specialist & support leaders</p> <p>Supported by key staff within classes.</p>	<p><i>Mid and end of year analysis of data will show improvement in pupils confidence, resilience and self-esteem with clear measurable progress in social interaction.</i></p>
<p>To provide 1:1 support for key children with severe and complex difficulties to access a range of out of school/ extra-curricular activities and school holiday play scheme.</p>	<p>Targeted key PP children families who do not otherwise access extra-curricular opportunities Partial funding (play scheme only) – price matched/ overspend covered by school</p> <p>Total cost : £500</p>	<p>Support for Play Scheme and after school club places</p>	<p>Key/ focus children highlighted by school</p>	<p>Rachael Knowles : Play-scheme Janet Berry & Richard Crompton : After school clubs</p> <p>Supported by key support staff</p>	<p><i>Parental evaluations and attendance analysis at the end of each play-scheme/ block of after school clubs or termly. Parental feedback on questionnaire. Pupil Voice and feedback – input from school council.</i></p>
<p>Individual progress and intervention strategy plans for all PPP/ LAC children who require support for specific areas of learning or additional activities to develop their self-esteem, wellbeing and confidence.</p>	<p>Resources set in PPP Action Plan Oct 20. Costings from virtual schools in addition to curriculum budgets.</p> <p>School PPP money allocation : in budget when requested/ applied for.</p>	<p>Target interventions and activities for all PP and LAC children</p>	<p>Explicitly tailored individual progress and intervention strategy plans to meet specific needs</p>	<p>Teachers and support staff</p>	<p><i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in intervention strategies and curriculum levels.</i></p>
Total pupil premium expenditure 2020-2021:					£850

iii. Other approaches										
Desired outcomes		Chosen action/ approach		What is the evidence and rationale?		How will you ensure it is implemented?		Staff lead Review date		When will you review implementation?
To develop specific skills and functional communication (device and App with use of symbols and communication software) develop and improve learning links between home and school. Extend practice of communication devices in the community and develop use during life skills.		Equipment /software cost (devices + app) Additional costings supported from IT and English budgets Additional secure & protective covers Total cost : £1,500		Additional individual communication iPads for two targeted PP children with complex communication needs.		Individually tailored introduction of communication app and iPad to meet specific needs. Reduction of visible frustration for pupils when communicating.		Teachers, support staff and parental input/ training		<i>End of year analysis of data - measurable improvement in pupils learning using communication devices for pupil voice and views of learning progress.</i>
To develop understanding of phonics with 1:1 and small group support and extend this to home / school links through phonic training and provision of resources to support reading skills within classes. Extension of SERI training through school – designated trained staff across school/ classes.		Resourcing of phonic boxes and replenish phonic/ reading equipment in classes Extension of SERI training and resources Total cost : £750		Intervention focus on key children across KS1/ KS2		Children highlighted by English & Assessment coordinator; discussed with teaching staff to plan appropriate intervention strategy with SERI support assistant.		Cassie Pheiffer : Phonics lead and English SIG Teachers, support staff and parental input/ training		<i>End of year analysis of data will show measurable progress and improvement in pupils learning using phonic analysis and range of reading assessments / tests</i>
Total pupil premium expenditure 2020-2021:									£2,250	
7. Review of expenditure										
Academic Year		2019-2020								
PP and PP+ Children	Pupil Premium	38	4x EYFS	4x Yr1	4x Yr2	5x Yr3	13x Yr4	4x Yr5	4xYr6	
	Pupil Premium Plus	6	1x EYFS		1x Yr2		2x Yr4	1x Yr5	1x Yr6	
	LAC	4		1x Yr1			1x Y4	2x Yr5		

Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	Staff lead Evaluation of implementation – July 2020.
<p>To extend the use of dance, intensive interaction and expressive movement sessions to develop children's learning.</p> <p>Develop intensive interaction and 1:1 individual learning programmes with 15 children in Yr1 –Yr6</p>	<p>Sadie Walker: <i>Peripatetic specialist dance teacher across school.</i></p> <p>Focus of small group of PP children for intensive interaction/ early communication & engagement sessions</p>	<p>Sadie Walker has worked with all classes in school developing levels of confidence and encouraging participation in a wide range of performances; both within the class groups and cohorts and within individual weekly dance sessions targeted at our most vulnerable/ disadvantaged children.</p> <p>Two Christmas productions (Key stages) involved all pupils and allowed them to demonstrate increasing confidence and highlight improved levels of engagement. Sadie supported a range of celebrations and themed creative weeks planning her sessions alongside the teachers to liaise support and enhance learning opportunities.</p> <p>Sadie continued to work in school this year during Lockdown in order to support our Key Worker and Social Care children. During the summer term, she worked with all classes on the main site to support children's mental health and wellbeing, providing expression and free movement through a range of focussed dance activities.</p> <p>Sadie has continued to enthusiastically develop and enhance dance/drama with individual interaction and engagement sessions, within classes and across school since 2016.</p>	<p>Total annual cost: £18,050</p> <p>In 2019/2020, Dance/movement sessions have taken place on a weekly basis for 13 children from a mix of Key Stage 1 and Key Stage 2 classes. Some children accessed the programme for the full year and others accessed for a term at a time or as deemed appropriate.</p> <p>The aim of the movement sessions was to promote engagement, physical development and communication (both verbal and/ or non-verbal) between the child and Sadie.</p> <p>The children worked with her for short bursts of 10 – 15 minute periods either in the Therapy/ Space room and a few children responded best in the Light Room. Regular Observation and Session notes were kept throughout.</p> <p>Governors have observed and watched videos of some of the class and PP sessions - having the opportunity during Governors training to ask Sadie questions about her Pupil Premium work.</p> <p>Approaches used:</p> <p>Interaction using Laban Dance Techniques as an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development. <i>Note:</i> The 7 stages of Intensive Interaction were used as a guide to assess and monitor the children's development.</p> <p>Developmental Movement Play: is a child led approach that supports physical, social and emotional development through play and is concerned with children's full-bodied, wholehearted physical responses to their everyday lives and learning.</p> <p>Contact Improvisation is an evolving system of movement initiated in 1972 by American choreographer Steve Paxton. The improvised dance form is based on the communication between two moving bodies that are in physical contact and their combined relationship to the physical laws that govern their motion—gravity, momentum, inertia. Practice includes rolling, falling, being upside down, following a physical point of contact, supporting and giving weight to a partner. Contact improvisations are free play, spontaneous physical dialogues that range from stillness to highly energetic exchanges.</p>

<p>To develop the use of music and patterning/ sequence to develop key skills and raise confidence levels across the school.</p> <p>Develop the use of IT and digital resources to support music and link to 1:1 individual or group learning programs for both PMLD/ and sensory children.</p>	<p>Samantha Yates: <i>Peripatetic specialist music teacher</i></p> <p>Additional music therapy and engagement sessions for our EYFS children</p> <p>Focus of small group of PP children for intensive music therapy sessions</p>	<p>Sam Yates has worked with all classes and individual PP children during intensive 1:1 music therapy sessions and with a range of computerised instrumental music programs which all of our children enjoy.</p> <p>Sam can access a variety of musical resources and services; this year the children have been learning to play a range of different instruments and follow a rhythm/ beat whilst learning new and engaging songs.</p> <p>Sam always links parts of her music lessons to class themes; this year she has developed a range of music and sound effects to enrich the curriculum, creative weeks and class based topics.</p> <p>Sam continued to work remotely with school this year during Lockdown in order to support our Key Worker and Social Care children. During the summer term, she worked with all classes with groups accessing “Zoom” sessions to support children’s mental health and wellbeing. This provided children at home and in school with the opportunity to engage with music sessions.</p>	<p>Total annual cost : £22,550</p> <p>Sam is able to adapt her music sessions according to the needs of particular children, cohorts and individuals, she can respond quickly to their reactions. This is fed back in to the larger classroom settings where they can participate more fully with their peers. Sam stated “I continue to see improvements from all of the children in our pupil premium sessions this year. There is a huge benefit for children to access music in smaller or individual group settings.”</p> <p>Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual’s identity and positive interaction with music can develop pupils’ competence as learners and increase their self-esteem. Music can bring together intellect and feeling enabling personal expression, reflection and emotional development. As an integral part of culture, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world. Music education encourages active involvement in different forms of music making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils’ development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing their ability to work with others in a group context. Music learning develops pupils’ critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity and sensitivity.</p> <p>Often children’s levels of confidence improve a little in the smaller sessions, they develop their confidence and make improvements within the larger sessions and their goals change in to making music within a larger group and what that entails e.g. turn taking and listening.</p> <p>Working closely with staff in school we can ensure that all children are accessing the music sessions at the right time for them. The extra music sessions have been a success; all children have made big improvements with targets set for them and Sam is happy with the achievements children have made this year.</p> <p>Individual sessions have made music accessible to these children in ways that whole class teaching cannot. The significance of this is huge and impacted in other areas of the children’s experiences within school.</p>
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<p>To develop and support staff in their awareness of SALT and OT programs for complex PP children.</p> <p>Increase input of therapy strategies with 1:1 and small group sessions across school</p>	<p>Alex Howden & Becky Thacker: specialist SALT</p> <p>Megan Bell & Tracey Berrisford: specialist OT</p> <p>Focus of small group of PP children across school for concentrated therapy sessions</p>	<p>Extended use of SALT with Alex Howden & Becky Thaker and OT with Megan Bell & Tracey Berrisford across the school thereby increasing the therapy knowledge and skills of our staff.</p> <p>Highlighting the needs of our pupil premium children and developing programmes in order for them to progress.</p> <p>The additional SALT and OT input from Alex, Becky, Megan and Tracey has taken a holistic approach to therapy thereby maximising functional skills and developing staff knowledge and confidence.</p> <p>Training sessions have been provided by SALT and OT for class teams and individual teaching staff to support and develop awareness of the uses and need for therapy provision as a crucial part of our pupils learning and inclusive education.</p>	<p>Total annual cost including staff training and support : £10,002</p> <p><u>SALT</u> : £5,001</p> <p>Speech-Wise input delivered this year by Alex Howden and Becky Thaker (Specialist Speech and Language Therapists). Input has involved supporting classroom staff with whole class strategies such as visual support, using simplified language, AAC and providing a range of resources to help with this. There has also been some focus on individual support with reference to current targets and recommendations to ensure that staff are competent and confident in working on these objectives. Their input has focused on practical help; ensuring staff have the resources needed to carry out an intervention/strategies and demonstrating their use both within the classroom and with individuals.</p> <p>In addition interventions with individual PP children have also taken place; this involves working alongside staff to give direct intervention whilst up-skilling them to continue the intervention once the modelled therapy has finished.</p> <p>Input into EYFS has focussed on key PP children highlighted as of particular concern. In addition, advice provided on visual support strategies to help with developing understanding and attention skills for whole class, small group and individual activities.</p> <p>A training session, provided by Ele Leatherbarrow (Speech-Wise), provided at the start of the school year for staff on Key Word Comprehension - this was to clarify and help staff understand the approach and apply it to everyday activities. Additionally Alex Howden supported and trained a working group of staff from across school to ensure signs and symbols used across were consistent.</p> <p><u>OT</u>: £5,001</p> <p>Manchester Occupational Therapy services have provided in-class support to staff and children. Support given and prioritised to specific classes based on those identified with a higher OT need. General classroom strategies to support sensory regulation more holistically have been provided in order to ensure the environment is meeting the individual sensory needs of the children..</p> <p>Sensory Processing has been a large focus, due to the level of need in classes. Training with staff on general principles of sensory processing and identifying how sensory needs impact behavior and engagement have been provided informally as part of the ongoing work and through provision of key information sheets.</p> <p>Individual strategies for children with more complex difficulties provided in the form of therapy schedules. Provision of resources for sensory activities, e.g. an activity to explore tactile input for children who are particularly tactile avoidant, in addition sensory diet activities completed with a number of individuals.</p>
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Total pupil premium expenditure 2019-2020:			£50,602

Desired outcomes	Chosen action/ approach	What is the evidence and rationale?	Staff lead Evaluation of implementation – July 2020.
Develop confidence, resilience and self-esteem when working in a small group at Forest School	Small groups of PP children from EYFS/ KS1/ KS2 to access social groups with Forest School leader Alison Riley.	<p>Photographic evidence and notes using the Leuven Engagement Scale used to assess individual progression and evaluate pupil development.</p> <p>Forest School analysis and feedback provided in the termly Head teachers report.</p>	<p>Forest School : £275 Social interaction and allocation for pupil premium children providing opportunities for appropriate contact with peers and inclusive practice with a local mainstream primary. Children have shown improvement and progress when engaging both with peers and also accessing the forest school and outside learning areas. The Forest School classroom has been equipped to provide a safe and secure area for the children before, during and after their forest school sessions or outdoor learning activities.</p>
Provide support for PP children with severe and complex difficulties to access a range of extra-	Support and respite for key families for play-scheme places.	To encourage key children to access social situations with familiar staff during periods of stress for the particular/ key families	<p>Funding to support families : £500 The allocation of funding for individual PP children provided the opportunity for appropriate social interaction with peers when attending the October, February and Summer play-schemes. Note: Easter play-scheme provided solely for key workers children and our most vulnerable pupils (those with social care workers).</p>

curricular and holiday activities.			This opportunity was primarily needed due to the complex emotional and personal difficulties with these specific families and in the summer additional funding was required to follow new Government guidelines to ensure social distancing could be carried out and children provided with a safe and secure environment.
Individual progress plans for our LAC and PPP to develop self-esteem, wellbeing and build confidence.	4 LAC children	4 looked after children in school receives Pupil Premium Plus money from the LEA. We have drawn up a specific action plan for these pupils, which was checked by the Virtual Schools and agreed by the LEA. All PPP children in school have individual action plans with intervention strategies and planning for progress clearly highlighted/ identified.	Virtual Schools : LAC funding All funding applications were successful for a range of activities; discussions at Core Group meetings regularly monitor and evaluate progress. Funding agreed to continue in order to raise specific targets in communication in addition to funding a range of activities out of school and in specific clubs. The children have accessed core life skills to build confidence and their interaction with peers. Our LAC action plans are regularly evaluated by the LEA and we are regularly asked to share examples of good practice highlighting the clear objectives and measurable outcomes based on a wide range of individually planned interventions with other schools across Stockport,. All our PPP children regularly monitored to check progress and that intervention strategies are in place.
To develop specific AAC functional communication and develop and improve learning links between home and school.	Equipment and software apps Additional iPads, App & protective covers	Individually tailored introduction of Communication App and use of iPad to meet specific needs. Reduction of visible frustration when communicating	Software funding : £1,200 We have seen progress towards both Speech and English targets from these specific pupil premium children - fully evaluated in the end of year progression data. There has been positive impact with the majority of parents interacting well with school through use of a home/school portal with additional input and telephone discussions.
Develop phonic understanding in school, extend support through functional strategies. SERI/ phonic boxes for each class.	Focus on key children and cohorts across KS1 and KS2 Cassie Pheiffer & Lisa Fisk: English led phonic & SERI interventions	The focus linked to a range of specifically chosen phonic based interventions and outcomes closely monitored. Progress, both in classes and with individuals, has been good with all children making above expected levels of progress.	Funding provided: £550 There has been good progress towards pupils reading targets from specific pupil premium children, which were evaluated in the mid-year progression data. Note: No accurate data has been available since the end of March. There has been a clear and positive impact with the majority of pupils and the parents like our Sign and Shine and phonic play bag scheme. Discussions between parents and staff have been positive with impact clearly evident.
Total pupil premium expenditure 2019-2020:			£2,525 + LAC funding