



# 2020-2021 Pupil Premium Grant (PPG) Strategy Statement

## Corsham Regis Primary Academy



1. Summary information					
<b>School</b>	Corsham Regis Primary Academy				
<b>Academic Year</b>	2020-2021	<b>Total PPG budget</b>	£76,100	<b>Date of most recent internal PPG review</b>	January 2021
<b>Total number of pupils</b>	167	<b>Number of pupils eligible for PP</b>	50 (30%)	<b>Date for next internal review of this strategy</b>	July 2021
<b>Headteacher</b>	Mrs Abby Symons	<b>Pupil Premium Link Governor</b>	Alan Brown	<b>Chair of Governors</b>	Mr Chris Denton

2. July 2020 Attainment				
	<i>Number of pupils entitled to PPG</i>	<i>Pupils eligible for PPG (Corsham Regis)</i>	<i>All Pupils (Corsham Regis)</i>	<i>National Average (all pupils)</i>
<b>EYFS Good Level of Development</b>	N/A	COVID 19	N/A	COVID 19
<b>Year 1 Phonics</b>	N/A	COVID 19	N/A	COVID 19
<b>KS1 % achieving in reading, writing and maths</b>	N/A	COVID 19	N/A	COVID 19
<b>KS1 % meeting age related standards in reading</b>	N/A	COVID 19	N/A	COVID 19
<b>KS1 % meeting age related standards in writing</b>	N/A	COVID 19	N/A	COVID 19
<b>KS1 % meeting age related standards in maths</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 % achieving in reading, writing and maths</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 % meeting age related standards in reading</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 % meeting age related standards in writing</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 % meeting age related standards in maths</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 Progress Measure for Reading</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 Progress Measure for Writing</b>	N/A	COVID 19	N/A	COVID 19
<b>KS2 Progress Measure for Mathematics</b>	N/A	COVID 19	N/A	COVID 19

Other cohorts		
<i>% of Eligible pupils meeting age related expectations in RWM</i>	<i>Number of pupils entitled to PPG</i>	<i>% of all Regis pupils meeting age related expectations in RWM</i>
Year 1 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>	<b>N/A</b>	Year 1 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>
Year 3 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>	<b>N/A</b>	Year 3 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>
Year 4 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>	<b>N/A</b>	Year 4 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>
Year 5 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>	<b>N/A</b>	Year 5 Reading <b>N/A</b> Writing <b>N/A</b> and Mathematics <b>N/A</b>

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Oral language skills on entry to school are lower for pupils eligible for PPG than for other pupils. This slows reading and writing progress for these children in subsequent years.
<b>B.</b>	Phonics skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress from the outset for this pupil group.
<b>C.</b>	Attainment in core subjects is typically low at the end of KS1 for the majority of eligible pupils, especially with our school closed due to COVID 19. This impacts negatively on pupils' achievement as they make the transition into KS2
<b>D.</b>	Many pupils entitled to PPG have limited life experiences, which impacts on their wider knowledge, skills and understanding.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low attendance for pupils eligible for PPM is 95.26% (March 2020). This reduces their access to complete teaching sequences and results in gaps in their learning. This has been heightened by lockdown and COVID 19
<b>F.</b>	Poor mental health and well-being in some eligible pupils and increasingly from their parents. This has a detrimental effect on pupils' behaviour, their academic progress and that of their peers.
<b>G.</b>	Poor engagement from pre-school parents in supporting children at home does not support them to be school ready. Further up the school, pupils do not receive the regular support with homework that consolidates learning and improves fluency and recall, ie reading and multiplication facts.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PPG	Pupils eligible for the PPG make accelerated progress in respect of their spoken language skills; their language supports rather than inhibits their learning. The writing attainment gap narrows in Years 1 and 2.
<b>B.</b>	Improve phonics skills for pupils eligible for PPG	Pupils eligible for the PPG make rapid progress so that by the end of Year 1 the attainment of this pupil group is broadly in line with the attainment of all pupils in the phonics screening test.
<b>C.</b>	Raise the attainment of eligible pupils in KS2 in Reading, Writing and Mathematics	Using the Question level Analysis of PiXL assessments during the year, eligible pupils receive targeted teaching to fill gaps in their knowledge and understanding. The proportion of eligible pupils achieving combined age related expectations in Reading, Writing and Mathematics is 45% (5 out of 11)
<b>D.</b>	Increase attendance for pupils eligible for PPG	The attendance of pupils entitled to PPG improves from 94.63% (2018-2019) to circa 95.3% (school average was 95.89% in 2018-19). COVID 2019 prevents using any further data.
<b>E.</b>	Improve mental health of eligible pupils for PPG	Pupils entitled to the PPG who exhibit behaviours associated with poor mental health or emotional well-being are successfully referred to internal or external support , depending on their level of need. This leads to improvements in their ability to access learning.

5. Planned expenditure					
Academic year		2020-2021			
The three headings below show how Corsham Regis Primary Academy is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all in Reading, Writing and Mathematics</b>					
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?
<b>A.</b> Improve the reading comprehension skills of pupils eligible for the PPG	Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will	Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in reading than all pupils combined. Often, this is because they experience difficulty	WIG Pupil Progress Meetings led by the Headteacher Lesson observation, planning and work scrutiny conducted by the Curriculum Leadership Team for	AS / GMo / AD	January 2021 April 2021  £2600 PiXL subscription

	be used in whole class teaching.	comprehending the text they are presented with. PiXL reading resources have been used both nationally and in the weeks prior to SATs at Regis with positive results.	English and Mathematics & SLT termly		
<b>B.</b> Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG	Deputy Headteacher to lead all teaching staff in the use of PiXL Club tracking system, testing resources and Implications For Teaching reports (IFTR). These will identify the gaps in pupils' knowledge and understanding in Reading, Mathematics and EGPS, which will be used to inform teachers' planning going forward.	Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in reading, writing and mathematics than all pupils. PiXL testing and IFTRs have been used nationally with positive results. Providing detailed analysis of pupils' attainment will have maximum impact and will improve the progress rates for children entitled to the PPG.	WIG Pupil Progress Meetings led by the Headteacher Termly work scrutiny by SLT to assess the progress in core subjects of pupils entitled to PPG compared to those who are not Lesson observation and learning walks conducted by the Curriculum Leadership Team for English and Mathematics termly	CS /AS / GMO	January 2021 April 2021  £7000 SLT release
<b>Anticipated cost</b>				<b>£9,600</b>	
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum	Use of Talk Boost materials to provide small group interventions to develop language skills delivered by practitioners trained in use of this Wave 2 intervention.	Effective language skills are essential for children to access the curriculum. In the classroom, spoken language is the primary medium through which teachers teach and children learn. Research shows that language development is critical to cognitive development. Assessment of language skills using Talk Boost assessments provides evidence that	Timetable staff delivering provision ensuring they know the targets to work on and have sufficient delivery and recordkeeping time. Observation of 5 sessions across the year by the Senior Teacher Leading Inclusion with developmental feedback. Use of	GMc / GMo / DG	November to December 2020 January to April 2021 May to July 2021 Note: Interventions take place across 10 weeks  Cost £2,000

<p><b>B.</b> Year 6 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Provide DTT (Diagnosis, Therapy, Test) strategy for key marginal pupils entitled to the PPG using PiXL Personal Learning Checklists. These will be reviewed after each termly assessment. DTT will be delivered by the class teacher in school time and through group interventions during the Spring Term.</p>	<p>PiXL Club has been proven to have a significant impact on improving pupil outcomes at the end of KS2 in other schools. Acquiring age related expectations in core subjects before pupils move onto the next stage of their schooling is essential to their future success at school and in life. This provision will be accessed by children entitled to the PPG, who have not yet made expected progress in the core subjects from KS1 and those who are working below age related expectations. The PiXL Associate will visit</p>	<p>The Deputy Headteacher, Headteacher and PiXL Associate will use PiXL data 4 times per year to monitor the progress of pupils receiving this support and plan their next step targets. PiXL testing materials will produce scaled scores which will evidence progress made. Work in pupils' PiXL books will show the progress they are making. Lesson observations will evidence use of key PiXL resources in whole</p>	<p>GMO</p>	<p>October 2020 December 2020 March 2021 April 2021</p> <p>£20,000 SLT release</p>
<p><b>C.</b> Year 5 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Success @Arithmetic – small group intervention for Mathematics  PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p>Mathematics and Reading attainment outcomes are low for all cohorts at Regis. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. The Success @Arithmetic intervention has been used between 2016 and 2020 and been successful in terms of the progress children have made and their improved attitudes to mathematics.</p>	<p>The Deputy Headteacher will monitor the impact of this intervention. The Headteacher will receive reports 3 times per year on the progress of pupils receiving this support and their next step targets. PiXL testing materials will produce scaled scores which will evidence progress made. Work in pupils' PiXL books will</p>	<p>AD / AP</p>	<p>December 2020 March 2020 June 2020</p> <p>£7,000</p>
<b>Anticipated cost</b>					<b>£29,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>A.</b> The attendance of pupils entitled to the PPG is at least 95.3%</p>	<p>Senior Teacher Leading Inclusion will have dedicated time to work with EWO to plan proactive as well as</p>	<p>Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p>	<p>Senior Teacher Leading Inclusion will promote good attendance through incentives, communicate with families who have low attendance and work with the</p>	<p>GMc / AS / GMO</p>	<p>Fortnightly tracking sheet charting the attendance of pupils entitled to PPG shows that prompt action is</p>

	threshold reactive actions in respect of attendance.	In 2018-2019 the attendance of pupils entitled to PPG was 94.63%, which is 1.26% lower than all pupils. 80% (excluding our Yr6 pupils who left in July 2019) of children in the category of persistent absentees are entitled to the PPG.	Educational Welfare Officer to engage parents of persistent absentees. Cost £7500, includes toast £1000.		taken when attendance falls.
<b>B.</b> Reduce the occurrence of emotional dysregulation in eligible pupils.	Emotional Literacy Support Assistant (ELSA) deployment	Poor mental health in pupils this year has resulted to behaviour incidents. This has stemmed from attachment needs, domestic abuse, as well unsettled and chaotic households. These behaviours are barriers to their learning and the learning of others.	ELSA to work with pupils daily. Senior Teacher Leading Inclusion to organise appointments & promote ELSA provision with parents. Cost £10,000.	GMc / GMo	December 2020 March 2021 June 2021
<b>C.</b> Improve the emotional health and well-being of eligible pupils	Nurture provision. Children whose emotional and social vulnerability has the potential to prevent them successfully accessing the curriculum, receive a curriculum that is specifically designed to support their engagement with learning, build their self-worth and promote positive interaction with adults and peers.	This intervention has been incredibly successful at Corsham Regis in improving the most vulnerable pupils' self-esteem, attitudes to learning and socialisation. Looking ahead it is our PPG entitled pupils who will benefit most from this in 2020-21.	Two ELSA trained Teaching Assistants will run sessions with specific children with the Senior Teacher Leading Inclusion having overall responsibility for pupils' progress. Pupils are assessed using the Boxhall Profile. Cost £20000	GMc / GMo	December 2020 March 2021 June 2021
<b>D.</b> Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum	Profound Learning budget	Many of our eligible pupils do not get to explore places of interest beyond Corsham or Chippenham. In providing memorable life experiences, children's lives are enriched and their aspirations are raised.	£1,925 is to be used to subsidise the cost of trips and visitors for all eligible pupils. Each class teacher will receive a pro-rata amount of money depending on the number of eligible pupils they have. This	AS	December 2020 March 2021 June 2021

			will be used by the class teacher to offer two prices for profound learning experiences – one for eligible pupils and one for non-eligible pupils. The impact of this funding will be evidenced through pupil voice and any follow up work linked to the experience.		
				<b>Anticipated cost</b>	<b>£39,425</b>
				<b>TOTAL BUDGETED COST</b>	<b>£77,025</b>

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p>A. Improve the reading comprehension skills of pupils eligible for the PPG</p>	<p>Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will be used in whole class teaching.</p>	<p><b>End of Autumn 2</b>  PiXL reading resources are used alongside other quality resources to teach reading across the school. Mrs Doe, Reading Curriculum Leader, has used PiXL Club reading resources and revisited with all staff a whole school strategy for reading. At the end of the Autumn Term 2- the following number of pupils eligible to achieve PPG were identified as being on track to achieve EXP or above by the end of the academic year:  <b>Year 1</b> not formally tested yet  <b>Year 2</b> 1 out of 11 (9%)  <b>Year 3</b> 1 out of 12 (8%)  <b>Year 4</b> 1 out of 5 (20%)  <b>Year 5</b> 2 out of 10 (20%). 3/10 are on the SEND register x2 EHCP (success @arithmetic planned to start Spr1)  <b>Year 6</b> 2 out of 10 (20%) (interventions planned for Spr1 will address gaps in learning)</p> <p><b>End of Spring 4</b> (lockdown from Jan 4<sup>th</sup> school closed for majority of pupils) teachers continued to use PiXL resources with pupils amongst other reading resources, including Twinkl.  Bottom 20 % Of readers received 1:1 Support via Microsoft TEAMS and of these pupils 25% were pupil premium pupils. We had up to 64 pupils attending school during lockdown and upon their return to school all children have been tested and question level analysis completed to address gaps in learning.  At the end of the Spring Term 4- the following number of pupils eligible to achieve PPG were identified as being on track to achieve EXP or above by the end of the academic year:  <b>Year 1</b> 3 out of 6 (50%)  <b>Year 2</b> 5 out of 11 (45%) an increase of 36%  <b>Year 3</b> 5 out of 12 (42%) an increase of 34%  <b>Year 4</b> 1 out of 5 (20%) 1 child is now working at greater depth (was working at EXP in Autumn)  <b>Year 5</b> 6 out of 10 (60%) an increase of 40%  <b>Year 6</b> 7 out of 10 (70%) an increase of 50%</p>



**End of Summer 6**

At the end of the Summer Term 6- the following number of pupils eligible to achieve PPG achieved EXP or above by the end of the academic year in reading:

**Year 1** 4 out of 6 (67%) an increase of 17% from Spring

**Year 2** 5 out of 11 (45%)

**Year 3** 5 out of 12 (42%)

**Year 4** 2 out of 5 (40%) an increase of 20% from spring

**Year 5** 6 out of 10 (60%)

**Year 6** 8 out of 10 ( 80%) an increase of % with one at greater

<p><b>B. Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG</b></p>	<p>Deputy Headteacher to lead all teaching staff in the use of PiXL Club tracking system, testing resources and Implications For Teaching reports (IFTR). These will identify the gaps in pupils' knowledge and understanding in Reading, Mathematics and EGPS, which will be used to inform teachers' planning going forward.</p>	<p><b><u>End of Autumn 2</u></b> All pupils in Autumn 1 completed transition tests and book/planning scrutiny revealed that teachers had identified the gaps in learning due to the lockdown and time missed at school and were addressing the gaps through teaching. Autumn 2 all year groups completed tests in the core subjects, WIGs calculated through meetings with the HT and pupil progress reports written identifying all pupils including those eligible for PPG not on track and actions identified to address the gaps moving forwards.</p> <p><b><u>End of Spring 4</u></b> When all children fully returned to school on March 8<sup>th</sup> after a period of settling back into school routines all children took their Spring PiXL tests, gaps in learning identified. Pupil progress reports were slightly delayed due to the lockdown and will be completed for all year groups by 25<sup>th</sup> April. All pupils eligible for PPG are highlighted in bold so that staff are able to track their progress carefully and ensure that they are making progress in line with their peers.</p> <p><b><u>End of Summer 6</u></b> Pupils continuously tracked and evidence seen through planned sequences of learning that teachers are addressing gaps from question level analysis for all pupils. For transition and after final year PiXL tests, children that are almost at age related expectations are identified as Key marginal children. These are identified for reading, writing and maths and are discussed during transition meetings amongst staff.</p>
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p><b>A.</b> Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum</p>	<p>Use of Talk Boost materials to provide small group interventions to develop language skills delivered by practitioners trained in use of this Wave 2 intervention.</p>	<p><b><u>End of Autumn 2</u></b>  Talk boost was not delivered due to the restrictions  All children in FS2 were assessed using Wiltshire’s communication tracker and from the outcomes ****children were referred to speech and language.</p> <p><b><u>End of Spring Term 4</u></b>  Children returned to school on 8<sup>th</sup> March following the lockdown, TAs still working mainly in classrooms to help settle the children after a challenging term. Language skills is and remains a focus with working walls serving the children well to support language choices specific to subjects and sentence stems used to encourage correct spoke language.</p> <p><b><u>End of Summer Term 6</u></b>  Have applied for NELI (language intervention) for use with next year’s FS2 and Year 1 pupils.</p>

<p><b>B.</b> Year 6 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Provide DTT (Diagnosis, Therapy, Test) strategy for key marginal pupils entitled to the PPG using PiXL Personal Learning Checklists. These will be reviewed after each termly assessment. DTT will be delivered by the class teacher and headteacher in school time and through Breakfast Club.</p>	<p><b><u>Autumn Term</u></b>  Groups identified and planning designed to address specific needs in the core subjects. Groups did not happen outside of the classroom due to the lockdown in January but teacher employed for 1 day a week to support online provision for vulnerable groups including PPG, SEND and those children identified as being in the bottom 20% of readers across the school.</p> <p><b><u>End of Spring term 4</u></b>  During the lockdown in January all class teachers planned work that was accessible for all pupils. Upon the children's return to school in March, the focus was on re-establishing classroom routines and learning behaviours. Children were tested in the core subjects to enable teachers to identify the gaps and plan appropriate sequences of learning to address these.</p> <p><b><u>End of Summer Term 6</u></b>  58% of cohort achieved age related expectations in reading, writing and maths.</p>
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<p>C. Year 5 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Success @Arithmetic – small group intervention for Mathematics</p> <p>PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p><b><u>Autumn Term</u></b></p> <p>Success @Arithmetic – small group intervention for Mathematics was set up Children identified as needing additional support (including many PP children) are targeted and supported in class with interventions including: times tables, spelling, RWI, number bonds, reading 1:1 support, reading comprehension, Nessy, peer reading.</p> <p><b><u>Spring Term 4</u></b></p> <p>Following lockdown#3 when all pupils returned to school on March 8<sup>th</sup>, 8 children identified and assessed using Success@ arithmetic resources. Children being taught basic skills in arithmetic but also using PiXL resources to address gaps in their mathematical understanding. Sessions twice weekly.</p> <p><b><u>End Summer Term 6</u></b></p> <p>As above but also PiXL maths groups commencing/ monitoring of groups and attainment.</p>
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.																				
<p><b>A.</b> The attendance of pupils entitled to the PPG is at least 95.3%</p>	<p>Senior Teacher Leading Inclusion will have dedicated time to work with EWO to plan proactive as well as threshold reactive actions in respect of attendance.</p>	<p><b>End of Autumn 2</b> Attendance of PPG pupils from Sep 2020-Jan 2021 (lockdown) was 93.02%</p> <p>2 children had very poor attendance EWO involved which resulted in a fine for one of the children. 1 child, who has had very poor attendance- we were in the process of arranging a meeting before lockdown, on the advice of our EWO, as non-attendance was largely authorised but not detailed as to why the child was absent from school. All children who have missed 10 sessions or more unauthorised are investigated and advise sought from the EWO as to the next steps to take.</p> <p><b>End Spring Term 4</b> Attendance of PPG pupils during lockdown was: From March 8<sup>th</sup> (full reopening) to 21<sup>st</sup> April 2021 was 96.33%</p> <p><b>Summary of attendance</b> Attendance figures are for the period 03/09/20 – 06/07/21</p> <table border="1"> <thead> <tr> <th></th> <th>National 2018-2019</th> <th>All pupils</th> <th>Pupils eligible for PP</th> <th>Pupils not eligible for PP</th> </tr> </thead> <tbody> <tr> <td>Overall absence rate</td> <td>4.7%</td> <td>4%</td> <td>6.74%</td> <td>3.53%</td> </tr> <tr> <td>Unauthorised absence rate</td> <td>1.4%</td> <td>0.5%</td> <td>0.82%</td> <td>0.36%</td> </tr> <tr> <td>% of persistent absentees (attendance below 90%)</td> <td>10.9%</td> <td>15.88%</td> <td>26%</td> <td>10%</td> </tr> </tbody> </table> <p>Comments: We currently have one child not attending school and hasn't attended since before the Easter holidays, referrals made to MASH and the family have an assigned social worker. EWO involved. All children and families closely monitored. Whole school attendance 2020-2021 96.3%</p>		National 2018-2019	All pupils	Pupils eligible for PP	Pupils not eligible for PP	Overall absence rate	4.7%	4%	6.74%	3.53%	Unauthorised absence rate	1.4%	0.5%	0.82%	0.36%	% of persistent absentees (attendance below 90%)	10.9%	15.88%	26%	10%
	National 2018-2019	All pupils	Pupils eligible for PP	Pupils not eligible for PP																		
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<p><b>B.</b> Reduce the occurrence of emotional dysregulation in eligible pupils.</p>	<p>Emotional Literacy Support Assistant (ELSA) deployment</p>	<p><b><u>End of Autumn 2</u></b>  ELSA trained practitioner deployed to work within the Year 3/4 bubble as there is the greatest need. Pupils assessed at the beginning of the academic year and again in Jan 2021 but this has been delayed due to the national lockdown and lead teacher shielding.</p> <p><b><u>End Spring Term 4</u></b>  ELSA trained practitioner returned to work on March 24<sup>th</sup> following shielding. With an increasing number of children requiring ELSA support getting these sessions up and running has been a priority. A new timetable to accommodate all the children in need has been created and sessions began straight away with the children identified as most in need</p> <p><b><u>End Summer Term 6</u></b>  ELSA support continued and progress of these children showed that sessions were having a positive impact on the children most in need.</p>
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<p><b>C. Improve the emotional health and well-being of eligible pupils</b></p>	<p>Nurture Group provision. Children whose emotional and social vulnerability has the potential to prevent them successfully accessing the curriculum, receive a curriculum that is specifically designed to support their engagement with learning, build their self-worth and promote positive interaction with adults and peers.</p>	<p><b><u>End Autumn Term 2</u></b>  Nurture groups not happening due to restrictions around mixing of bubbles. TAs deployed within classrooms to get to know the children better.  The whole curriculum in Autumn 1 was altered to address the wellbeing of the pupils at Regis. Half a term was spent on Wellbeing using PiXL Wellbeing package across the school which taught 10 main areas which included, Communication, learning behaviours, reconnecting. Whole school Art projects took place to further embed a feeling of coming back together. These were displayed in the school grounds for the whole Regis community to enjoy.  Autumn 1 and staff reported that pupils were settled and happy and we decided that due to the success of the approach, starting the year with addressing and recognising pupil wellbeing as a priority, we changed our curriculum planner to allow for a week at the start of every academic school year.  The term concluded with some much needed Christmas fun: a pantomime delivered to each bubble, a visit from real reindeer and Santa came to visit. These raised everyone's spirits and supported our whole school wellbeing.</p> <p><b><u>End of Spring Term 4</u></b>  Bubbles still unable to mix but children's social and emotional vulnerability continues to be addressed through class PSHCE sessions, TAs remaining in class, meet and greet sessions arranged for vulnerable pupils.  During the lockdown in January/ February, teachers planned wellbeing activities into their remote learning provision, twice weekly zoom meetings helped teachers to check in with pupils and was commented on positively during our parent surveys as a means to improving mental health and wellbeing.  All staff made contact with pupils in their class who they did not receive work from or who they had not heard from.  Head teacher rang all vulnerable families at least weekly and bespoke packages of work were hand delivered to some of our most vulnerable pupils in receipt of PPG.  When all children returned to school March 8<sup>th</sup>, it was our primary focus to welcome the children back and re-establish routines. All staff noted that the vast majority of children returned to school calmly and were excited to be back.  For a couple of children who struggled to attend school due to anxiety, risk assessments were put in place, social stories created, meetings with parents took place, meet and greet sessions set up. Towards the Easter break all children were attending school calmly and positively.</p> <p><b><u>End of Summer Term 6</u></b>  Nurture provision still unable to take place due to mixing of bubbles. Trained nurture TAs deployed in the cohorts of children most in need. Children supported through Thrive, ELSA and Nurture techniques. Agreed action to spend Wk 1 Sep 2021 on Wellbeing.</p>
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<p>D. Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum</p>	<p>Profound Learning budget</p>	<p><b><u>End of Autumn Term 2</u></b> None of this allocated amount has been spent yet due to Covid 19 restrictions Children all experienced a visit from Santa and a real reindeer in December and everyone enjoyed a pantomime delivered to each separate bubble.</p> <p><b><u>End of Spring Term 4</u></b> Due to government guidelines no trips were allowed to take place. Profound/wow days commenced in year groups</p> <p><b><u>End of Summer Term 6</u></b> Due to government guidelines no trips were allowed to take place.</p>
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