

			<p>groups and carryover sessions. Introduction of Early Talk Boost into reception class for targeted pupils.</p> <p>Zones of Regulation training across Year 1.</p>			<p>in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, pupils also learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen pupils' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.</p>
<p>Teaching Assistants to support 'carry over' speech and language' sessions</p> <p>Carry over hearing assessments (LING sounds) and interventions.</p>	<p>£0 SEND/EHCP Budget.</p>	<p>Continued</p>	<p>Carried over sessions including: social skills groups, early talk boost programme, Phonics groups, language and communication and nurture groups.</p> <p>ACT! training to support teaching assistants in the delivery of</p>	<p>Pupils will receive weekly sessions delivered by a keyworker or teaching assistant once training has been given and monitored by the SALT and or TOD.</p>	<p>Monitored by, Speech and language therapist, TOD and Inclusion Manager through observations, training and support sessions.</p> <p>Monitored by the SLT through Pupil progress meetings, book looks, pupil voice.</p>	<p>Due to the consistency of the carry over sessions each week, we have been able to track individual progress and make changes to the intervention timetable to suit pupils needs, best time of day to support them etc.</p> <p>Teaching Assistants now have clear strategies provided for better ways to support individual children.</p>

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<p>100% subsidised place for pupils to attend an after school club once per term – 3 per year. (Enrichment)</p> <p>March 2020 onwards: Keyworker and vulnerable pupils provision during lockdown including school holidays.</p>	<p>£4300</p> <p>£720</p>	<p>Continued</p> <p>New</p>	<p>All year groups, all pupils eligible for PP funding.</p> <p>Targeted pupils</p>	<p>To enable pupils to participate in a wide and enhanced curricular provision through afterschool clubs including: Dance, football skills, Learn2Create, Poetry, ball skills, music, cookery and multi sports.</p> <p>Pupils have opportunities to participate in enrichment activities that they normally not have access to due to financial reasons.</p>	<p>The inclusion manager will liaise with the admin team and monitor through uptake of enrichment opportunities.</p> <p>Inclusion manager to target families and pupils who have not signed up to any after school club activities.</p>	<p>Pupils overall attainment and achievement increased across all areas of the curriculum. (e.g.: improving maths by playing chess); the development of pupil's character (e.g.: their motivation or resilience); or pursue wider goals because these are held to be important.</p>
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<p>To purchase a musical instrument for each pupil in receipt of pupil Premium funding. (Long term Loan)</p> <p>100% of Pupil Premium children in KS1/2 will have the option of a long-term loan of musical instrument.</p>		Continued	Pupils will their own musical instrument to use in school and at home across the school year.	<p>Pupils will have the experience and opportunity of performing to an audience throughout the year leading to an increase in self-esteem and confidence.</p> <p>All pupils will have experience of performing in front of large audience, leading to increased self-confidence.</p> <p>Skills and discipline acquired from learning an instrument can be transferred to other core subject learning.</p>	<p>Creative Curriculum Team Leader – Mr Laurence</p> <p>Pupil Voice</p> <p>Parent feedback</p> <p>Colourstrings tutors</p>	<p>Pupils continue to develop a love of music</p> <p>Pupil concentration, attention and focus has increased.</p>
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<p>Parental Engagement</p> <p>Inclusion Manager time to plan for provision for PP pupils.</p> <p>Accompanying families to appointments (housing support)</p> <p>Supporting families in navigating housing systems and bidding.</p> <p>Working with families to access external services.</p> <p>March 2020 onwards: Supporting families during Lockdown.</p> <p>Socially distanced home visits.</p> <p>Delivery of food parcels and essential items for vulnerable families.</p>	£8000	<p>Continued</p> <p>New</p> <p>New</p> <p>New</p> <p>New</p> <p>New</p>	<p>Meeting agencies, making referrals, arranging extra provision, meeting with families, visiting.</p> <p>Preparing and reviewing TAPs with class teachers, review meetings.</p> <p>Planning training for TAs: PM benchmark, small group support.</p> <p>Supporting PP pupils on school trips where additional aid is needed.</p> <p>Supporting teachers in planning off site provision and trips for PP pupils.</p>	<p>PP pupils will have a personalised targeted action plan (TAP) that is tailored to their individual needs resulting in improved outcomes for them across the curriculum.</p> <p>Through training, teaching assistants and keyworkers will be able to support class teachers in the assessment of reading across the key stage.</p> <p>Supporting and planning provision for families during lockdown.</p>	<p>Headteacher to monitor implementation by Inclusion Manager.</p> <p>Inclusion Manager to monitor TA support through observations and discussions with teachers</p> <p>Feedback to governors during governing body meetings.</p>	<p>Increased % of pupils achieving a good level of development or beyond at the end of reception.</p> <p>Most disadvantaged pupils reaching good or above progress across the Academy.</p> <p>Several families supported in rehousing.</p> <p>Pupils have a secure home without the risk of eviction.</p> <p>Families have felt supported and less chance of needing social care intervention.</p>
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Direct intervention to improve achievement Inclusion Manager time for small group or 1:1 reading or phonics Sessions/assessments	£2000	Continued	1:1 sessions. Supporting several pupils significantly below their peers in reading. Completing assessments with pupils.	Weekly 1-1 or small group reading support. (targeted group) To ensure there is consistency of high quality teaching across the school and provide in-class support from subject experts to improve support for individual.	Inclusion Manager During pupil progress reviews Teacher assessment IM assessment	Increase in attainment and progression in reading and phonics.
Direct intervention to improve achievement. Miss Edgar's group	See below	New	Group lessons and interventions based around metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, teaching specific strategies for support their own learning.	Pupils from disadvantaged background will make equal progress or above in line with non-disadvantaged peers.	Inclusion Manager Pupil Progress Reviews Teacher assessment and IM assessment	Increase in attainment for pupils moving from emerging to expected and expected to exceeding bands.

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Direct intervention to improve achievement.	£18000	Continued	<p>Lunchtime writing and maths club, reading booster, talk boost intervention, use of technology (I pads) to support individual pupil's.</p> <p>Daily classroom based interventions across the Academy, all year groups</p>	Pupils from disadvantaged backgrounds including most able pupils, will make better progress from their starting points in reading, writing and maths.	<p>Phase Leaders, Inclusion Manager to monitor.</p> <p>Pupil Progress Reviews</p> <p>Pupil Voice</p> <p>Class teachers/teaching assistants</p>	<p>Up until March 2020</p> <p>Non-SEND pupils in receipt of PP on track to make expected or above expected progress across core curriculum areas.</p> <p>Pupils in receipt of PP funding on track to make as good as or better progress than their non-PP peers.</p> <p>Targeted academic support has led to direct improvement and progress.</p>
<p>Direct intervention to improve achievement.</p> <p>CPD</p> <p>Staff training</p> <p>HUBS</p> <p>Mentoring/Coaching in house</p>	£5000	Continued	<p>Across the academic year through:</p> <p>In house CFD (curriculum and Phase leaders, DHT)</p> <p>SALT/OT/Physio/School Nursing Service</p> <p>Camden Learning (CL): SEND and Maths</p> <p>Centre for Literacy in Primary Education (CLPE)</p>	Building upon and improving the effectiveness of teachers and teaching staff through CPD/JPD will have a greater impact on the achievement and attainment of Pupils across the Academy.	Certificate upon completion for any off site training	<p>Staff undertook a range of training opportunities including 'hubs' across the academic year (up to the point of closure).</p> <p>2020-21 Staff will continue to join 'hubs' to complete the cycle/catch up on missed sessions during lockdown.</p> <p>KCA has a range of staff qualified in all areas of SEND.</p> <p>Next academic year, we will focus of the delivery of 'Zones of Regulation' across all year groups and to support mental health and self-regulation.</p>

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			Great Ormond Street Hospital (GOSH) National Autistic Society			
Pupils' will have access to technology to support online learning whilst out of school. STEM teacher support to access learning and platforms.	£2500	New	Pupils in receipt of PP or FSM will have access to technology (IPads or Chrome Books) during lock down.	Pupils from disadvantaged backgrounds will have access to technology to support on line learning and platforms during lockdown.	Inclusion Manger Class teachers/TAs STEM Teacher – Mr Pip Bhol	Disadvantaged pupils were able to complete home learning, projects and teacher lead learning online during lockdown.
SEMH Therapeutic Nurture groups (social and emotional across KCA/FB Schools), Kindness club, Skip garden, Lego therapy, Alexander Technique, Dance, choir Drama, ELSA intervention groups, music therapy	£10000	Continued	All year groups, all pupils eligible for PP funding.	To support pupils wellbeing and mental health through a nurture group or small group time with the class teacher. To target children who have barriers to learning and enable them to boost self-esteem and attendance thereby impacting their academic achievement.	Monitor by: Class teacher Inclusion manager & Headteacher Half termly Pupil Premium Reviews. Evidence success through pupil participation and engagement in class. Through direct observations during Play and lunch times. Through ongoing conversations and	Nurture groups have allowed pupils to have a voice of their own in a safe and smaller group activity. Having the time within these groups has allowed pupils to develop their conversational skills and contribute to class discussions more freely. Increased confidence and self-esteem.

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					dialogue with pupils themselves and their families.	
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Provision of holiday/weekend out of school provision.	See above	New	All year groups, all pupils eligible for PP funding.	To enable pupils to participate in a wide and enhanced curricular provision through afterschool clubs including Easter and half term multi sports Camp and half term clubs supported by a named member of school staff.	The inclusion manger will target pupils and families to support them when choosing holiday provision and offer support in relation to the booking systems.	Pupils have opportunities to participate in enrichment activities that they normally not have access to due to financial reasons.
March 2020 onwards: Keyworker and vulnerable pupils provision during lockdown including school holidays	See above	New		PP pupils are given priority when attending these clubs.	Inclusion manger will give priority to free holiday workshops (skip garden and art therapy weekend provision) to disadvantaged pupils.	Continue to give disadvantaged pupils priority when attending holiday clubs.
Mentoring Chance UK/Kids Network	£0	Continued		Pupils' emotional wellbeing and mental health will remain stable during a time of uncertainty. Pupils' will continue to have access to education whilst school is closed.		Regular monitoring of pupil participation in sporting activities and after school clubs Capture of pupil and parent voice linked to achievement but also linked to wider curriculum initiatives (such as sporting provision and after school provision) Allowed pupils who were at a higher risk of safeguarding concerns/issues have a safe space each day. Allowed pupils living in unsuitable housing conditions have access to physical exercise and wider opportunities.

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Year 4 Residential to Flatford Mill.	£5000	New	<p>Year 4 pupils will participate in a two-night stay at Flatford Mill. Organised by the Field Study Centre (FSC).</p> <p>First experience away from home for most pupils.</p>	<p>Disadvantaged pupils will have the opportunity to join the Year 4 residential trip.</p> <p>Pupil achievement will improve via:</p> <p>Increased interaction with nature, building confidence and resilience through challenges and activities.</p> <p>Communication and cooperation skills will develop through interactions and team building games.</p> <p>Pupils will develop an age appropriate understanding of measured risks and risk taking to encourage independent thinking.</p>	<p>Pupil voice</p> <p>Engagement and interactions during the residential.</p> <p>Adult observation</p>	<p>Cancelled due to lockdown. Due to take place in the new academic year if lockdown restrictions lifted.</p>
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<p>Magic Breakfast</p> <p>A “magic” breakfast is healthy and nutritious and complies with the Government’s School Food Standards. It is designed to give children energy, protein, vitamins and minerals, and is low in sugar, salt and fat.</p>	<p>£250</p>	<p>Continued</p> <p>Food Parcels/vouchers</p> <p>NEW</p>	<p>A “magic” breakfast is healthy and nutritious and complies with the Government’s School Food Standards. It is designed to give children energy, protein, vitamins and minerals, and is low in sugar, salt and fat.</p> <p>Set up daily for families to enjoy.</p>	<p>Educational attainment levels, for the pupils who had received breakfast will improve.</p> <p>Breakfast leads to improved concentration levels.</p> <p>Having breakfast will lead to improved levels of attendance at school.</p> <p>Punctuality rates of disadvantaged pupils will improve, because of the provision.</p> <p>Breakfast provision will lead to improved energy levels/alertness amongst the pupils.</p> <p>Reference: Journal of Public Health Nutrition. Association between breakfast consumption and educational outcomes in 9–11-year-old children. Hannah J Littlecott, Graham F Moore, Laurence Moore, Ronan A Lyons and Simon Murphy. Link to article: Cardiff University Research</p>	<p>Rotated members of staff across King’s Cross Academy and Frank Barnes School will monitor.</p> <p>Inclusion Manager (KB) and Home School Support (BF) will monitor.</p>	<p>Punctuality has improved.</p> <p>Pupil engagement and concentration has risen.</p> <p>Pupils’ energy levels and readiness to learn has improved.</p> <p>Opportunities for parental engagement and meeting others reduces isolation and loneliness for lone parents.</p> <p>Pupils’ are developing healthy eating habits and linking them to their physical and mental wellbeing.</p> <p>Pupils’ social skills have improved.</p> <p>All families in need of food parcels were able to get weekly deliveries.</p> <p>All families in receipt of PP funded were able to access food vouchers.</p>
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<p>School uniform PE Kits including swimming costumes/trunks/Towels.</p> <p>Reduces stress factors within the family/parents who are unable to afford to purchase uniforms.</p>	<p>£1000</p>	<p>Continued</p>	<p>Across the academic year (when needed).</p>	<p>Positive impact on pupil confidence and wellbeing.</p> <p>Pupils are warm and have appropriate clothing for schools, PE lessons etc.</p> <p>The level of risk/accidents will reduce if pupils have the correct clothing/footwear for PE.</p> <p>Pupils will have the appropriate swimming kit to attend lessons.</p>	<p>Class teachers Inclusion Manager School Home Support</p>	<p>Barriers reduced that may affect wellbeing and involvement.</p> <p>Pupil self esteem improved, anxiety reduced.</p> <p>For some, behaviour has improved because of not worrying about uniform.</p> <p>Pupil engagement and interactions have increased due to having the correctly sized uniform.</p> <p>Pupils are proud to wear their uniform.</p> <p>Stigma removed as pupil have the same clothing at school.</p>
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Glossary

PP: Pupil Premium – pupils entitled to extra funding to support their learning and development

SLT: Speech and Language Therapy

OT: Occupational Therapy

EP: Educational Psychologist

TOD: Teacher of the Deaf

SN: School Nurse

GOSH: Great Ormond Street Hospital

NAS: National Autistic Society

HSWP: Home School Welfare Practitioner

SEMH: Social, Emotional, Mental Health

ELSA: Emotional Literacy Support Assistant

ZOR: Zones of Regulation. A programme to support wellbeing, mental health and self esteem

PE: Physical Education

CL: Camden Learning

CLPE: Centre for Literacy in Primary Education

TAP: Targeted Action Plan

SEND: Special Educational Needs/Disability

EYFS: Early Years Foundation Stage

KS1: Key Stage 1 (Infants)

IM Inclusion Manager: Individual who manages and monitors the provision for SEND pupils and monitors the inclusivity of the school

Letters and Sounds: Phonic scheme used at the Academy