

**Hamstreet Primary Academy**  
**Pupil Premium Grant expenditure: 2020/2021**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll (as of Sept 2020)	304
Total numbers of pupils eligible for PPG (as of Sept 2020)	39
Amount of PPG received per pupil	£1,345
Total amount of PPG received (based on 32 pupils from Jan 19 census)	£52,455
Total PPG expenditure (forecast based on 40 pupils Jan 20)	£52,455

<b>Pupil Premium Grant (PPG)</b>

**Objectives in spending PPG:**

- The Pupil Premium grant will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. This may be through academic intervention strategies or have a focus on developing strong learning attitudes and general well-being.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- To ensure families are empowered to support their child's learning and support good attendance.
- For pupil premium (PP) children to enjoy a rich educational experience by participating in all activities on offer e.g. after school clubs, residential, trips, etc

**Main strategies used to accelerate progress of Pupil Premium children:**

- **Quality First teaching** - Emphasis on teachers giving good quality feedback / short & sharp intervention focus.
- **Action Planning** – Each term teachers will consider the additional support needed for their PP children and will write an action plan. This may focus on academic intervention strategies or have a focus on developing strong learning attitudes and general well-being.
- **BLP / Learnish** – Every class has a strong focus on Building Learning Power / 'Learnish'
  - PP action plans in every class are designed to develop and build these skills.
- **MABLE groups for average PP children** – Any PP child who is working at age expected standard is considered for working in a 'more-able' intervention group. This gives them the opportunity to learn and share lessons with children who have strong learning attitudes and skills and contributes towards accelerating their progress.
- **Well-being sessions.**
  - Learning Mentor/FLO support
  - Forest School
- **Tracking of attendance and progress** at termly Pupil Progress meetings

**Outcomes (end of academic year 2019/20):** No National Data (Covid- 19)

**Outcomes (end of academic year 2018/19):**

- EYFS 75% of PP children achieved a Good level of development at end of Foundation Stage (4 children).
- Phonics Year 1 100% of PP children achieved the expected standard in Yr 1 phonics check (2 children).
- KS1 Year 2 SATs 83% of PP children achieved EXP in R, 83% achieved EXP in Wr & 67% achieved EXP in M (6 children)
- KS2 Year 6 SATs 75% achieved EXP in R, 75% achieved EXP in Wr & 75% achieved EXP in M (4 children).

<b>Previous performance of FSM/PPG children in Yr 6</b>				
	2016-17 (x7)	2017-18 (x7)	2018-19 (x4)	2019-20
% of pupils making expected progress in English (reading & writing)	4/6	5/7	3/4	No National Data
% of pupils making expected progress in Maths	4/6	5/7	3/4	No National Data

**In year performance of FSM/PP children across the school.**

Year	2016 - 17	2017 - 18	2018 - 19	2019-20
Reading	58%	74%	80%	No National Data
Writing	55%	71%	71%	
Maths	52%	58%	74%	

**Pupil Premium Gaps / Current Priorities:**

	Gaps / Priorities	Details	Interventions / Strategies	Impact	Next steps
1.	BLP / Attitude to learning	We have seen a decline in attitude to learning within this group (not all). This is linked to the lack of support at home over the first and second lockdown.	<ul style="list-style-type: none"> <li>- Teachers to communicate high expectations in class for behaviour, learning attitudes, standard of presentation and quality of work</li> <li>- BLP taught in all classes</li> <li>- FLO &amp; Forest School Leader run weekly forest school intervention to improve attitudes to learning (4Rs BLP).</li> <li>- Regular communication between Class Teacher and parents to support stronger learning attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>- Some improvements seen in terms of children settling back in to the school and developing confidence and better learning attitudes.</li> <li>- We continue to have a small handful of children who still display poor learning attitudes in class.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to review groups for forest school (particularly focussing on dynamics with the groups).</li> <li>- CT to promote high expectations of all children and promote BLP at every opportunity.</li> </ul>

			<ul style="list-style-type: none"> <li>- Staff meetings have focused on having consistently high expectations of all children – the importance of scanning for involvement and using BLP every day. We have adopted a ‘termly theme’ that runs throughout the school to ensure all teachers, staff and children understand what the focus is for the term (‘Back to school &amp; ready to grow’ &amp; ‘Up, Up &amp; Away!’). These run alongside our values and are promoted during our assemblies.</li> <li>- Head of School conversations with parents about the importance of positive attitudes to learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Termly themes have been well received by staff and children. There are displays in classrooms promoting our termly theme and focus. Parents have also been included and encouraged to support stronger learning attitudes with newsletters detailing how they can support our drive for BLP at home.</li> </ul>	<ul style="list-style-type: none"> <li>- As restrictions allow, open up different forms of communication between CT and parent.</li> <li>- Term 6 theme ‘There’s No Smart Without Art’.</li> <li>- Term 6 – Continue to work on ‘Resourcefulness’.</li> </ul>
2.	Social Skills / Behaviour	It is clear that some PP children have struggled emotionally. Some family situations have been very tense. These children have struggled to come back in to school and socialise successfully. They also have struggled to get back generally in to the school routine and expectations about behaviour.	<ul style="list-style-type: none"> <li>- FLO &amp; Forest School Leader run weekly forest school intervention to improve social skills and promote good behaviour.</li> <li>- Pupil Premium individual action plans have been written to support children and personalised strategies have been used to support children and reward good behaviour.</li> <li>- Where there is a link between SEN and behaviour, the SENCo has shared strategies with CT and class staff on how to support that PP child. Provision plans have also been written.</li> <li>- We have revisited the rules and expectations for all staff and children (Staff Meeting given by HOS).</li> </ul>	<ul style="list-style-type: none"> <li>- It is clear that dynamics within the forest school groups effect the success of the program.</li> <li>- Pupil Premium action plans show that teachers know who their PP children are and the strategies they are using to support them in class and at school generally.</li> <li>- All staff know and understand our adapted behaviour policy and the steps to</li> </ul>	<ul style="list-style-type: none"> <li>- Look at groupings and timetabling opportunities to maximise / accelerate the progress children make in developing better behaviour and social skills.</li> <li>- LMT to continue to work with staff to support high expectations of behaviour across the school.</li> <li>- HOS to plan and adapt whole school assemblies /</li> </ul>

			<ul style="list-style-type: none"> <li>- Whole school assemblies have been prioritised to communicate high expectations of behaviour and general politeness.</li> <li>- Head of School conversations with parents about the expectation of good behaviour and the importance of parents supporting with this.</li> </ul>	<p>access support within the LMT.</p> <ul style="list-style-type: none"> <li>- Clear strategies and expectations shared by HOS at staff meetings for supporting PP children / all children to develop better social skills and having high expectations of behaviour</li> </ul>	<p>newsletters as needed.</p>
3.	Gaps in Writing	<p>There is slower progress in general due to not completing work over lockdown / regression over the course of lockdown and not accessing remote learning regularly. There was a parental support issue despite Head of School and DH phoning parents on Monday. These children have lost handwriting fluency and pace of writing. They are often reluctant to get back to written recording</p>	<ul style="list-style-type: none"> <li>- PP children have taken part in Catch Up Premium groups for writing. These are run by their CT to ensure the best possible quality of teaching and learning is offered. These expectations can then be very easily transferred in to the classroom and encouraged throughout the week.</li> <li>- All children have a writing target within their PP action plan which is evaluated each term and built on as the year progresses.</li> <li>- PP children working at ARE attend MABLE groups for writing in order to raise their expectations and accelerate their learning.</li> <li>- Handwriting is expected as a focus in every class.</li> <li>- High expectations are communicated by CT and class staff in terms of written recording.</li> </ul>	<ul style="list-style-type: none"> <li>- CT are more confident at communicating the exact expectations of presentation in books.</li> <li>- Catch Up Premium Lessons are working well and children are making progress in writing as a result of working in a smaller group on very focussed targets. This has also increased children's confidence in Writing.</li> <li>- CLICKR8 has been quickly introduced in to classrooms to support PP children with SEN. Progress has</li> </ul>	<ul style="list-style-type: none"> <li>- Catch Up Premium Writing groups to continue.</li> <li>- PP Action Plans for Writing to continue – personal focus for all PP children.</li> <li>- PP children reaching ARE in writing to continue to join the MABLE writing sessions in term 6.</li> <li>- HOS / DH Continue to monitor presentation / expectations of written recording in Learning Journals.</li> <li>- KS Leaders to encourage greater</li> </ul>

		as a result of working mainly from a laptop and accessing screen learning.	<ul style="list-style-type: none"> <li>- Where PP children also have SEN we have introduced CLICKR 8 in to the classrooms to support them.</li> <li>- Presentation policy and expectations over recording in books were revisited in Term 3 &amp; 4 and further monitoring was completed to support phase teams.</li> </ul>	<p>been better as a result.</p> <ul style="list-style-type: none"> <li>- Presentation policy will continue to be a focus to support the expectations around written recording. Teachers and phases have been given specific targets to work on.</li> </ul>	sharing of Learning Journals within phase PPA times during Term 6.
4.	Gaps in Reading	Due to lack of reading over lockdown.	<ul style="list-style-type: none"> <li>- PP children with SEN in Reading have been supported by SEN Team (LK MH) – reading interventions.</li> <li>- Catch Up Premium Reading Sessions planned and delivered to PP children as appropriate.</li> <li>- PP Action Plans for Reading – Personalised target / focus planned and worked on throughout the term.</li> <li>- Intervention groups run by DD for children across Y 3 – 6 who need support with Reading.</li> <li>- Intervention groups run by KS for children across Y1 – 2 who need support with Reading.</li> <li>- Daily Reading sessions with PP children who need it to accelerate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>- It has become apparent that due to timetable restrictions and covid procedures, individual reading is a challenge.</li> <li>- SEN children have made progress in reading as a result of SEN interventions (Pupil Progress Meetings Term 5).</li> <li>- Catch Up Premium Reading Sessions are successful in supporting and accelerating reading skills (Pupil Progress Meetings Term 5).</li> </ul>	<ul style="list-style-type: none"> <li>- Prioritise set times in class timetable for daily readers, weekly readers and whole class reading.</li> <li>- Look in to next year’s budget for class texts – children need to have the books in front of them to make progress and be active within the reading lesson.</li> </ul>
5.	Gaps in Maths	Some children have missed vital chunks of learning over	<ul style="list-style-type: none"> <li>- Catch Up Maths Lessons in UJ delivered by Maths specialist (KS)</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence with White Rose is increasing.</li> </ul>	<ul style="list-style-type: none"> <li>- Maths Leader to continue to Promote White</li> </ul>

		lockdown and are now revisiting these areas. Reasoning is of particular weakness.	<ul style="list-style-type: none"> <li>- Catch Up lessons for Maths across the school for PP children who need it.</li> <li>- All PP children have a Maths target / focus within the PP Action plan.</li> <li>- Use of White Rose throughout the school to promote concrete – pictorial – concept approach.</li> <li>- Times Tables prioritised during homework.</li> <li>- Intervention groups run by DD for children across Y 3 – 6 who need support with Times Tables.</li> </ul>	<ul style="list-style-type: none"> <li>- Book Monitoring (Term 4) confirmed that all classes were following White Rose.</li> <li>- Times Tables Rockstars continues to have a positive impact on progress – very engaging program which children can use at home.</li> <li>- Catch Up Premium Lessons and PP action Plans have supported PP children’s progress in Maths well. Gaps being closed and learning being accelerated.</li> </ul>	<p>Rose and offer regular mini training sessions within staff meetings.</p> <ul style="list-style-type: none"> <li>- Times Tables Rockstars - continue to use. Re communicate the program to our parents so they can support at home.</li> <li>- Focus on missed written arithmetic areas and reasoning weaknesses in Term 6.</li> </ul>
6.	<p>Rapidly increasing number of PP children.</p> <p>We have accepted lots of PP children to the school since Jan 2021 who</p>	<p>We have accepted children and families who have not coped with remote learning offered by their previous school during lockdown. These families have had a very negative experience and their relationship with their previous school had broken down. This has resulted in</p>	<ul style="list-style-type: none"> <li>- Children have joined with very specific behaviour needs.</li> <li>- Thorough handovers have been insisted on.</li> <li>- Transitions in to the school planned very carefully – tours at the end of the day (HOS), Forest school afternoon, opportunity to meet CT and staff team.</li> <li>- SENCO has worked with previous SENCOs to gain a full history of PP child’s needs and reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Provision plans have quickly been put in to place and strategies communicated to parents.</li> <li>- HOS has worked with previous schools to understand the exact history of the children and families who have joined.</li> <li>- DSL meetings put in place to discuss and support children and</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to plan support for specific children and families through regular DSL, SEN, Parent meetings.</li> <li>- FLO to be a regular positive contact for families.</li> <li>- Finalise provision plans for PP children with SEN and determine which stage we are</li> </ul>

	have very challenging circumstances.	us welcoming some very angry children who are significantly behind in their learning. Safeguarding workload has also increased as a result of our new families.		families further – FLO intervention, CT regular communication, HOS involvement where necessary. - We have opened up communications with the LA FLO in preparation for any support we may need with attendance.	at with regards to any referrals.
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- Staff completed a review of their PP children from years R- 6 during the first two weeks of school and discuss with PP champion.
- Pupil Premium Action Plans and evaluations have been written for every pupil premium child to detail their focused targets in Reading, Writing, Maths and BLP. Term 4 evaluated and Term 5 & 6 updated.

<b>Indicative PPG spending by item/project 2020/21 (£52,455)</b>			
Strategies	Cost	Aim	Impact
A combination of short- term interventions or specific programmes to provide intensive individual tuition in reading, writing or maths (if on SEN register)	£9,000 (SEN teacher & LSA team to deliver interventions)	For all the children who receive this support to be at age appropriate levels e.g. reading, comprehension and spelling ages	<ul style="list-style-type: none"> <li>- Children receive timely support in reading, writing or maths to increase their confidence and skills within the subject.</li> <li>- Specific objectives worked on in the classroom are supported by a skilled member of staff – individualised support means gaps are closed quicker.</li> </ul>
Intensive individual tuition to deliver 1 to 1 reading support	£3,000	To improve children’s performance in literacy particularly reading abilities	<ul style="list-style-type: none"> <li>- Children receive timely support in reading, writing or maths to increase</li> </ul>

			<p>their confidence and skills within the subject.</p> <ul style="list-style-type: none"> <li>- Any individualised barriers to learning to read are addressed and strategies are adapted for each child.</li> <li>- Children's enjoyment of reading improves.</li> </ul>
Pupils in Years 2 to 6 who have been identified as more able receive small group support from qualified teacher each week in reading, writing and maths	£5,000 (Teacher of More Able pupils)	To enable more-able pupils to reach their potential and achieve accelerated progress over the academic year	<ul style="list-style-type: none"> <li>- Pupil Premium children working at ARE join these groups in order to participate in fast paced learning – discussion, tasks and feedback.</li> <li>- Pupils make accelerated progress as high expectations are communicated.</li> <li>- Stronger learning attitudes are developed.</li> </ul>
Practical work with families & parents to support children as required in order that the child can succeed in learning (YrR-6) Individual support to children with social, mental, health or emotional issues	£12,000 (this includes Learning Mentor/FLO support)	Children to develop confidence or social skills and help build their self-esteem thus removing barriers to learning.	<ul style="list-style-type: none"> <li>- Children and families are offered timely, regular support with social, mental, health or emotional issues.</li> <li>- Children and families feel supported within the school community.</li> <li>- As children develop in confidence learning is more accessible.</li> </ul>
Sports teacher delivers: Mentoring programme for pupils for development of well-being and positive attitude Fizzy programme for physical development	£6,000	Children to develop confidence or social skills and help build their self-esteem thus removing barriers to learning. Development of physical skills needed for basic writing	<ul style="list-style-type: none"> <li>- Stronger learning attitudes are developed.</li> <li>- By taking part in sports and physical activity, children develop confidence and skills transferable across all subjects.</li> </ul>
Payment of children's residential visits(x 9):	£4,000	All children participating in these residential visits/trips develop	<ul style="list-style-type: none"> <li>- Children develop stronger learning attitudes, relationships with peer and staff.</li> </ul>

		greater confidence and stronger learning attitudes.	<ul style="list-style-type: none"> <li>- Children's enjoyment of school increases.</li> <li>- Children are well supported to build their learning power through participating in a range of activities and experiences.</li> </ul>
Forest School to develop BLP and strong learning attitudes	£12,000  Forest School Leader	All children participating in these sessions develop greater confidence and stronger learning attitudes. Resilience and Resourcefulness a particular focus during these sessions.	<ul style="list-style-type: none"> <li>- Children develop stronger learning attitudes, relationships with peer and staff.</li> <li>- Children's enjoyment of school increases.</li> <li>- Children are well supported to build their learning power through participating in a range of activities and experiences.</li> </ul>

**Additional PP information from Recovery Action Plan**

Priority	Actions	Lead Person/ Support	Monitoring	Review
Focus on SEN & disadvantaged (Pupil Premium) children	<ul style="list-style-type: none"> <li>• Consider the specific needs of these vulnerable groups and plan for interventions as needed</li> <li>• Staff to detail PP children and how they have returned to class after Lockdown.</li> </ul>	Vice Principal (Helen Glancy) SENCo (Ella Baxter) to review the plans for these groups/individuals to ensure they address specific need	Feedback to LMT ↓ Trust Board	<p>T3 Where possible interventions will be delivered remotely. FLO, SENCo &amp; HG have reviewed feedback from staff on how children have returned from Lockdown in both September 2020 &amp; March 2021.</p> <p>Children allocated intervention time with FLO and CT planning SEN intervention with SENCo.</p> <p>T1 &amp; T3 completed PP audit of how children returned to school with class teacher – this informed our provision and intervention timetables.</p>

				<p>Reviewed attendance and made contact with LA FLO as needed for support for 2 children (possible PP)</p> <p>T2 &amp; 5 Pupil Recovery Meeting Held: Review of provision completed after Pupil recovery meetings Pupil Recovery sessions were held in Term 2 &amp; 5 – SEN coordinator, FLO &amp; HG then organised catch up sessions, forest school and other interventions needed. Forest school focused on social skills group and BLP group.</p> <p><b>Next steps – Provision mapper to be updated during Term 4 to give teachers time to familiarise themselves with children’s needs– SENCO to evaluate during Term 5 .</b></p>
	<ul style="list-style-type: none"> <li>Staff to complete a review of their PP children from years R- 6 during the first two weeks of school and discuss with PP champion.</li> </ul>	<p>Vice Principal (Helen Glancy) SENCo (Ella Baxter) to review the plans for these groups/individuals to ensure they address specific need</p>	<p>Feedback to LMT ↓ Trust Board</p>	<p>Completed Term 1 &amp; 4</p>
	<ul style="list-style-type: none"> <li>Group/individual plans to be developed accordingly during Term 2 once the previous year’s objectives have been taught and assessed.</li> </ul>	<p>Vice Principal (Helen Glancy)</p>	<p>Feedback to LMT ↓ Trust Board</p>	<p>Timetable of Interventions created and started Term 3.</p> <p>PP Action Plans written Term 4 (to allow CT to evaluate how their PP children had returned and their personal gaps).</p> <p>PP Action Plans evaluated term 4 and new ones written for Term 5 provision.</p>

	<ul style="list-style-type: none"> <li>Teachers to complete PP Action Plans and discuss with PP Champion. HG to monitor progress during Term 2.</li> <li>SEN intervention to be put on Provision Mapper Term 2. SENCo will track and monitor progress of SEN children.</li> </ul>			<p>SEN provision detailed in provision Mapper – Term 4. Staff trained by SENCo on how to write personalised plans for SEN children.</p> <p>SENCo Monday ‘drop in’ started to support staff generally with provision for their SEN pupils and support them writing provision plans.</p> <p>SENCo tracking SEN progress of pupils on PATT and during Pupil Progress Meetings Term 5.</p> <p>Pupil Premium Champion and DH tracking PP progress of pupils on PATT and during Pupil Progress Meetings Term 5.</p>
	<ul style="list-style-type: none"> <li>Regular conversations with the FLO with regards to PP children absence</li> </ul>	Vice Principal (Helen Glancy)	Feedback to LMT ↓ Trust Board	<p>HG &amp; FLO monitoring absence of PP children regularly.</p> <p>During term 2 review systems in place for communicating absence between office, FLO &amp; staff. New weekly meetings in place on a Monday between HOS and FLO.</p> <p>Term 5 – Bromcom used to compare attendance and track children we need to support.</p> <p>Term 5 so far – 96.2 % overall attendance</p>

				<p><b>Overall</b> Attendance <span>↕</span></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>95.8%</td> </tr> <tr> <td>Overall</td> <td>96.2%</td> </tr> <tr> <td>01</td> <td>97.1%</td> </tr> <tr> <td>02</td> <td>97.0%</td> </tr> <tr> <td>03</td> <td>96.1%</td> </tr> <tr> <td>04</td> <td>96.6%</td> </tr> <tr> <td>05</td> <td>94.7%</td> </tr> <tr> <td>06</td> <td>95.3%</td> </tr> <tr> <td>R</td> <td>96.5%</td> </tr> </tbody> </table> <p><b>Groups</b> Attendance <span>↕</span></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>95.8%</td> </tr> <tr> <td>Overall</td> <td>96.2%</td> </tr> <tr> <td>Male</td> <td>96.4%</td> </tr> <tr> <td>Female</td> <td>96.0%</td> </tr> <tr> <td>PP</td> <td>94.0%</td> </tr> <tr> <td>FSM Ever6</td> <td>94.0%</td> </tr> <tr> <td>SEN</td> <td>95.6%</td> </tr> <tr> <td>EAL</td> <td>97.3%</td> </tr> </tbody> </table>	Category	Attendance %	Benchmark	95.8%	Overall	96.2%	01	97.1%	02	97.0%	03	96.1%	04	96.6%	05	94.7%	06	95.3%	R	96.5%	Group	Attendance %	Benchmark	95.8%	Overall	96.2%	Male	96.4%	Female	96.0%	PP	94.0%	FSM Ever6	94.0%	SEN	95.6%	EAL	97.3%
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	<ul style="list-style-type: none"> <li>• Make contact with LA FLO to</li> </ul>	Vice Principal (Helen Glancy)	Feedback to LMT ↓	Contact made by HG and FLO in term 1 and term 5 – they will support with any PP absence if needed.																																						

	support with PP Absence		Trust Board	
	<ul style="list-style-type: none"> <li>Regular contact with the FLO with regards to PP families that may be struggling financially</li> </ul>	Vice Principal (Helen Glancy)	Feedback to LMT ↓ Trust Board	FLO has explored support for families during term 1. Hardship Fund applied for.  This will continue through the year as new support is advertised.
	<ul style="list-style-type: none"> <li>Direct parents to foodbanks if support needed</li> </ul>	FLO	Feedback to LMT ↓ Trust Board	FLO in contact with local businesses who have also offered to support children from low income families.  School food bank set up during Term 3 – no uptake but it was good to be ready!
	<ul style="list-style-type: none"> <li>FLO to send letter to parents re Kent Community Hardship Fund and encourage families to seek support if needed.</li> </ul>	FLO	Feedback to LMT ↓ Trust Board	Letter sent by FLO term 1 and 4 families applied for. Working tax credit often means that some of our families cannot be approved as PP or apply for other funding. Continue to monitor with FLO.