



Willington Primary School: Pupil Premium Strategy Statement 2020-21



1. Summary information

School	Willington Primary School				
Academic Year	2020/21	Total PP budget	£41183	Date of most recent PP Review	Mar 20
Total number of pupils	215	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sept 21

At Willington Primary School we have the highest aspirations and ambitions for all children, regardless of their background. We have high expectations for all of our children, and believe that with outstanding teaching and a lot of care, every child can fulfil their potential.

Some interventions are planned on a whole school basis to benefit all pupils and are not restricted to Pupil Premium/Ever 6 pupils only. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils and improvement of each individual child's well-being.

The key aim is to diminish the gap between pupil groups. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions is also important. Children who start with low attainment on entry need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

At Willington Primary School we:

- Make decisions about the spending of Pupil Premium based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of our pupils and their families
- Have a culture of high expectations for all Pupil Premium and Ever 6 children
- Believe that high quality teaching is vital, rather than interventions to compensate for poor teaching
- Ensure that teachers know who the Pupil Premium and Ever 6 children are in their class and report on their progress through Pupil Progress meetings
- Monitor and analyse which pupils are underachieving and will use Pupil Progress meetings to uncover why
- Make effective use of all assessment data to check the impact of interventions and will make adjustments as needed

Covid19 Pandemic

Please note that due to the Covid19 pandemic it may not be possible for all intervention type activities to run in the planned way, especially if schools are required to close and learning moves online during 2020-2021. The Senior Leadership Team and the Governors will continue to monitor the situation and will ensure that Pupil Premium funding is used appropriately to try to narrow the gaps, including those that have been caused by the school closures in 2019/2020.

2. Current attainment (Figures for disadvantaged for 2019 – most recent statutory results due to the Covid19 pandemic)		
	Disadvantaged	Non-disadvantaged
% achieving expected standard or above in reading, writing & maths at KS2 (30 children – 6 disadvantaged)	50%	62.5%
Average scale score for reading	101	105
Average scale score for Grammar, Punctuation and Spelling	103	109
Average scale score for maths	103	106
Progress score for reading	-2.4	-1.4
Progress score for writing	-2.8	-0.8
Progress score for maths	-0.5	-1.0
% achieving expected standard or above in reading, writing & maths at KS1 (30 children – 3 disadvantaged)	100%	63%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children start school with weak oral language and phonic skills, especially boys and pupils eligible for Pupil Premium. This has an impact on phonic teaching in Key Stage One. In recent years, Reception phonic teaching has to begin at a lower level than in the past	
B.	Some Pupil Premium pupil's engagement with reading is low and it can be difficult to gain parental support	
C.	The school has relatively high levels of children at SEN support and with a Statement or EHC Plan (Quintile 2). A number of pupils eligible for Pupil Premium have SEN needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Children generally start school with good levels of confidence having attended the local pre-school or nursery settings and a substantial proportion arrive working within age-related expectations in most areas of learning. However, attainment on entry in literacy and physical areas is particularly low with growing numbers having speech and language development and physical development concerns	
E.	There is a relatively high level of external agency involvement for some children including: MAT team, Physical Impairment service, SSEN support	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To close the gap in language and early literacy skills for children in EYFS, Year 1 and Year 2 To raise progress and attainment in phonic skills	<ul style="list-style-type: none"> Improvement in number of children achieving the Year 1 Phonic Test
B.	To raise progress and attainment in reading, with a focus on improving comprehension skills To raise engagement with reading, especially for boys and low/middle attaining pupils	<ul style="list-style-type: none"> Children's surveys and discussions show high levels of engagement Progress measures for PP match or are higher than non-disadvantaged Attainment measures for PP match or are higher than non-disadvantaged
C.	To raise progress and attainment in maths, with a focus on improving progress scores for PP children	<ul style="list-style-type: none"> Progress measures for PP match or are higher than non-disadvantaged Attainment measures for PP match or are higher than non-disadvantaged
D.	To raise progress and attainment in writing, to ensure that the combined figure achieving the expected level for reading, writing and maths improves in all year groups	<ul style="list-style-type: none"> Progress measures for PP match or are higher than non-disadvantaged Attainment measures for PP match or are higher than non-disadvantaged

E.	To develop the social and emotional needs of children so that they have the engagement and capacity to learn and reach their full potential	<ul style="list-style-type: none"> • Parent surveys show children feel well supported • Improvement in Boxall Profile scores
-----------	---	--

5. Planned expenditure

Academic year	2020-2021
----------------------	------------------

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

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?
<ul style="list-style-type: none"> • To improve progress and attainment in reading through improving comprehension skills • To improve levels of engagement with reading 	<ul style="list-style-type: none"> • Team teaching support from Deputy Headteacher for KS1 teachers in the Spring term (18 hours) 	<ul style="list-style-type: none"> • EEF toolkit – Reading Comprehension Strategies • Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. • Reading Comprehension Strategies approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. • Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches 	<ul style="list-style-type: none"> • Whole class Guided Reading sessions will be for 20-30 minutes at least three times a week • TA support for reading interventions • Wider range of Guided Reading resources will be purchased • Purchase of Literacy Shed subscription to support teaching Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> • Staff meetings to evaluate effectiveness • Learning walks • Lesson observations • Peer observations • NFER and other test results • Feedback at Pupil Progress meetings 	SLT Literacy Co-ordinator	July 2021 Budgeted Cost £1100
	<ul style="list-style-type: none"> • TA support for Reading support, Reading interventions and individual reading (15 hours per week) 			SLT	July 2021 Budgeted Cost £9200
	<ul style="list-style-type: none"> • Purchase materials to deliver effective Guided Reading sessions, including literacy shed 			Literacy Co-ordinator	July 2021 Budgeted Cost £1000
<ul style="list-style-type: none"> • To close the gap in language and early literacy skills • To raise progress and attainment in phonic skills • To improve progress and attainment in reading and spelling teaching 	<ul style="list-style-type: none"> • Provide high levels of TA support to ensure focus Phonics teaching and intervention groups (EYFS-Y3) (8 hrs per week) 	<ul style="list-style-type: none"> • EEF toolkit – Phonics • Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. 	<ul style="list-style-type: none"> • Phonics will be taught in small groups Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> • KS1 phonics meetings to evaluate effectiveness • Learning walks • Lesson observations • Peer observations • NFER and other test results • Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2021 Budgeted Cost £5000
Total budgeted cost					£16300

<ul style="list-style-type: none"> To improve progress and attainment in maths through quality teaching of a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Continue to provide high quality CPD for teachers to support the teaching of a mastery curriculum and the use of White Rose materials 	<ul style="list-style-type: none"> EEF toolkit – Mastery Learning mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. 	<ul style="list-style-type: none"> Maths will be taught using a mastery approach Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Maths Co-ordinator	July 2021
	<ul style="list-style-type: none"> Provide supply cover for paired observations/coaching sessions of mathematics 			SLT Maths Co-ordinator	Budgeted Cost £600
<ul style="list-style-type: none"> To improve progress and attainment in writing To improve the quality of writing teaching through implementing the 'Write Stuff' method of teaching writing 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of writing using the 'Write Stuff' approach 	<ul style="list-style-type: none"> Case studies from 'The Write Stuff' handbook showing improvements using this method Point 5 from EEF Improving Literacy in Key Stage 1 Guidance Report 2017 – Teach pupils to use strategies for planning and monitoring their writing Point 4 from EEF Improving Literacy in Key Stage 2 Guidance Report 2017 – Teach writing composition strategies through modelling and supported practice 	<ul style="list-style-type: none"> Writing will be taught using a 'slow write' method Writing will be taught using strategies from the 'Write Stuff' Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2021
	<ul style="list-style-type: none"> Purchase materials to deliver effective writing lessons, including the subscription to the Write Stuff planning tool 			SLT Literacy Co-ordinator	Budgeted Cost £800
Total budgeted cost					£3940

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?
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Provision of targeted speech and language sessions for identified children (2 hours per week) 	<ul style="list-style-type: none"> EEF toolkit – Oral language interventions Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for speech and language sessions To provide TA cover to ensure that TAs can attend meetings with speech and language professionals to ensure appropriate programmes of work and feedback Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Speech and language meetings with outside professionals SENCO meetings 	SLT Literacy Coordinator	July 2021
					Budgeted Cost £1230

<ul style="list-style-type: none"> To provide Early Help support for families, including the provision of a family support worker when needed 	<ul style="list-style-type: none"> Provision of Early Help Support Family Support Worker Experienced professional to carry out Early Help Assessments 	<ul style="list-style-type: none"> EEF toolkit – Social and emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 	<ul style="list-style-type: none"> Referrals made to Children First as appropriate <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Meetings with Fiona Rogers TAF meetings SENCO and Pupil Progress meetings 	SLT	July 2021	Budgeted Cost £3600
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Derbyshire Bronze Positive Play Package (£400) Provision of Positive Play sessions by trained TA Provision of Magic Room sessions 	<ul style="list-style-type: none"> EFF toolkit – Social and Emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for Positive Play and Magic Room sessions <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Positive Play meetings with outside professionals SENCO meetings Pupil Progress meetings 	SLT TA Positive Play Lead	July 2021	Budgeted Cost £2250
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Nurture network briefings (£250) Maintain formal Nurture groups 3 afternoons a week 	<ul style="list-style-type: none"> EFF toolkit – Social and Emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. 	<ul style="list-style-type: none"> Member of SLT will attend three day Nurture accredited training Establish Nurture groups in KS1 and KS2 initially with support from Derbyshire Nurture team <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Positive Play meetings with outside professionals SENCO meetings Pupil Progress meetings 	SLT SENCO	February 2021 July 2021	Budgeted Cost £9480
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children Blocks of 12 sessions per term TA time to supervise sessions 	<ul style="list-style-type: none"> EFF toolkit – Individualised Instruction Individualised instruction has a positive effect, on average, for learners individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement. 	<ul style="list-style-type: none"> Tutoring sessions booked for identified children To provide a teacher to cover whilst the group are having tutoring sessions <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Year 5 and 6 teachers	January 2021 April 2021 July 2021	Budgeted Cost £3648
Total budgeted cost						£20208

iii. 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?
<ul style="list-style-type: none"> To improve experiences for PP children 	<ul style="list-style-type: none"> To subsidise Christmas theatre trips for PP pupils To subsidise class trips for PP pupils To provide subsidised music tuition 	<ul style="list-style-type: none"> EEF toolkit arts participation Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Music tuition will be offered to most able PP children Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2021
					Budgeted Cost £500
<ul style="list-style-type: none"> To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> To subsidise residential trip for PP pupils To subsidise active class trips for PP pupils 	<ul style="list-style-type: none"> EEF toolkit – Outdoor Education Learning Evidence shows that studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2021
					Budgeted Cost £600
Total budgeted cost					£1100
Total PP cost					£41548

6. Review of expenditure – Completed in October 2021

Previous Academic Year	2020-2021			
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

<ul style="list-style-type: none"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Guided reading training and team teaching TA support for reading Teacher support for reading intervention Purchase new materials to deliver effective Guided Reading sessions 	<ul style="list-style-type: none"> Whole class guided reading took place in all classes and ½ hour dedicated reading sessions had led to an improvement in the quality of teaching Whilst the planned CPD for KS1 classes could not take place as planned due to Covid19, support was provided by the deputy as needed <p>We would normally reference our KS1 and KS2 results in this section as evidence of our impact. As these assessments did not take place in 2021 this data cannot be used. However the standardised GL assessments did show that the Year 6 cohort in summer 2021 would have had 80% met or exceeded the expected level, with 35% at GDS which is 10% higher than the 2019 figures for expected and 7% higher for GDS. KS1 figures were similar to 2019 with Exp 73% and GDS 21%</p>	<ul style="list-style-type: none"> We were pleased that the improvements to our reading provision, particularly whole class reading, were impacting on teaching and standards. We recognise that during the period that schools were closed many children were not accessing the same quality reading teaching and learning that they would have had they been in school. This, coupled with our 2019 reading results, makes it clear that a significant part of our School Improvement Plan, Pupil Progress spending plan and Catch-up plan should focus on continuing to improve language and communication, early reading, phonics and comprehension skills. 	
<ul style="list-style-type: none"> To close the gap in language and early literacy skills To raise progress and attainment in phonic skills To improve progress and attainment in reading and spelling teaching 	<ul style="list-style-type: none"> Provide high levels of TA support to ensure focus Phonics teaching and intervention groups (EYFS-Y3) 	<ul style="list-style-type: none"> There had been some improvements in children's phonic skills and confidence with reading Staff have continued to use the Twinkl Phonic materials to deliver the Letters and Sounds phonic programme but have raised concerns that the materials are not as high quality or as engaging as initially thought Evidence in books has however shown stronger phonic knowledge and use but spelling remains a concern 	<ul style="list-style-type: none"> We are aware that children's early reading skills will have been impacted by the school closures in 2020 and 2021, therefore language and communication skills will be a key focus in 2021/2022 The school have decided to overhaul their phonics delivery completely in line with the DfE Reading Framework. A new phonic programme will be a key feature on next year's SIP and use of Pupil Premium 	£16300
<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum Provide supply cover for a coaching programme led by Joanne Millican 	<ul style="list-style-type: none"> Mastery maths teaching continued to be used in all classes. The White Rose videos and worksheets were used as home learning for maths in the Key Stage 2 lessons and Primary Stars was used for KS1 The coaching programme could not continue as planned due to Covid restrictions and staffing issues <p>We would normally reference our KS1 and KS2 results in this section as evidence of our impact. As these assessments did not take place in 2021 this data cannot be used</p>	<ul style="list-style-type: none"> Teachers will continue to use the White Rose/Primary Stars materials in class and in the event of a home learning the White Rose videos and worksheets will form the major part of our online maths teaching 	
<ul style="list-style-type: none"> To improve progress and attainment in writing To improve the quality of writing teaching through implementing the 'Write Stuff' method of teaching writing 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of non-fiction writing Provide resources to support teaching of The Write Stuff 	<ul style="list-style-type: none"> The Write Stuff strategy is now well implemented for fiction and non-fiction writing Staff have continued to see more engagement with writing and children are excited about their writing and their writing tasks Lower ability children make extensive progress with the write stuff method <p>We would normally reference our KS1 and KS2 results in this section as evidence of our impact. As these assessments did not take place in 2020 this data cannot be used</p>	<ul style="list-style-type: none"> We are very pleased that the improvements to our writing provision, particularly with the impact of the non-fiction INSET training day in Dec 2020 School will purchase the subscription to the 'Write Stuff' planning website We feel that we need to continue to use the 'Write Stuff' strategy in 2021-2022 Teachers will use the Oak Academy writing lessons in the event of a national or bubble shutdown. In the event of individual Covid-19 absences teachers will simplify the class 'Write Stuff' activity so that children can continue with the class activity 	£3940

ii. Targeted support				
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
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Targeted speech and language support sessions 	<ul style="list-style-type: none"> Children receiving Speech and Language support make good progress with improving their speech sounds We provided additional private speech and language sessions than expected Speech and Language outside agencies are pleased with the school's provision and progress of children 	<ul style="list-style-type: none"> We will continue to provide Speech and Language support as needed, including by continuing to employ our own private speech and language therapist We will continue to work with Speech and Language outside agencies We will continue to provide TA support to outside agencies 	£18300
<ul style="list-style-type: none"> To provide Early Help support for families, including the provision of a family support worker when needed 	<ul style="list-style-type: none"> Provision of Early Help Support Family Support Worker Experienced professional to carry out Early Help Assessments 	<ul style="list-style-type: none"> A number of families received high levels of support from Childrens First Family Support Workers, including during the periods of National Lockdown Advice and support were provided by Children's First 	<ul style="list-style-type: none"> We will continue to buy into the Childrens First Early Help Offer This will be strengthened by new contacts and agreements between the cluster schools and Childrens First 	
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Positive Play sessions 	<ul style="list-style-type: none"> Positive Play sessions could not happen in the planned way during 2020-2021 due to the impact of the pandemic, particularly on staffing Support for individual children was provided by the TAs working in specific classes so the costing was still used 	<ul style="list-style-type: none"> We understand the value of Positive Play sessions and recognise them as an important part of our provision Positive play sessions to continue as they are a critical part of our Early Help provision and will be critical to ensuring children catch-up as soon as Covid and staffing implications allow 	
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Nurture training Nurture sessions 	<ul style="list-style-type: none"> Nurture sessions could not happen in the planned way during 2020-2021 due to the impact of the pandemic, particularly on staffing Support for individual children was provided by the TAs working in specific classes so the costing still used 	<ul style="list-style-type: none"> Nurture provision to continue next year for three afternoons per week once Covid-19 restrictions and 'bubble' provision allow Nurture provision critical as part of our Early Help provision 	
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> Use of Third Space definitely improved the targeted children's confidence The intervention continued during periods of isolation or shutdown 	<ul style="list-style-type: none"> Third Space coaching will not continue in 20-22 as although we were pleased with the improvement in confidence there did not appear to be a significant improvement in attainment 	

iii. Other approaches				
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
<ul style="list-style-type: none"> To improve experiences for PP children To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> Subsidise trips, visits and residential visits 	<ul style="list-style-type: none"> Parents continue to respond positively to reduced rates for visits and residential visits All visits and most residential experiences were cancelled due to the school closures and impact of Covid19 One visit to Lea Green took place in summer 2021 to ensure that the Year 6 children had that experience The Mount Cooke experience from March 2020 has been carried over to the next academic year although the subsidised rate for this has come out of this year's funding 	<ul style="list-style-type: none"> Continue to provide reduced rates for visits Continue to use ParentPay for visits so that all parents who are entitled for a reduced payment receive it 	£300

iv. Approaches needed for Covid-19 response					
<ul style="list-style-type: none"> To ensure that all children have appropriate school uniform 	<ul style="list-style-type: none"> Good quality second hand provided to all families that wanted it 	<ul style="list-style-type: none"> Good quality second hand uniform was made available to all parents throughout the year for no cost 	<ul style="list-style-type: none"> We will continue to provide free school uniform when needed next year 	£0	
<ul style="list-style-type: none"> To ensure that children could access home learning 	<ul style="list-style-type: none"> Free stationery (books, pencils, crayons, felt tips, rulers etc) was provided to all families that wanted it 	<ul style="list-style-type: none"> A full range of stationery was made available for families to collect at the start of the national school closure. This was available throughout the closure period 	<ul style="list-style-type: none"> In the event of a bubble or school closure stationery will be provided free of charge 	£100	
<p>NB – Some of the above planned actions (eg nurture and positive play sessions in the spring and summer terms) did not take place due to the Covid-19 school closures, however TA or teacher costs for these remained as we continued to pay our staff throughout and TAs implemented those strategies whilst working in bubbles and classes.</p>					
				Total	£38940