



Millbrook Primary School



Pupil Premium Plan 2020 – 2021 – Reviewed September 2021

Pupil Premium

The Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be eligible for Free School Meals or who have claimed within the last 6 years (Ever 6), as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the Armed Forces are also entitled to this funding. All schools are required to report on the amount of funding and how it is being used.

Principles

We organise teaching and learning at Millbrook in order to meet the needs of all children in the most effective way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. Millbrook ensures that appropriate provision is made for children who belong to vulnerable groups, including our socially disadvantaged children, and that their needs are effectively assessed and met. We further support these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all the children that are disadvantaged receive the Pupil Premium Grant. Given this, we carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at Millbrook and Nationally.

Context of Millbrook Primary School

Millbrook Primary is a mixed primary school serving 4–11-year-olds.

There are 157 pupils on roll made up of 64% ethnic minority pupils with a wide range of heritages and 20 different languages spoken.

There are currently 16% of pupils with SEN and 36% EAL.

Key Objectives 2020 - 2021

Raising attainment

To raise attainment and accelerate progress of pupils, therefore narrowing the gap between disadvantaged pupils and their peers.

- Pupil Premium team set up to rigorously monitor the impact of funding.
- Targeted phonics catch up program.
- Provide precise and effective interventions across each year group that aim to accelerate progress.
- Focus on development of Reading skills in order to boost attainment and progress across the whole curriculum.
- Support staff training to deliver effective interventions and lead on pre-teaching sessions.
- Athletics – to be renewed and higher expectations set as to its use.
- Fund CPD for the school 'Achievement for All'. A 2-year school improvement programme
- Ensure that during Covid-19, pupil premium and disadvantaged children are prioritised for laptops so that they can engage with schoolwork.
- Ensure that they are carefully monitored and coached during lockdown to maintain progress

Reducing barriers to learning

To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.

- Fund a Learning mentor to work with individuals and groups to develop skills and behaviour for learning.
- Fund a Learning mentor to support families in ensuring the children are able to access the curriculum.
- Fund a Behaviour mentor to support learning attitudes in school.
- SENCo to monitor and act on attendance issues for PPG children and maintain the improvement.

Enrichment

To maximise access to experiences that widen children's knowledge and skills for life.

- Use CHEX to support enrichment activities.
- After school clubs for PPG children will be funded (Covid-19 permitting)
- Use of Sports coach to provide after school clubs and competitions (Kick London)

Number of pupils and Pupil Premium Grant (PPG) expected 2020 - 2021

Total number of pupils on roll	157
Total number of pupils eligible for PPG	45 (29%)
Total amount of PPG received (expected)	£60,525

Pupil premium strategy / self-evaluation

1. Summary information					
School	Millbrook Primary School				
Academic Year	2020-21	Total PP budget	£60,525	Date of most recent PP Review	Sept 2020
Total number of pupils	157	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Predicted Grades Pupils eligible for PP (8 Children)</i>	<i>Predicted Grades Millbrook Pupils not eligible for PP (20 Children)</i>
% achieving expected standard or above in reading, writing & maths	63%	70%
% making expected progress in reading (as measured in the school)	75%	80%
% making expected progress in writing (as measured in the school)	75%	75%
% making expected progress in mathematics (as measured in the school)	63%	85%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A large majority of PPG pupils, have multiple needs i.e., are also EAL or SEN pupils (27% have English as an additional language and 22% have a Special Educational Need and/or Disability)
B.	Effective support of pupils emotional and health barriers
C.	Effective interventions to ensure accelerated progress
D.	Continual improvement needed for levels of punctuality and attendance
E.	Targeted extended school activities
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
F.	Parental involvement
G.	During lockdowns, inability to access technology to support home learning

H.	Future aspirations and goals	
4. Intended outcomes (<i>specific outcomes and how they will</i>)		Success criteria
A.	The in-school attainment gap between PP and non-disadvantaged pupils is reduced in all subjects.	<p>The gap between school and National is reduced</p> <p>There is no data available this year, but internal data indicates that this is the case.</p> <p>Gap is closing but there is still work to be done to continue this into the next academic year.</p>
B.	To develop access to a range of services available to support of PP pupils' well-being	<p>Pupils become involved in individual and group activities both internally and externally to support well-being.</p> <p>PP children prioritised for counselling – 4 children receiving PPG accessed counselling.</p> <p>PP families have accessed Chexs, and large numbers have been supported by the learning mentor</p>
C.	To increase the opportunities for targeted extended school activities	<p>Increase the number of out of school hours activities – (COVID-19 restrictions permitting) Increase the uptake of activities by PP</p> <p>PP children offered clubs 31 children attended at least one club. Covid -19 had an impact on how many clubs took place. This objective will continue</p>
D.	Support the attendance and punctuality of PP pupils through increased monitoring and engagement with families	<p>The gap between PP and non-PP pupil's punctuality and attendance is reduced</p> <p>Most PPG children had good attendance and punctuality – PP attendance was in line with non-pp attendance. However both need to improve.</p>
E.	To provide additional extra-curricular opportunities for PPG	<p>100% of PPG will be offered extra-curricular activities across a broad range of opportunities. Activities that require a financial contribution will be s</p>

F.	Parental involvement	<p>Increased number of events for Parents which will include Meet the Governors, SLT afternoon, Parent surveys and consultations. Parenting skills and basic skills workshops are held.</p> <p>There were some events e.g. stem day, but there were limitations due to covid restrictions</p>
G.	Future aspirations and goals	<p>'Up and Out week' – a week devoted to raising aspirations of children by hearing and interviewing different occupations in our community, including ex-pupils.</p> <p>Pupils are inspired to talk/write about their aspirations.</p> <p>This did not take place – covid.</p>

5. Review of Expenditure

Academic year | 2020 - 2021

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Achievement for All programme:	To improve quality First Teaching (QFT)	The evidence-based programme is recognised by Ofsted and focusses on closing the gap for vulnerable and disadvantaged learners .	The school have collaborated on a Needs analysis document and co-written an action plan. This will be monitored every 4 weeks. There will be a half termly review with all staff.	HT	Half termly 12 visits/year £5,950/year 2-year programme until July 2021 This has finished and will not be continued in 2021. This was limited due to covid. Action plans have been implemented and reviewed. Staff meetings (PLMs) take place weekly with targeted training and follow ups to support implementation to support professional development. School has a coaching culture. Implementation leads are in place. Staff have structured conversations with PP children.

<p>School attainment in Reading</p> <p>To increase the proportion of PPG pupils making good or better progress in Reading</p>	<p>Higher profile for Reading across the school</p> <p>Greater consistency in the approach to the teaching of Reading</p>	<p>Previous LTE's & previous results show inconsistency in teaching and less than expected progress. Targeted learning Time (TLT) will allow the CT to move children on and clear any misconceptions. Online lessons and zoom sessions during closures - Oak academy and White Rose.</p>	<p>On-going staff training Clear expectations set. New/refined approach explained. Clear planning expectations made explicit. Pupil Progress meetings Teacher and TA observations Use of back on track resources and bug club.</p>	<p>AP & SLT</p>	<p>Termly review by Subject Leader English IP support and Pupil Progress meetings</p> <p>Staff had phonics training. Oak academy and White Rose used very successfully during lockdown. Attainment in reading improved, with room for improvement. 83% of PP were engaged in online learning during lockdown. Lots of monitoring and support was in place for PP children. Back on track in place as are rapid readers. July 2021 the gap had closed between pp and non pp children (as seen by percentages at age related expectations or greater depth). Staff had undergone weekly training in a range of areas. Intervention plans (reviewed at least half termly) have attainment and targeted interventions for PP children so that monitoring is more streamlined.</p>
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<p>School attainment in Maths</p> <p>To increase the proportion of PPG pupils making good or better progress in Maths</p>	<p>Consistent approach to the teaching of Maths using HfL Maths essentials planning</p>	<p>Maths adviser report (AP) shows areas of improvement.</p> <p>Quality First Teaching is embedded and consistent across year groups.</p> <p>Targeted learning Time (TLT) will allow the CT to move children on and clear any misconceptions. Use of online lessons and zoom sessions during closures – Oak academy and White Rose.</p>	<p>On-going staff training Clear expectations set. New/refined approach explained. Clear planning expectations made explicit. Pupil Progress meetings Teacher and TA observations Subject Leader support Maths IP support Use of back on track resources. Interventions and booster groups in place.</p>	<p>AP & SLT</p>	<p>Termly review by Subject Leader Maths IP support and Pupil Progress meetings</p> <p>Internal cover needed only. Staff had training in the use of back on track maths resources. Oak academy and White Rose used very successfully during lockdown. 83% of PP were engaged in online learning during lockdown. Lots of monitoring and support was in place for PP children. July 2021 the gap had closed between pp and non pp children percentages at age related expectations or greater</p>
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<p>School attainment in Writing</p> <p>To increase the proportion of PPG pupils making good or better progress in Writing</p>	<p>Consistent approach to the teaching of Writing through the use of HfL English planning</p>	<p>Greater Depth writing outcomes not consistent.</p> <p>Targeted learning Time (TLT) will allow the CT to move children on and clear any misconceptions.</p> <p>Quality First Teaching is embedded.</p> <p>Online lessons and zoom sessions during closures - Oak academy and White Rose.</p>	<p>On-going staff training</p> <p>Clear expectations set, refined approach explained.</p> <p>Clear planning expectations made explicit.</p> <p>Use of back on track resources. CPD to continue.</p> <p>Interventions and booster groups in place.</p>	<p>AP & SLT</p>	<p>Termly review by Subject Leader English IP support and Pupil Progress meetings</p> <p>Attainment gap has closed in most year groups. Children more confident to write. Interventions are in place after school in years one and two to support phonics catch up for PP children.</p> <p>See above for reading. The gap is closing. PP book looks show the impact of targeted interventions.</p>
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Total budgeted cost £6,230

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Millbrook focus on closing performance gaps within our target group - 12 vulnerable KS 2 children referred onto the CHEXS</p>	<p>Develop self-esteem, confidence and aspirations.</p> <p>-Accelerated progress, achievement, attendance, behaviour, confidence,</p>	<p>Millbrook to take a robust and systematic approach to identifying the challenges their 12 targeted pupils face, and the impact that these challenges have on their learning – focusing both on academic achievement and wider work such as encouraging aspiration and parental engagement.</p> <p>Tracking child's progress focussing on the reason for</p>	<p>Feedback appropriate, honest and focused and timed.</p> <p>Correlation on feedback between:</p> <ol style="list-style-type: none"> a. School staff b. CHEXS Staff c. Pupil d. Parent/carer 	<p>K.P.</p>	<p>CHEXS will be sending feedback to Millbrook and the parent/carers.</p> <p>At the end of each half term CHEXS will send the completed spreadsheet for the school staff to add in their own comments.</p> <p>After the final enrichment CHEXS staff will meet with CHEXS link teacher/pastoral lead to gain feedback about the impact of the enrichments on the young people</p>

<p>Self-Esteem project</p>	<p>and self-esteem. Developing Leadership</p>	<p>referral, targets set at the beginning of the self-esteem project and any emerging needs.</p>	<p>The feedback needs to be shared with all adults working with the child e.g., MSA asking why teamwork was a key word. This will support the impact. ALL parties to be reactive to emerging needs and take a proactive approach in supporting the reasons for referral.</p>		<p>CHEXS staff meets CHEXS link teacher/pastoral lead whose targeted Children are to be involved in projects for the forthcoming academic to collate information.</p> <p>£1478</p> <p>Chexs has had a good impact on supporting parents of children receiving the PP grant. Very positive feedback from children and staff.</p>
<p>Millbrook recognises that many of its parents need additional provision to support their child's learning. School will offer parents the opportunity to attend CHEXS' Family Support Service (FSS)</p>	<p>The life chances of children and families will be improved by offering additional support. Children are supported by their family with additional support in the short term. Families engage on a</p>	<p>CHEXS provide a Family Support Service which operates within Millbrook for 3 hours on a fortnightly basis. Support is on hand outside these sessions too, either via a home visit or a neutral venue i.e., Church Hall, local coffee shop. Cross referral of children's parents linked to the self -esteem programme to offer specific support around parenting and issues highlighted through parental contact (Trust has been developed through positive reinforcement of child's development during the self-esteem programme)</p>	<p>CHEXS Referral form to be completed. Cross referral of parent's linked to self-esteem programme and vice versa from CHEXS. Initial contact will be made within 5 working days. A 45-minute appointment will be made with parent/carer in anyone of CHEXS schools/venues. Carry out Initial Assessment.</p>	<p>Karen Parkyn</p>	<p>Every FSS sessions updates will be given to all key staff. Half termly updates. Impact report published on families supported and outcomes achieved. Feedback from self-esteem targeted programme stating parental contact.</p> <p>£2004</p> <p>This was not completed due to covid, but individual family support and virtual parenting courses took place.</p>

<p>Children and families with additional needs will benefit from, or who require extra help to improve education, parenting and/or behaviour, or meet specific health or emotional needs or to improve situations in the short term</p>	<p>voluntary basis.</p>		<p>Agree Action Plan and set targets with time limits.</p> <p>Once needs met case closed.</p> <p>At the end of each half term CHEXS will send an update on families supported (breakdown open / closed cases and on actions/millstones and open cases)</p>	<p>Chexs supported a number of families with very good impact. Support was in pace financially for those struggling, including accessing funding for a washing machine for one parent.</p> <p>School was kept informed throughout.</p>
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<p>The number of pupils involved in internal well-being groups/works hops increases</p>	<p>A reduction in the number of behaviour incidents and exclusions</p>	<p>Pupils to reflect on attitudes and behaviour and how this can impact attitude to learning for themselves, others and the wider environment. Learning Mentor to run pastoral support groups. SEMH – life skills, Social skills Self-esteem, Anger busting Drawing and talking Transition, Motivation and Confidence</p>	<p>Pupil conferencing Discussions with staff Changes in behaviour and attitudes to learning</p>	<p>K. P</p>	<p>Termly and in line with other intervention monitoring Learning Mentor part funded £21,480. Behaviour support assistant part funded £17,338. STEPS training £400. Nurture groups had a good impact on attendees. Covid limited some of the strategies (e.g. mixed year group nurture provision). Learning mentor gave extensive support to children and families. Working with parents had a good impact on the children’s wellbeing. Steps training took place April 2021 for all staff. Children with difficulties were targeted one to one for support.</p>
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<p>Interventions targeted accurately to support progress</p>	<p>Targeted Learning Time (TLT) where teachers are released for an additional hour per week to support pupils progress</p>	<p>EEF case studies into effective feedback contributing significantly to pupil progress</p>	<p>On-going sharing of good practice Pupil conferencing Outcomes from RAG rated action plans and pupil progress discussions</p>	<p>SENCO SLT</p>	<p>Termly and in line with other intervention monitoring</p> <p>Targeted learning time during assemblies took place until Christmas (pre-covid lockdown) and then assemblies were online. Catch up funding was used to target PP children in particular and progress was visible in books. Use of metacognition had a good impact on attitudes to learning. Children managed the return from lockdown well.</p> <p>Teaching assistant observations took place with SENCo working with Teaching Assistants and providing training to increase effectiveness of interventions.</p>
<p>Year 2 and 6 progress and outcomes supported</p>	<p>Progress and attainment are at least in line with N.A.</p>	<p>Pupils are in school on time, focussed and lesson ready. More supportive small group approach Early morning booster sessions</p>	<p>Monitoring of resources used</p> <p>Pupil feedback Staff discussion – PPM/provision mapping/passports to learning</p>	<p>AP, HT and SENCo</p>	<p>Half termly and in line with other intervention monitoring.</p> <p>SATs were not taken due to covid, but progress for PP children was carefully monitored on an individual basis and progress was at least in line with non pp children. 30% of PP children have an SEN and outside support was sought where possible with interventions and one to one support where needed.</p>

Total budgeted cost

£40,950

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils attendance and punctuality improves</p>	<p>Punctuality and attendance are at least in line with NA.</p>	<p>Information to ensure all parents understand clear expectations and reminders and tips to support those finding punctuality a challenge.</p> <p>Letter sent to parents and parents are contacted. Attendance meeting take place weekly with assistant head.</p> <p>Letters sent to parent to inform them when pupils are late or have attendance below 95%</p> <p>Regular meetings held both for information and purposes and targeted to parents of pupils with repeated cases of lateness or non-attendance.</p> <p>Names for lateness collected on school gate as a visual reminder to parents</p>	<p>Consistency in the approach and staff dealing with it so parents are clear on expectations and who to go to</p>	<p>Senco, KP and HT</p>	<p>Half termly and in line with reviews at Safeguarding meetings</p> <p>Attendance for PP children in line with non pp children. However there is room for improvement for both.</p> <p>Children must sign in at the office when they are late.</p>

<p>Kick London - will provide training to upskills staff by providing children with PE / Gymnastics / dance lessons / mentoring</p>	<p>Improve quality of PE within the school and provide after school clubs focusing on PP children.</p>	<p>This approach has a proven track record in raising aspirations of children and improving behavioural issues through their mentoring approach.</p>	<p>Initial meeting with Kick London so they understand the need of the school. Termly assessment and feedback on children's participation and progress.</p>	<p>HT / CB</p>	<p>Termly meeting with Kick London Assessment Participation in clubs</p> <p>£510/week 37 weeks</p> <p>£18,870</p> <p>This will also be part funded by the Sports premium.</p> <p>Children love their PE lessons and are very keen to participate. After school club took place when covid allowed. Kick will be used next year.</p>
Total budgeted cost					£18,870

6. Additional detail

This year the HT and school will be focussed on Strategies that proven to work and have will have the most impact on closing the gap for PP children. The main driver for this will be 3-fold:

- ✓ Pastoral/behavioural support
- ✓ Achievement for All
- ✓ Sports and mentoring to raise aspirations.

The Achievement for All programme:

The main areas the programme focusses on are:

Leadership

- *Effective Use of Pupil Premium*
- *Good to Outstanding Module*
- *Middle Leadership Development Programme*

- *Implementing the SEN Reforms & Code of Practice*
- *Training Governors on Governance for Inclusion*
- *Collaborative Action Research*
- *Maximising the Impact of Teaching and Learning Assistants*

Teaching and Learning

- *CPD Training for Key Teachers*
- *Conducting Effective Progress Meetings*
- *Using Effective Feedback*
- *Literacy & Language Across the Curriculum*
- *Numeracy & Maths Across the Curriculum*
- *Identifying and supporting SLCN*

Parental Engagement

- *Welcoming & Including Families*
- *Training key teachers on Structured Conversations with parents to identify barriers to learning.*
- *Early Support*

Wider Outcomes

- *Developing Pupil's Self Esteem*
- *Developing Resilience and Self-Efficacy*
- *Improving Behaviour & Attendance*
- *Anti-Bullying*

Teaching and Learning is one of the areas of focus so each school will see a **whole school impact**. The programme also specialises in **closing the gap** for your **vulnerable and disadvantaged learners**.

The school will aim on developing outstanding teachers where the 'First and Best' approach is implemented.

£1250 has been set aside to fund breakfast club and after school clubs for our PP children.

7. Review of expenditure

Previous Academic Year

2019 - 2020

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned: (and whether you will continue with this approach)	Cost
<p>Whole School: Part fund TAs to support PP pupils across the school.</p> <p>Small group +4 months</p>	<p>TA time is timetabled for targeted intervention for small groups of children. Tailored support to support pupils to achieve individual targets</p>	<p>Interventions and small groups took place as much as possible given the COVID-19 situation. Overall progress for PP children was good. There is room for improvement, especially in writing.</p>	<p>Interventions must be planned and evaluated assess plan do review cycle to be introduced into pupil premium and SEN interventions.</p> <p>Consistency still needs to be developed. Support for progress in writing needs to be carefully monitored.</p>	<p>£ 20,000</p>
<p>Achievement for All programme:</p>	<p>Raise standards across subjects closing the gap for vulnerable and disadvantaged learners</p>	<p>School has completed one year of a two-year programme. On track and ongoing. Regular visits from the AfA coach. - Quality of teaching improved up until and after Ofsted. - Covid-19 interrupted further work and development. - AfA coach was furloughed.</p>	<p>Continue with the programme – positive impact seen, but needs to continue – Covid-19 permitting</p>	<p>£5,950/year</p>
<p>School attainment in Reading To increase the proportion of PPG pupils making good or better progress in Reading</p>	<p>Higher profile for Reading across the school Greater consistency in the approach to the teaching of Reading</p>	<p>Intervention and booster in place. CPD ongoing Covid-19 interrupted further work and development. Predicted outcomes for this year would have been better than previous year; 75% compared to 72%. Pupil progress meeting allowed interventions to be targeted and adjusted as necessary. (Although Covid-19 interrupted this). Back</p>	<p>On-going staff training continuing Clear expectations set New/refined approach explained Clear planning expectations made explicit Pupil Progress meetings Teacher and TA observations need to continue. School bought into bug club to support with reading. Use back on track to ensure gaps can be filled. Ensure that PP children are carefully monitored during school closures to ensure access to the curriculum. Make sure that they</p>	<p>Reading corners £280</p> <p>Back on track resources.</p>

		on Track planning and assessment bought in for 2020-21 from HfL.	have the necessary technology in place and provide laptops if needed.	
School attainment in Maths To increase the proportion of PPG pupils making good or better progress in Maths	Consistent approach to the teaching of Maths using HfL Maths essential planning Back on Track planning and assessment bought in for 2020-21 from HfL	Attainment slightly lower for maths, 63% compared to 66%. Intervention & booster in place - Ongoing CPD - All teachers given access to White Rose Maths - Covid-19 interrupted further work and development. - Oak Academy used for lessons during COVID-19 Back on track planning purchased from HFL. Booster in place from September	Ensure that back on track is used consistently Ensure that PP children are carefully monitored during school closures to ensure access to the curriculum. Make sure that they have the necessary technology in place and provide laptops if needed.	
School attainment in Writing To increase the proportion of PPG pupils making good or better progress in Writing	Consistent approach to the teaching of Writing using HfL English planning	Predicted attainment in writing for PP children improved from previous year and in line with attainment of non-PP children. Back on track resources purchased and will be used consistently across the school.	Plan needs to continue due to COVID-19 interruptions. Impact up to Match was positive.	
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned. (and whether you will continue with this approach)	Cost

<p>Millbrook focus on closing performance gaps within our target group - 12 vulnerable KS 2 children refereed onto the CHEXS Self-Esteem project</p>	<p>Develop self-esteem, confidence and aspirations Help raise accelerated progress, achievement, attendance, behaviour, confidence and self- esteem. Developing Leadership</p>	<p>Ongoing – these children are becoming more confident & active in their learning. It was helping to accelerate progress, achievement, attendance, behaviour, confidence and self- esteem.</p> <p>During Covid-19 CHEXS offered further support for families which MPS took up. - Covid-19 interrupted further work and development</p>	<p>The programme was going well. Millbrook to continue to work closely with CHEX to ensure progress continues</p>	<p>£1478</p>
<p>Support for parents to support their child's learning.</p> <p>The school has taken the initiative to offer parents the opportunity to attend CHEXS' Family Support</p>	<p>The life chances of children and families will be improved by offering additional support. Children are supported by their family with additional support in the short-term Families engage on a voluntary basis</p>	<p>During Covid-19 CHEXS offered further support for families which MPS took up. - Covid-19 interrupted further work and development. Learning Mentor will continue to work with CHEX to engage parents with support offered</p>	<p>Needs to continue due to COVID interruptions</p>	<p>£2004</p>

<p>The number of pupils involved in internal well-being groups/workshops increases This is regular and we receive feedback on each session and its impact from the project lead</p>	<p>A reduction in the number of behaviour incidents and exclusions.</p>	<p>Pupils more able reflect on attitudes and behaviour and how this can impact attitude to learning for themselves, others and the wider environment Learning.</p> <p>Support groups in place:</p> <p>Life skills, Social skills Self-esteem, Anger busting Drawing and talking Transition, Motivation and Confidence.</p>	<p>This was helping and needs to continue.</p>	<p>See above</p>
<p>Interventions targeted accurately to support progress</p>	<p>Targeted Learning Time (TLT) where teachers are released for an additional hour per week to support pupils progress</p>	<p>The SEND register is in place (19 children) Interventions and training is in place. Impact to be monitored.</p> <p>TLT is also used to extend chn's knowledge - Covid-19 interrupted further work and development.</p>	<p>Need for Assess plan do review to be further developed and robust tracking systems in place.</p> <p>TLT is also used to extend chn's knowledge - Covid-19 interrupted further work and development.</p>	

<p>Year 2 and 6 progress and outcomes supported</p>	<p>Progress and attainment are at least in line with N.A. Pupils are in school on time, focussed and lesson ready More supportive small group approach Early morning booster sessions</p>	<p>Chn were on track - Covid-19 interrupted further work and development. The SEND register is in place (19 children) Interventions, boosters and training is in place. Impact to be monitored.</p>	<p>Ensure that this continues, and that progress is accelerated where possible,</p>	
<p>Pupils' attendance and punctuality improves.</p>	<p>Punctuality and attendance are at least in line with NA.</p>	<p>Information to ensure all parents understand clear expectations and reminder sand tips to support those finding punctuality a challenge Letters sent to parent to inform them when pupils are late or have attendance below 95% Regular meetings held both for information and purposes and targeted to parents of pupils with repeated cases of lateness or non-attendance Names for lateness collected on school gate as a visual reminder to parents.</p> <p>Covid-19 interrupted further work and</p>	<p>Support for attendance needs to continue especially since so much school has been missed. Ensure support for disadvantaged is targeted during COVID-19 closures</p>	
<p>i. Other approaches</p>				

Subsidies for clubs and trips for PP children.	Ensuring that children are not disadvantaged because parents cannot afford trips.	Good impact on children's mental health, and as a result of this on their behaviour and learning.	This is a necessary part of provision of PP children and will continue.	£1,000
Early bird sessions children.	Supporting attendance for PP children	These were run twice a week to 2x to improve attendance for PP. Children responded well and attendance improved until lockdown.	This will continue (COVID-19 situation permitting)	£300 for resources
Kick London - will provide training to upskills staff by providing children with PE / Gymnastics / dance lessons / mentoring.	Improve quality of PE within the school and provide after school clubs focusing on PP children	Afterschool clubs are in place. We keep track of PP children who attend and encourage and support PP children to take up the provision. Covid-19 interrupted further work and development	To continue 2020 -21 following Covid-19 closures.	£510/week 37 weeks £18,870 This will also be part funded by the Sports premium.