

Annex 2c: Pupil premium strategy statement Black Torrington Primary School

1. Summary information							
School	Black Torrington Primary School						
Academic Year	2020/21	Total PP budget	£6,725.00	Date of most recent PP Review	Mar 2020		
Total number of pupils	26	Number of pupils eligible for PP	5	Date for next internal review of this strategy	January 2020		
Number of pupils eligible for Pupil Premium.	EYFS: 0	Y1:	Y2:1	Y3:1	Y4: 1	Y5:1	Y6:1

Achievement (PP and all pupils) at Black Torrington Primary School compared to all Primary Schools in England		
	<i>Black Torrington (PP pupils)</i>	<i>Black Torrington all pupils/National average all pupils</i>
% achieving Good Level of Development at Early Years	-	
% achieving pass mark in Y1 phonics	-	
% achieving pass mark in Year 2 phonics retake	-	
% attaining age related expectations in Reading in Y2	100%	50%/76%
% attaining age related expectations in Writing in Y2	100%	33%
% attaining age related expectations in Maths in Y2	100%	66%/77%
% attaining age related expectations in Reading, Writing and Maths in Y6	-	60%/65%
% attaining age related expectations in Reading in Y6	-	80%/73%
% attaining age related expectations in Writing in Y6	-	80%/78%
% attaining age related expectations in Maths in Y6	-	60%/79%
Average progress score in reading Y6		

Average progress score in writing Y6		
Average progress score in Maths Y6		
% attaining age related expectations in Grammar, Spelling and Punctuation in Y6		78%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<p>Raising aspirations and providing extended opportunities to explore different environments, cultures and understand the impact of stereotyping. Ensuring minority groups are represented positively in books, media used in school and a curriculum that responds to the needs of the community. The numbers of school children in minority ethnic groups in Devon are significantly lower than those in England</p> <p>Through conferencing and questioning children, we have noted that some children have low aspirations and limited hope for the future. This means that their learning (as they grow older) can lack meaning and provide no motivation – leading to non-engagement and reduced progress/attainment.</p>
B.	<p>Delayed speech and language development leading to difficulties with communication and language acquisition.</p> <p>There are a number of children arriving in school with delayed speech and language development. This means that these children have a lower starting point compared to their peers and this impacts on other areas of development. This attainment gap can continue to their next stage of education.</p>
C.	<p>A number of children have social and emotional difficulties. This leads to lack of resilience and potential mental health issues.</p> <p>A number of children across year groups have additional social and emotional needs – these children are sometimes part of an Early Help Plan. Because of anxiety and lack of resilience, these children struggle with engagement and concentration..</p>
D.	<p>Developing reading skills, including early skills and phonics, have to be targeted at an early stage in order to accelerate progress and address low attainment in reading.</p> <p>Children read less at home (particularly in middle and low attainers). Some children have little or no experience of books before starting school and using screens and devices has replaced reading time for some children.</p>
E.	<p>Outcomes of pupil premium children vary in comparison with peers and national expectations.</p> <p>In some cases, children who are entitled to pupil premium are also children with special educational needs. These pupils have a range of special educational needs such as ASD, and social and emotional needs and communication/interaction. These pupils sometime struggle to make sufficient progress despite targeted intervention and this can become more challenging in KS2 as the complexity and attainment standards in KS2 change.</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	<p>Attendance of children – some PPG children have lower levels of attendance.</p> <p>Despite work on attendance, working with parents through Early Help and a close working partnership with EWO, attendance of PG children is less than for other groups.</p>
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G.	<p>Opportunities – some PPG children have limited access to enrichment opportunities and different environments.</p> <p>Through conferencing children we have noted that some children have limited experiences outside school, leading to a narrowing of opportunities and limited language for shared experiences.</p>	
I.	<p>Some parents are not confident in helping their children to read and complete tasks at home.</p> <p>In some cases, parents of pupil premium children find engaging in their child's education a challenge. This can lead to poor relationships with school and a feeling that they are not part of the school community.</p>	
J.	<p>Data from Public Health England (child health profile for Devon) and JSNA (Devon) shows that the rate of child inpatient admissions for mental health conditions is worse than England. The rate of self-harm is worse than England. It also shows recent increases in child poverty and that mental and behavioural disorders account for almost half of persons claiming disability benefits</p>	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Children make good or better progress from their starting points .</p> <p>Teaching and learning is personalised to meet the needs of disadvantaged children and vulnerable groups.</p> <p>Strategies to support disadvantaged children are used by all staff, including marking PPG children's books first and giving regular, constructive and targeted feedback.</p> <p>A recovery curriculum and catch up programme, including tutoring where appropriate, will support disadvantaged learners to make progress while focusing on wellbeing and positive mental health.</p>	<p>Children are engaged with their learning and are making at least good progress.</p> <p>Some disadvantaged children make accelerated progress.</p> <p>Assessment system will track progress using baseline assessments in Sept 2020. Soft elicitations will gain understanding of children's starting points and revision of key skills will support confidence and reduction of gaps in learning.</p>
B.	<p>Delayed speech and language needs are met and children make rapid and sustained progress towards age related expectations.</p> <p>Children with speech and language difficulties will be identified quickly and targeted interventions planned to ensure children make rapid progress.</p>	<p>Assessment/standardised scores and formal assessments to reflect good or accelerated progress of children with speech and language needs.</p> <p>Intervention records and SALT reports will also reflect this.</p>
C.	<p>Raising of aspirations through visits, visitors, PSHE and an enriched curriculum, including role models from the local community and minority groups. Develop multicultural awareness.</p> <p>A programme of visits and visitors (inc virtual visits), including role models from the local community and from diverse backgrounds and cultures, will be planned annually to support motivation and aspirational thinking.</p> <p>Lessons will be tailored to meet the interests and needs of vulnerable groups and they will be represented in all areas of school life.</p> <p>Pupils will report that they enjoy lessons and feel that they are learning new skills and have the opportunity to develop their ideas.</p>	<p>Children to develop aspirational thinking and an awareness of pathways to goals. They will have 'real' people from their community, and from passionate and diverse role models, to engage and motivate them.</p> <p>Audits of children's aspirations and representation of vulnerable groups across the school will reflect this.</p>

D.	<p>Support and interventions are in place to ensure that the needs of children with social and emotional issues are met. Children with mental health needs are identified at an early stage and supported.</p> <p>A safe and secure learning environment which demonstrates respect, acceptance and understanding is provided for all children.</p> <p>Mental wellbeing is promoted consistently across all year groups using the '10 a day' programme and through PSHE. Individuals and groups will have additional resources to support their needs.</p> <p>Individual needs are supported with behaviour management strategies and targeted intervention where appropriate.</p>	<p>Children have strategies to manage their emotions and can talk about their mental health in a positive way. Mental Health mentors have a supporting role.</p> <p>This will be monitored through Intervention records. Strengths and Difficulties questionnaires. Behaviour logs.</p> <p>Mental Health mentors have a supporting role.</p>
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4. Planned expenditure

Academic year	2020/21
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Using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children, including PPG children.</p>	<p>SENDCo to provide INSET half termly.</p> <p>SENDCo to act as Pupil Premium Champion :</p> <p>Individual vulnerable groups Case Studies regularly updated and actions taken as a result;</p> <p>Termly questionnaires to analyse concerns, interests and barriers for vulnerable groups – support for staff in acting on and reducing barriers;</p> <p>Half termly analysis of data for vulnerable groups; impact of intervention and personalised learning monitored;</p> <p>Promote inclusion of vulnerable groups</p> <p>Champion improved mental health for all groups, including staff.</p>	<p>EEF Guide to Pupil Premium children.</p> <p>Evidence informed teachers and leaders combine findings from research with professional expertise to make decisions.</p>	<p>SENDCo to meet regularly with staff, teaching and non-teaching,, to provide INSET, teaching and learning support, data analysis, INSET for specific approaches and to meet the needs of some vulnerable groups .</p> <p>Half termly analysis of data to support decision making and priorities</p> <p>Regular lesson and book monitoring through coaching.</p> <p>Environmental observations to ensure access for all.</p> <p>Observations of targeted interventions and support improved outcomes for vulnerable groups.</p> <p>Listening to the voice of pupils through termly questionnaires and interviews.</p> <p>Listening to the voice of parents through parent voice questionnaires and Parent voice meetings.</p> <p>Half Termly Monitoring of Behaviour Logs, safeguarding information.</p>	<p>SENDCo</p> <p>Executive</p> <p>Head teacher</p> <p>English, Maths</p> <p>Subject</p> <p>Leaders</p>	<p>Half Termly Pupil Progress Meeting reviews.</p> <p>Vulnerable Groups Action Plans – half termly review</p> <p>£1500</p>
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<p>To increase the percentage of children achieving well in reading and maths.</p> <p>Ensure baseline assessments in Aut 2020 provide evidence of children's starting points after the disruption of Covid 10</p>	<p>'Coaching' supports CPD and regular reviews of teaching and learning.</p> <p>Maths Mastery programme 2020, continuing from 2018/ and 2019 as part of Maths Action Plan</p> <p>Increased focus progress and attainment in reading and phonics, including motivation for reading,</p> <p>CPD (TA and teacher) to include external agencies involvement – DTSA and Babcock</p>	<p>Quality First teaching has the greatest impact on attainment and progress and is the greatest lever schools have to improve outcomes for disadvantaged children.</p> <p>EEF Teaching and Learning Toolkit, Guide to Pupil Premium</p> <p>The CPD programme is supported by DTSA and Babcock LPD – this provides comprehensive and targeted support for teachers.</p>	<p>Coaching sessions fortnightly through each term – build in time for feedback</p> <p>Maths Mastery programme 2020/21</p> <p>Read Write Inc. introduced Autumn 2019/Spring 2020 in both KS1 and KS2.</p> <p>Learning Walks, Pupil conferencing, Book scrutiny</p> <p>Intervention and TA observations by SENDCo</p> <p>Feedback on CPD – support for implementation of new initiatives.</p> <p>Subject Action Plans – half-termly reviews.</p>	<p>Executive Head Teacher SENDCo English/Maths Coordinators</p>	<p>Half termly - Assessment Data, Learning walks, Coaching sessions – some through Maths Mastery Course, Book scrutiny.</p> <p>Termly Pupil Progress meeting reviews - Leadership team with class teacher</p> <p>Monitoring of Action Plans half-termly.</p> <p>£1500</p>
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Total budgeted cost £3000

ii) Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children will make rapid and sustained progress in reading and will be on track to meet age related expectations</p>	<p>A community of Readers – Reading/Phonics Action Plan:</p> <p>DELP – Enhanced language programme principles to support the understanding and use of language. Tier one, two and three vocabulary, focus on morphology and language comprehension</p> <p>High quality/motivational reading material including ensuring diverse backgrounds are represented</p> <p>Targeted interventions.</p>	<p>EEF . – Reading comprehension strategies - high impact based on very, low costs.</p> <p>EEF – Phonics interventions – moderate impact for very low cost.</p> <p>EEF Guide to the Pupil Premium – Targeted academic support has a positive impact on those who are not making good progress across the spectrum of achievement.</p>	<p>Tracking of progress and monitoring of books; discussion with pupils through conferencing and Pupil Support Meetings.</p> <p>Action Plan monitoring through observations and baseline progress measures.</p> <p>Half termly analysis of data.</p>	<p>Primary Lead Maths Lead SENDCo</p>	<p>Half Termly pupil progress meetings INSET to support intervention effectiveness and consistency.</p> <p>£1500 to support renewal of reading resources</p>

<p>Children to make rapid and sustained progress in maths.</p> <p>Pre Teaching sessions in maths support engaged, thoughtful and connected learner ; assigning confidence through the use of agreed Pre Teaching strategies.</p> <p>Maths Mastery programme to support focused improvement in the teaching of maths.</p>	<p>Twice weekly Pre Teaching in maths for agreed groups of learners.</p> <p>Regular CPD through Maths Mastery Programme.</p> <p>Catch up programme and tutoring – Aut Spring 2020/21.</p>	<p>Pre Teaching research form Babcock Devon</p> <p><i>The impact has been extraordinary. We have had the privilege of witnessing teachers change children’s lives through this project. Children who had no belief in themselves as learners in mathematics now believe in themselves, and are actively involved in their own learning and in the learning of others – Maths Adviser</i></p> <p>Supporting children to be active and influential participants in mathematics lessons through effective use of assigning competence and pre-teaching Final Report July 2017.</p> <p>Impact of Pre teaching in 2018/19 and 2019/20 to March 2020 – assessment data shows improved progress and attainment.</p>	<p>Regular learning walks and learning scrutiny to ensure high quality Pre Teaching after regular CPD opportunities.</p> <p>Half termly data analysis of maths progress.</p>	<p>Maths Lead Primary Lead SENDCo Governors</p>	<p>Half Termly through Pupil Progress meetings.</p>
<p>Children with social and emotional needs (that create barriers to successful learning) to have ‘in school’ support leading to good and sustained progress.</p>	<p>Staff and Mental health champions to work with individual children and their families.</p> <p>Mental Health Policy to be have input from school community.</p> <p>Use of Boxhall Profile learning plans to support strategies to support well being</p> <p>Support/signposting from mental health professionals when required.</p> <p>Whole Cluster focus on Ten a Day for mental health and ‘Normal Magic’ mental health strategies.</p> <p>PSHE - development of curriculum. Use of Young Citizens, Expect Respect. PSHE Association resources.</p> <p>Behaviour Support - new Behaviour Policy now implemented.</p>	<p>SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EEF).</p> <p>EEF – Pupil Premium Guide Wider strategies relate to the most significant non-academic barriers to success in school.</p> <p>Care Farm trialled 2016/17 (Summer Term) and repeated 2017/18/19 with KS2 children demonstrating more positive approach and improved behaviour/confidence as learners.</p> <p>Outdoor learning strategies established 2017/18/19 in Federation with motivation for learning improved and focused skills.. Normal Magic strategies and ‘10 a day for Mental Health’ have been part of CPD in 2018/19..</p>	<p>Baseline assessments - strengths and difficulties, Boxhall Profile – reviewed regularly to support focus of interventions and monitor effect.</p> <p>Mental Health Mentors – development of these roles in school.</p> <p>Mental Health Policy – community input to finalise.</p> <p>Use of Young Citizens, PSHE Association and Expect Respect resources to support equality and inclusion.</p>	<p>SENDCo</p>	<p>Half Termly through Early Help process, TAF meetings, intervention monitoring and Pupil Progress meetings.</p> <p>£1000 Resources, CPD and membership</p>

	Individual behaviour plans as required. Children's voice has a key role in supporting positive mental health				
Children with delayed speech and language development make sustained progress to meet age related expectations in reading and phonics.	Speech and Language Link early assessment and resources support identification and targeted support. Phonics intervention programme. Targeted speech and language support. Increased adult support to increase adult: child ratio.	EEF research – Speech and language interventions: Moderate impact for low costs. National data evidence supports the success of Speech and Language Link in identification of need. EEF Pupil Premium Guide Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. The Aspire Educational Trust.	Speech and Language Link baseline and progress assessments. DELDP strategies across all classes to support language. Phonics intervention(s) after assessment of needs. Plymouth Oracy Project Half termly assessments to assess progress and identify progress and areas of need.	Primary Lead SENDCo Phonics Lead	Half Termly Pupil progress meetings £150.00 resources £600 Oracy project
Disadvantaged children with SEND make at least expected progress.	Provision mapping Highly specific target setting Frequent book scrutiny Pupil progress meetings to address the needs of these pupils in detail Targeted feedback that follows school policy	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal or written. It can come from a teacher or someone taking a teaching role, or from peers. EEF/ Sutton Trust	To monitor progress frequently and seek the views of the children further about their learning. To ensure that lesson planning meets the needs of children and support the teacher to do this. Develop a shared ownership of each child's progress.	Primary Lead SENDCo	Half Termly pupil progress meetings. Termly conferencing of children My Plans termly
Total Budgeted Cost					£3250
lii 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?

To enable all pupils to participate in after-school clubs where possible and activities and to provide financial support for educational visits, raising horizons and aspirations.	After school clubs to develop learning beyond the curriculum where possible. Extended experiences away from school in KS2 – Y5 and Y6. Programme of visits and visitors to raise aspirations.	Learn away project 2015 (6 year project) presented to national Geographic Society claims residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning OFSTED Pupil Premium 2016-17 EEF – Pupil Premium Guide Wider strategies relate to the most significant non-academic barriers to success in school.	Ensure all PPG pupils have access to full range of extracurricular activities and are encouraged to attend. No pupil excluded from clubs and residentials – class teachers to monitor take-up	Executive Head teacher SENDCo PPG champion.	Termly through Vulnerable Group Action Plan monitoring Support to reduce financial commitment from parents.
Support parents in understanding how to help their child with reading and homework.	A community of Readers – Reading Action Plan: Parent workshops (virtual if required) and opportunities to work alongside their children termly – this will be according to Covid restrictions.	Workshop trialled in December 2018 There is a need to find creative ways to engage with parents and provide them with appropriate advice and information that dispels false myths and assumptions. Young People's Aspirations in Rural Areas	Support from Devon Learning Partnership and subject specialists	Executive Head teacher SENDCo PPG champion	Termly through parents and child feedback
Total budgeted cost					£1000

iii)Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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>Support teaching and non-teaching staff to understand and implement approaches for raising expectations for vulnerable groups of children, including PPG children.</p>	<p>SENDCo to provide INSET half termly.</p> <p>Pupil Premium Champion :</p> <p>Individual Case Studies regularly updated</p> <p>Termly questionnaires</p> <p>Half termly analysis of data for vulnerable groups</p> <p>Promote inclusion of vulnerable</p>	<p>Progress and attainment of vulnerable groups has been closely monitored and strategies to support accelerated progress have been reviewed. Half termly analysis of progress data has ensured that additional intervention or changes in approach and implemented appropriately. Action plans for individual children have supported clear identification of need and prompt response.</p> <p>Progress and attainment of vulnerable groups has improved from September 2019 to March 2020 and gaps between vulnerable and non-vulnerable groups have reduced. Inclusion of vulnerable groups has resulted in greater numbers being involved in after school clubs and planned full involvement in Residential trips .</p>	<p>Increase knowledge of baseline achievement of vulnerable groups so progress can be more accurately measured.</p> <p>Increased focus on engagement and raising aspirations.</p> <p>This strategy will continue to raise awareness of vulnerable children in each class.</p> <p>Low cost, high impact.</p>	<p>£1440</p>
<p>Ensure that early intervention for pupils who are identified as having barriers to their progress are well planned and monitored. This includes preventative whole class strategies, intervention programmes for groups and individuals and tutoring by teachers and classroom assistants.</p>	<p>Class sizes are monitored and analysed for SEN need and PPG numbers.</p> <p>Any plans for 'whole key stage' classes are monitored to ensure that numbers do not reduce opportunities for children to work with teacher and teaching assistants to reduce barriers.</p> <p>Children are monitored half termly and recognised programme to support progress and</p>	<p>Progress and attainment of vulnerable groups has been closely monitored and strategies to support accelerated progress have been reviewed. Half termly analysis of progress data has ensured that additional intervention or changes in approach and implemented appropriately. Action plans for individual children have supported clear identification of need and prompt response.</p> <p>Progress and attainment of vulnerable groups has improved from September 2019 – March 2020 and gaps between vulnerable and non-vulnerable groups have reduced.</p>	<p>Increase knowledge of baseline achievement of vulnerable groups so progress can be more accurately measured</p> <p>Better understanding of ASD and the impact of communication difficulties has resulted in improved progress attainment for vulnerable groups.</p> <p>Learning environments in three classrooms +FSU have supported needs of children and have been adapted for changing sizes of groups.</p> <p>This strategy will continue to identify needs and provision for disadvantaged learners</p>	<p>£1440</p>
<p>ii. Targeted support</p>				

Desired outcome	Chosen action / approach	Estimated impact:.	Lessons learned (and whether you will continue with this approach)	Cost
Children will make rapid and sustained progress in reading and will be on track to meet age related expectations	A community of Readers – Reading/Phonics Action Plan: DELP – Enhanced language programme. High quality/motivational reading material.	Predicted KS1 and KS2 formal assessments indicated improved attainment data generally and improved progress data for PPG/SEN children. Progress and attainment of vulnerable groups has improved from Sept 2019 – March 2020.	RWI phonics scheme has indicated early success in children's reading; use of programme in KS2 now a priority. Strategies used to engage readers and offer motivational and diverse reading material to be extended.	£5391.20
Children to make rapid and sustained progress in maths. Pre Teaching sessions in maths support engaged, thoughtful and connected learner ; assigning confidence through the use of	Twice weekly Pre Teaching in maths for agreed groups of learners. Regular CPD through Maths Mastery Programme.	Qualitative assessments demonstrate improved confidence and participation in maths sessions. Predicted KS1 and KS2 formal assessments indicated improved attainment data generally and improved progress data for PPG/SEN children.	Maths pre teaching to be a strategy in forthcoming year; Maths Mastery programme to continue to support maths teaching.	£2660
Children with social and emotional needs (that create barriers to successful learning) to have 'in school' support leading to good and sustained progress.	Staff and Mental health champions to work with individual children and their families. Mental Health Policy to be have input from school community. Support/signposting	Early Help process established to support children and their families with complex issues and a multi-agency approach. Mental Health First Aiders established. Mental Health Mentor Groups formed. Outdoor Learning established as supportive for social and emotional difficulties.	Parents report that their children feel more able to talk about their emotions and have improved self-regulation strategies in school. Early Help to continue to be a priority for families with complex needs. Staff training for Outdoor learning/Wild Tribe planned Summer - this has been postponed until Summer 2021.	£400
Children with delayed speech and language development make sustained progress to meet age related expectations in reading and phonics.	Speech and Language Link early assessment and resources support identification and targeted support. Phonics intervention programme. Targeted speech and language support. Increased adult support to increase adult: child	Sustained support has been successful – RWI phonics programme has supported positive outcomes.	Focus on needs of vulnerable children demonstrates speech and language continues to be a priority for sustained support.	

Disadvantaged children with SEND make at least expected progress.	Provision mapping Highly specific target setting Frequent book scrutiny Pupil progress meetings to address the needs of these pupils in detail Targeted feedback that	Progress indicators Sept - March 2020 positive. Targeted feedback and support for misconceptions is a low cost, high impact strategy for disadvantaged learners.	This will be a focus of the 2020/21 year – consistent and positive, constructive feedback a priority for disadvantaged children.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
To enable all pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits, raising horizons and aspirations.	After school clubs to develop learning beyond the curriculum e.g. cooking, art and PE Residential in KS2 – Y5 and Y6. Programme of visits and visitors to raise	After school clubs have provided a range of activities including, Netball, Film Club, SATS Club These have enhanced participation and opportunities. Participation of vulnerable groups has increased. Vulnerable groups represented on School Council Residential for Y5/6 and Outdoor and Adventurous Activities for Y4 – planned but were not able to take place.	Extend residential opportunities with a focus on developing aspirations and multicultural awareness to ensure that children have opportunities that may not already be open to them. Continue to support children with range of after school opportunities and reduce barriers to their attendance.	£500
Support parents in understanding how to help their child with reading and homework.	A community of Readers – Reading Action Plan: Parent workshops and opportunities to work alongside their children termly	Workshops took place in Aut 2019 and Spring 2020 – reading and maths focus run by Devon Learning.	Positive feedback from parents – consult with them to find out what would be useful for them in the future.	