

Pupil premium strategy statement (primary)

1. Summary information					
School	Saint Francis Primary School				
Academic Year	2020-2021	Total PP budget	£43, 195 Allocated £43,630- extra to come from COVID catchup.	Date of most recent PP Review	Sept 2020
Total number of pupils	204	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Feb 2021

2. Current attainment (Last available data 2018/19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	83%	71%
Progress Score Reading	0.45	0.30
Progress Score Writing	1.93	0.24
Progress Score Maths	1.01	0.35

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Joint safeguarding and SEMH needs for a high portion of children on our PP list
B.	Reading – Children are not practising reading beyond the classroom
C.	Low self- esteem and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	<p>Some of these children did not engage as well with the home learning during previous school closures</p> <p>Some parents of children entitled to pupil premium lack confidence to support children at home and do not engage in parents evenings, school events, homework and dojo communications.</p> <p>Large % of children are regularly late and aren't ready to start learning when they come into school –e.g. because they are hungry, needing to use the toilet, reading books and other equipment aren't brought into school</p> <p>COVID 19 – If schools were to close again, some of these children do not have the IT facilities, internet and home support to complete as much work.</p>
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4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved provision for children with SEMH will improve behaviour, self-regulation and children's mental wellbeing.	SDQ and Boxall scores will improve, behaviour related incidents will decrease.
B.	Reading, writing and spelling will improve and % of children entitled to pp achieving greater depth will increase. Children will read for pleasure more frequently.	<p>All pp children will pass phonics screen</p> <p>Children will progress through book bands</p> <p>Children's NFER scores will show progress</p> <p>Children will want to read in and out of school</p>
C.	<p>To ensure that parents are equipped and empowered to support their children in their learning and that they know how to access support where needed.</p> <p>Measured by: - Attendance at parents' evenings, parental engagement events, etc. - Levels of homework handed in, reading records maintained and times tables and spelling test scores of PP children</p>	<p>Parents will attend parents evenings comparable with children not entitled to pp</p> <p>Parents will engage in dojo communications</p> <p>Children will participate in more homework activities e.g. times tables rock stars, Lexia etc.</p>
D.	<p>All PP children will stay above the 95% (excl. GRT children) attendance target.</p> <p>Children will be in school at the start of the school day and be ready to learn.</p>	<p>Lateness will decrease for identified children.</p> <p>Attendance will stay at least 95%</p>

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5. Planned expenditure

Academic year

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?
<p>To ensure the curriculum is well sequenced, so knowledge is built over the years and that knowledge is generative or 'sticky'</p>	<p>Curriculum designed so that knowledge is sequential</p> <p>Strategies are used to help knowledge stick:</p> <ol style="list-style-type: none"> 1. Knowledge organisers. 2. Quizzing. 3. Low-stakes testing. 4. Memory platform. 5. Doug Lemov techniques .e.g Choral response 	<p>Education Endowment Foundation states that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.</p>	<p>Whole school curriculum monitoring will show a range of strategies are seen to be implemented and having impact/progressing learning for pupils.</p> <p>We would expect to see staff and children using strategies to help children remember key knowledge.</p>	<p>SLT</p>	<p>SPRING TERM</p>

<p>To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.</p>	<p>Staff training: -Rosenshine's principles of instruction. -Doug Lemov</p> <p>CPD and school monitoring focusing on teaching and learning</p> <p>Teachers have a bank of strategies which they will routinely use.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF</p>	<p>Teachers have a bank of strategies which they routinely use and these are observed during learning walks/pupil interviews, planning samples.</p>	<p>SLT</p>	<p>SPRING TERM</p>
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<p>Children are given rich and sustained opportunities to develop their cultural capital</p>	<p>Outline of opportunities for children to develop cultural capital mapped out.</p> <p>Funding towards Educational visits, activities and after school clubs. Children will be actively encouraged to participate.</p> <p>We will support parents in organising children for trips.</p> <p>All children given the opportunity to learn a musical instrument which they can take home to practise.</p>	<p>Pierre Bourdieu first set out the idea that "cultural capital" facilitated educational inequality and that certain children are at an advantage at school because they have greater access at home to cultural knowledge and experiences. Nick Gibb and Michael Gove stress importance of ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted".</p>	<p>This will be monitored as part of whole school curriculum monitoring: pupil interviews, book looks, monitoring planning.</p> <p>We will continue to monitor how many children are accessing after school clubs and are participating in Wider school activities</p>	<p>HG</p>	<p>Termly</p>
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<p>Early readers make accelerated progress:</p>	<p>Staff training so all staff, especially those in KS2, have a deep understanding of early reading and know how to support children to make progress.</p> <p>Reading books will match children's ability but will be relevant and engaging for their chronological age.</p> <p>Lexia will be used to support struggling/reluctant readers and those that do not have an adult to engage with dialogue about reading at home</p>	<p>Children entitled to PP have not been reading as much at home as other children during the school closure.</p> <p>The EEF have completed a project with LEXIA which is showing some promising results.</p> <p>Feedback from older early readers shows they are enjoying the sample of new books, high interest but specific for reading ability.</p>	<p>SENCO and literacy lead to monitor progress and engagement</p>	<p>HG/ RC</p>	<p>Staff training by Aut 1</p>
<p>Develop a positive, consistent and proactive approach to behaviour</p>	<p>Staff training on different approaches to behaviour management, particular focus on</p> <p>Ensure clear routines are embedded across school that support good behaviour.</p> <p>Staff training and support from behaviour specialists for children with particularly challenging behaviour</p>	<p>Upon reviewing the work of Tom Bennet in 'Creating a Culture: How school leaders can optimise behaviour', there were specific areas the school could improve on in terms of behaviour, particularly in establishing good routines and re-enforcing what good behaviour looks like.</p>		<p>SLT</p>	<p>Termy review</p>

<p>Children develop emotional resilience and self- regulation skills</p>	<p>We will use work on character strengths/virtues and the school's curriculum drivers to develop children's understanding of their emotional well-being and metacognition.</p> <p>Assemblies and house family meetings will focus on these areas. Teachers will discuss the character strengths in everyday learning, making it explicit which ones they will be using. Interventions, such as zones of regulation will be used for those needing specific, targeted support</p> <p>Route 2 resilience program Staff training</p>	<p>EEF Meta-cognition and self-regulation 7+ months progress EEF research suggests that self-reflective approaches improve behaviour. DFE strategic plan: We can all recognise the attitudes, traits and values that are so sought by employers, parents and educators: persistence, integrity, curiosity, resourcefulness and so on. These character traits not only open doors to employment and social opportunities but tend to underpin academic success and young people's happiness and wellbeing as well.</p>	<p>Monitoring of incidents in cpoms Monitoring of Boxall results and Strengths and difficulties questionnaires.</p> <p>Analysis of whole school wellbeing survey results throughout different points on the year.</p>	<p>SLT</p>	<p>Termly</p>
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Costings	<p>LEXIA intervention- before/after school- £877 SLT/month- curriculum design- £6,000 1 day SLT- behaviour training and development of strategies for MSAs/teachers/support staff £2700 0.5 day SLT behaviour management/support £3,102</p>				
Total budgeted cost					£11,802
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improved provision for children with SEMH will improve behaviour, self-regulation and children's mental wellbeing.</p>	<ul style="list-style-type: none"> - ELSA to be trained - And made available for drop in sessions and intervention. - Staff training on interventions to support mental health 	<p>Over half the children on the school's safeguarding monitoring are entitled to PP. All the children with SEND support plans for SEMH category are entitled to PP.</p>	<p>Monitoring of incidents in cpoms Monitoring of Boxall results and Strengths and difficulties questionnaires.</p>	<p>HG</p>	<p>Termly</p>
<p>Targeted interventions will improve outcomes for children in specific areas</p> <p>-</p>	<p>TA working with small groups delivering evidence based interventions and interventions specific to children's needs designed by the class teacher.</p> <p>These will have clear outcomes and assessment will show clear area need and measure progress.</p>	<p>Children will be identified through pupil progress meetings and discussions with the SENCO. Specific targets will be addressed. Evidence based interventions will be used to suit the individual's needs.</p>	<p>Intervention monitoring sheets Assessment data shows improvement</p>	<p>HG</p>	<p>Termly</p>
<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Homework club will support children with out of school self -study</p>	<p>Homework club</p> <p>Pre-teach and catch up sessions offered to individual children or groups before and after school.</p>	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.</p> <p>Many of the children not completing homework, not learning spellings and timetables are children entitled to PP. Homework club can help develop good homework habits.</p>	<p>Children are completing homework.</p> <p>Teacher and child feedback shows greater engagement in lessons where child has had some pre-teaching.</p>	<p>HG</p>	<p>Termly</p>

	Homework Club- Staffing- £877 ELSA interventions- £1,040 Targeted interventions- £25,532				
Total budgeted cost					£27,449
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?
Punctuality and attendance improves and children feel ready for the school day	Breakfast reading club Support from EWO Regular attendance monitoring. Phone calls made as early as possible in the day to offer support those families with difficulties getting children into school.	If children are in school earlier they can settle in and be ready for learning at the start of the school day. They will not feel marginalised by walking in after the rest of the class. Children attending breakfast club can have a healthy breakfast then will be given the opportunity to read a book.	Children's punctuality and attendance improves.	HG	After 12 weeks
Wherever possible we will remove factors that could make children entitled to PP feel excluded.	e.g. providing a clean PE kit. Helping fund school trips. Giving extra reminders about school events such as non-uniform days. Children in Classes that allow pencil cases will provide similar style pencil cases.	It is often the same families who forget non-uniform days and special events. They may need a more support with organisation. Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make the children feel anxious. Small factors can single a child out among peers and make them feel excluded. This can be damaging to their self- esteem and sense of belonging. This cannot always	Regular checks of kit for PP children.	HG	Termly

		be mitigated by school's intervention but every effort should be made where it can.			
Children will have access to IT to support their learning.	<p>Children will be offered slots before or after school to use IT to complete homework (with the exception of a whole school closure)</p> <p>Families will be offered a loan laptop or tablet</p> <p>Wifi cards may be available for those that need them.</p>	Most homework is set online and those without IT are given hard copies of tasks. Some learning tasks are delivered through online platforms and children are missing out on some of the advantages of that e.g. interactive games, appearing on leader boards etc. Also, in the event of whole school closure, work would be easier to access online.	Staff can monitor engagement online with many of the interactive tools and class dojo.	HG	Class teachers check weekly for engagement with homework.
To promote parental engagement	<p>SLT and teacher's make sustained effort to establish good relationships. E.g. by making phone calls home or talking face to face after school to discuss something positive the child has done.</p> <p>We will establish the most effective form of communication for that parent.</p> <p>Staff will make a sustained effort to ensure a parent/teacher meeting is held whether this is face to face, phone or video call.</p> <p>Staff will make a sustained effort to engage parents in school events by giving them a personal invite either by message or phone.</p> <p>School will hold events which do not always have an academic focus</p> <p>We will consider how events are held, taking into account some parents anxieties about school and situations they may find intimidating.</p>	The number of parents of children entitled to pupil premium attending parents evening has been lower than that of those that aren't entitled to PP. Aside from Christmas concerts, the number of parents of children entitled to pupil premium attending school events has been lower than those that aren't	<p>Informal feedback from parents will show greater engagement and improved relationships</p> <p>Number of parents that attend parents evening and other events will be monitored</p>	GB	Termly
Children's play and social skills	Enhance lunchtime provision, including ongoing training for all Midday	Many children on our SEND register for SEMH and behaviour difficulties are	Pupil questionnaire will show whether	HG	Termly

<p>improve – specific focus on boys</p>	<p>Supervisors, as well as equipment and resources. (Happy lunchtimes (Urban Movement LTD) Training for LSA on friendship intervention and Lego therapy.</p>	<p>entitled to PP and need to develop skills in these areas. Most behaviour incidents occur during this time as it is a long period of unstructured time. Some children find this time challenging, either because of poor social skills or difficulties with self-regulation. Giving children focussed activities would help with this</p>	<p>children are happier at lunchtime. Assessments used with specific children show children’s skills have improved e.g. Boxall or intervention specific assessments.</p>		
	<p>1 day x SLT Attendance Support = £2,700 ICT time for i-pad/IT support for PP= £150 PP Funded Trips/Clubs= £991 MSA training hours x 2 = £332 SLT time to deliver training= £206</p>				
Total budgeted cost					£4,379

6. Review of expenditure

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 or PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure the curriculum is well sequenced, so	Curriculum designed so that knowledge is sequential	Knowledge organisers are used in some subjects but not embedded and used routinely in all lessons to support learning	This target is going to be developed further through the whole school approach next year	SLT/month-curriculum design- £6,000
To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	<p>Staff training: -Rosenshine's principles of instruction. -Doug Lemov</p> <p>CPD and school monitoring focusing on teaching and learning</p> <p>Teachers have a bank of strategies which they will routinely use.</p>	Teachers received training on Rosenshine's principles of instructions and this is being further embedded this year.	Launch new academic year with INSET on Rosenshine's principles in action so that new teaching staff are on board with the approaches.	
Children are given rich and sustained opportunities to develop their cultural capital.	<p>Outline of opportunities for children to develop cultural capital mapped out.</p> <p>Funding towards Educational visits, activities and after school clubs. Children will be actively encouraged to participate.</p> <p>We will support parents in organising children for trips.</p>	<p>Fewer trips due to COVID however where trips did take place all children attended and had correct equipment. Children entitled to PP participated in dance competition, which school came 1st.</p> <p>All children took part in balance bike sessions. School now purchased a set and staff completed training so this can continue.</p>	Continue to offer PP pupils one free afterschool club per term.	

	All children given the opportunity to learn a musical instrument which they can take home to practise.			
Early readers make accelerated progress:	<p>Staff training so all staff, especially those in KS2, have a deep understanding of early reading and know how to support children to make progress.</p> <p>Reading books will match children's ability but will be relevant and engaging for their chronological age.</p> <p>Lexia will be used to support struggling/reluctant readers and those that do not have an adult to engage with dialogue about reading at home.</p> <p>Morning reading club will begin once Covid restrictions are eased.</p>	<p>All staff completed phonics training delivered by literacy lead. Not all staff delivered phonics and weren't able to complete observations in other classes due to bubbles so level of skill in teaching phonics still variable across KS2</p> <p>Lexia sessions were offered before school in individual classes. 79% of users started on material that was below year level after initial baseline and this has increased to reduced to 51% NFER data shows clear progression and closing of the gap as scores move closer to or above 100 age ss</p> <p>Whole school morning reading club not possible due to restrictions</p>	<p>School have bought into new phonics scheme which comes with whole school staff training which can be accessed online and lessons can be viewed online</p> <p>In KS1 parents need better support at the start of the year with phonics. This could be delivered and recorded via zoom so more parents have access.</p> <p>Greater adult supervision needed in KS1 for children completing Lexia. Class teachers/LSAs to encourage children with inconsistent/low usage. 2 weekly monitoring-SENCO. Purchase more headphones for use with Lexia.</p> <p>Begin breakfast reading club as soon as restrictions are eased.</p>	<p>LEXIA intervention-before/after school- £877</p>
Develop a positive, consistent and proactive approach to behaviour	<p>Staff training on different approaches to behaviour management, particular focus on</p> <p>Ensure clear routines are embedded across</p>	<p>LSAs have had training from EP on behaviour and attachment.</p> <p>Behaviour overall is good and new routines for behaviour are embedding. Low incidents for all pupil groups. MSAs are awarding certificates for positive behaviours and using language/systems.</p>	<p>More dedicated training across whole school for specific children to ensure consistency.</p> <p>Look at support for behaviour at lunchtimes -additional staff for PP/SEND</p>	<p>0.5 day SLT behaviour management/support £3,102</p>

	<p>school that support good behaviour.</p> <p>Staff training and support from behaviour specialists for children with particularly challenging behaviour</p>	<p>Clear routines have been embedded. Children were able to talk about '123, fantastic walking and steps.</p> <p>EP, Early years inclusion and Oakfield have offered behaviour support for specific children. EYFS teacher has been able use strategies with other children in class.</p>		
<p>Children develop emotional resilience and self- regulation skills</p>	<p>We will use work on character strengths/virtues and the school's curriculum drivers to develop children's understanding of their emotional well-being and metacognition.</p> <p>Assemblies and house family meetings will focus on these areas. Teachers will discuss the character strengths in everyday learning, making it explicit which ones they will be using. Interventions, such as zones of regulation will be used for those needing specific, targeted support</p> <p>Route 2 resilience program Staff training</p>	<p>Evidence from Mental health week showed children engaged well and were able to articulate different feelings and emotions and were able to talk about strategies to help themselves with this.</p> <p>Children have been observed using strategies to self- regulate, for example taking themself off to safe space rather than running away, using calming fiddle toys.</p> <p>Children were able to reference different character strengths in their reflections</p>	<p>Character strengths have been clarified and streamlined and incorporated in weekly worship and school meetings.</p> <p>SEND review meetings will take place in September so specific self- regulation strategies can be focussed on with specific children.</p>	<p>1 day SLT- behaviour training and development of strategies for MSAs/teacher s/support staff £2700</p>

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
Improved provision for children with	ELSA trained Staff have received	ELSA trained	Embed the use of ELSA within the school.	ELSA interventions-
Targeted interventions will improve outcomes for children in specific areas	<p>TA working with small groups delivering evidence based interventions and interventions specific to children's needs designed by the class teacher.</p> <p>These will have clear outcomes and assessment will show clear area need and measure progress.</p>	<p>Due to bubble restrictions, interventions were completed within classes where a TA was available for that class. Lexia has been used and progress has been seen where children have used it consistently. 79% of users started on material that was below year level after initial baseline and this has reduced to 51%.</p> <p>Progress of pupils with PP in reading and writing was above progress for not PP at end of KS2. *End of KS2 outcomes strong- predicted progress +1.11 Reading; +0.48 Writing +2.56 Maths *FSM/Disadvantaged pupils: Reading +2.61; Writing +1.67; Maths 3.7</p> <p>100% of PP pupils achieved ELG KS1 80% PP achieved EXS 20% GDS KS2 60% PP achieved EXS (2 pupils did not- additional SEND needs- see progress) Progress of PP children across school: Reading 8.2; Writing 8.1; Maths 8.7 (steps in Target Tracker)</p>	<ul style="list-style-type: none"> - 2 weekly monitoring of Lexia use. TAs/teachers to do this routinely as they do with reading book monitoring - Dedicated time for Lexia booster lessons to be completed or teaching points incorporated into guided reading time. 	Targeted interventions- £25,532
<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Homework club will support children with</p>	<p>Homework club</p> <p>Pre-teach and catch up sessions offered to individual children or groups before and after school.</p>	<p>Whole school homework club not possible due to bubbles. Before school activities focussed on reading/Lexia took place in classes</p> <ul style="list-style-type: none"> • Of the 44 pupils engaged with the programme over the last year, 27 pupils had made rapid progress, with the 	<p>Homework club will begin next year as the homework club couldn't be run this year.</p> <p>Short sessions before school will continue</p>	Homework Club- Staffing- £877

out of school self - study		<p>average progress being 12 standardised score points gain in reading [NFER] from Autumn 2020 until the end of the Spring Term 2021.</p> <ul style="list-style-type: none"> Where pupils have engaged regularly with the programme, even more significant progress has been made, so that these pupils are now working at or above age related expectations. 16 pupils are now working within ARE. 		
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
Punctuality and	Breakfast reading club	Attendance issues have been followed up.	New member of staff to support with	1 day x
Wherever possible we will remove factors that could make children entitled to PP feel excluded.	<p>e.g. providing a clean PE kit. Helping fund school trips. Giving extra reminders about school events such as non-uniform days. Children in Classes that allow pencil cases will provide similar style pencil cases.</p>	<p>PP children were given voucher for the book fair.</p> <p>Because of the engagement in dojo teachers were able to remind parents of school events.</p>	<p>Ensure new staff know that vulnerable parents may need extra reminding about events. Take extra care to ensure they have everything they need</p>	Funded Trips/Clubs= £991
Children will have access to IT to support their learning.	<p>Children will be offered slots before or after school to use IT to complete homework (with the exception of a whole school closure)</p> <p>Families will be offered a loan laptop or tablet</p>	<p>During school closures all children entitled to pp were given a school laptop set up with all the school apps and were shown how to use it. They were also given wifi cards which enabled children who were not in school to complete work and join live lessons.</p> <p>Some children have continued to use these after school re-opening.</p>	<p>With so many online platforms for learning used for school (LEXIA, TT rockstars, dojo homework children need access to laptops/tablets outside of school closures.</p> <p>Some children still didn't engage even when given equipment at home so these are better supported through before and after school sessions.</p>	<p>ICT time for i-pad/IT support for PP= £150 PP</p>

	Wifi cards may be available for those that need them.	Engagement scores for PP children were mixed, however this wasn't due to lack of IT and where engagement was low, children were encouraged back to school.		
<p>Parental Engagement</p> <p>Direct parental engagement and referrals made with parents' support to early help.</p> <p>Dragonfly Education session and parent forums have been a success.</p> <p>PP parents' attendance has been seen to increase</p>	<p>SLT and teacher's make sustained effort to establish good relationships. E.g. by making phone calls home or talking face to face after school to discuss something positive the child has done.</p> <p>We will establish the most effective form of communication for that parent.</p> <p>Staff will make a sustained effort to ensure a parent/teacher meeting is held whether this is face to face, phone or video call.</p> <p>Staff will make a sustained effort to engage parents in school events by giving them a personal invite either by message or phone.</p> <p>School will hold events which do not always have an academic focus</p>	<p>There was only one parent of PP child who did not attend parents evening and this parent was having regular meetings with HT who could speak to them in their home language.</p> <p>All parents are signed up to dojo are engage well with this.</p> <p>Parent Forums- 50% attendees are PP parents Friday celebration liturgies- >50% PP</p>	<p>Re-run the parent forums.</p> <p>Continue to engage PP parents with a focus on building positive relationships as this has led to shared understanding of barriers to learning.</p> <p>Continue to contact PP parents directly when non-attendance is noted at parents' evenings etc.</p>	<p>Time for teachers to engage with Dojo.</p>

	We will consider how events are held, taking into account some parents anxieties about school and situations they may find intimidating.			
Children's play and social skills improve – specific focus on boys	Enhance lunchtime provision, including ongoing training for all Midday Supervisors, as well as equipment and resources. (Happy lunchtimes (Urban Movement LTD) Training for LSA on friendship intervention and Lego therapy.	Mid-day supervisors had training in understanding behaviour. New equipment was purchased and playground games were introduced to the children. Observations on the playground showed that children were engaged in play. Children said they felt happy and safe in the playground.	Re-introduce wet play activities And monitor outdoor lunch activities to ensure these continue to be provided. Look at staffing so specific children are developing their play skills.	MSA training hours x 2 = £332 SLT time to deliver training = £206

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk