

## Review of Impact of Pupil Premium Strategy 2020-2021

Date of Review: September 2021

Due to Covid 19 and the enforced Lockdown in March 2020, it is difficult to fully assess the impact of the Pupil Premium Strategy 2020-2021. This applies to all Desired Outcomes. Children’s educational experiences and opportunities have varied greatly, making it an almost impossible task to make comparisons (e.g. comparing attainment and progress for PP compared to NOT PP). A note of caution must be applied when making judgements or generalisations because our children have not all had the same educational experiences during lockdown. Where data is available, we have used it to draw attention to areas of concern and to identify target areas/pupils for support in the next academic year.

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>To ensure that pupils from the most vulnerable and disadvantaged backgrounds are not adversely affected by the disruption to their education, caused by Covid-19. (X)</p>	<p>Normal educational routines and expectations are established as quickly as possible.                      Focus on social/emotional needs and wellbeing of our PP/LAC pupils.                      Identify target PP pupils to take part in National Tutoring Programme to provide additional, targeted support in English/Maths.                      KB to research most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a>                      Establish a small group or one to one tuition for targeted pupils.                      Gaps in learning to be identified and support programme put in place to ensure rapid progress is made.                      Data pre/post intervention shows good progression and improved levels of attainment – evidence of gaps in learning being addressed.</p>	<p>Continued close monitoring of PP pupils during lockdown.                      School places were given to our most vulnerable pupils during both lockdowns. Teachers reported that all pupils thrived during this time – the smaller class settings suited many of these pupils better. Teachers commented that vulnerable pupils appeared more confident, and would participate more readily in class discussions. Teachers/TAs were able to provide more individual support due to smaller numbers.                      When school reopened fully in March 2021, we focused very much on a recovery curriculum. There was a whole school focus on pupils’ mental health and social/emotional needs e.g. whole school English project, whole school collaborative art projects, additional circle times and PSHE lessons. Mrs Sanderson kept a close eye on the well-being of our vulnerable, PP and LAC pupils – additional 1-to-1 sessions were offered to any pupil who appeared to be struggling.  <b>Covid Catch Up</b> - our main focus in the Spring terms was to settle our pupils back into a routine and to give attention to our pupils wellbeing and social/emotional needs. Our policy was not to assess pupils and to identify gaps on learning immediately. As a school, we were very clear on this. Formal assessments did take place in Spring 2 term, and these were used by our teaching staff to identify gaps in learning. Pupil Premium pupils were given priority when selecting pupils for additional catch up tuition sessions: these began in the Summer term (x 2 45 minutes sessions Tues/Thurs from 8.00 – 8.45 am) and x 2 additional sessions led by Mrs Pipes during the school working day. Unfortunately, some of our parents did not take up the places offered for early morning intervention.                      We also had to stop these additional intervention groups in July due to the steep rise in the number of positive cases amongst children. It was advised to keep staff interaction with different groups of children from different year groups to a minimum. These groups will begin again in September 2021. Due to the disruptions, it has not been possible to measure the impact of these catch up groups – we need more time to allow for gaps in learning to be closed. Impact will be measured at the end of Autumn 1, led by Mrs Brundrett who leads our Covid Catch up Programme.</p>

To raise attainment of PP pupils in all year groups so that the gap between PP and not-PP pupils is diminished (A1, A2 and A3).

To ensure that there is a **more consistent picture across the school** for narrowing the gap between PP and not PP pupils.

For all teachers **to continue to specifically target PP pupils in their class** (QFT) by:

- Identifying barriers to learning;
- Setting individual targets for improvement;
- Highlighting PP pupils in planning;
- Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker;
- Targeting PP pupils through performance management targets;
- Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning;
- Ensure all teaching staff are aware of prior attainment of PP pupils;
- Use of NFER/PUMA assessments to identify gaps in learning;
- Providing high quality feedback to PP pupils.
- **Pre-teach/pre-learn intervention.**
- **Catch up sessions for target pupils – same day intervention.**

Due to Covid 19 and the enforced Lockdown in March 2020 and January 2021, it is difficult to fully assess the impact of the Pupil Premium Strategy 2020-2021. This applies to all Desired Outcomes. Pupils have not all had the same educational experiences/opportunities, and therefore it is not fair to make comparisons of one group against another, not to refer to 'the expected standard' (particularly as not all objectives have been covered).

Our staff have continued to use Target Tracker to monitor pupils' progress and attainment. This was done in the Autumn term 2020 and also in the Summer term 2021. We must be cautious when we talk about 'diminishing the gap' between PP and Not PP pupils as this involves comparing data from our last assessment point in Spring term 2020 to our most recent assessment point in Summer term 2021. How can we compare attainment and progress of pupils when some have been taught in school during lockdown, some have engaged fully in remote learning and have had lots of parental support, whilst others have not engaged with their remote learning at all?(or very minimally).

With a note of caution in mind, we have still reported on the differences in attainment between Pupil Premium pupils and NOT Pupil Premium pupils across the school. Ideally, we are looking to see a diminishing in the difference between PP and not PP pupils.

Analysis of data in Year 6 shows that the difference in attainment between Pupil Premium and not Pupil Premium is diminishing in Reading and Writing, but has widened in Maths. This is not unexpected given that Maths has been the subject area which seems to have most gaps in learning due to issues with content coverage as a result of lockdown. This is an emerging pattern across almost all year groups and is something which our Maths subject lead is focusing on in the Autumn term.

### Year 6: % of Pupils On Track or Higher

#### Reading:

	Spring 19-20	Summer 20-21
Pupil Premium	75.0%	75.0%
Not Pupil Premium	87.5%	85.7%
<b>Difference:</b>	<b>12.5%</b>	<b>10.7% (-1.8) GAP CLOSING</b>

**Gap has diminished by 1.8%**

#### Writing:

	Spring 19-20	Summer 20-21
Pupil Premium	58.3%	50%
Not Pupil Premium	89.3%	78.6%
<b>Difference:</b>	<b>31.0%</b>	<b>28.6% (-2.4) GAP CLOSING</b>

**Gap has diminished by 2.4%**

#### Mathematics:

	Spring 19-20	Summer 20-21
Pupil Premium	83.3%	66.7%
Not Pupil Premium	92.9%	87.5%
<b>Difference:</b>	<b>9.6%</b>	<b>20.8(11.2) GAP WIDENING</b>

		<p><b>Gap has widened by 11.2%</b>  <b>Whole School Picture:</b>  The data shows that the differences between Pupil Premium and not Pupil Premium has diminished in the following year groups and subject areas:  Reading – Year 2 (-10.4)  Writing – Year 4 (-3.4)  Maths – Year 5 (-3.8)  The gap has widened in all the remaining subject areas from Y2 – 5. The attainment and progress of these pupils will be closely monitored, gaps in learning identified and the necessary intervention put in place to address these issues.  (see Appendix 1 – Diminishing the Difference Report PP v Not PP)</p>
<p>By focusing on <b>metacognition and self-regulation approaches</b> ('learning to learn'), pupils will be more able to think about their own learning more explicitly and develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress.</p> <p>Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>(A1,2,3 &amp; 4)</p>	<p><b>Continue work begun last year in creating a growth mindset culture</b> in children across the school. For example, 'Is this my best work?' rather than 'this will do.'</p> <p>The language of growth mindset to be introduced and routinely used within all classrooms e.g. 'I can't do this...yet!'</p> <p>Introduction of 'growth mindset' dinosaurs in EYs, promoting growth mindset in an Early years friendly way. Mistakes to be recognised that effective learning is taking place – challenge/reach zone.</p> <p>The Learning Pit to be established within every classroom (and displayed). Children to show a growing understanding of how it feels when they enter the learning pit. They understand that they have entered their 'stretch zone' and that this is when deep learning takes place.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p> <p>Consider how, in the classroom, teachers can promote and develop metacognitive talk related to the learning objectives.</p>	<p>All staff attended Growth Mindset Inset led by Professor Barry Hymer on 3/1/2020. The course was excellent and offered all staff a great insight into the benefits of a Growth Mindset culture and the positive impact of metacognition strategies on pupils' learning. Feedback from staff about the course was 100% positive and all staff were given a copy of 'Growth Mindset' pocket book by Barry Hymer which was funded by Pupil Premium Grant. This course 'kick started' the creation of a Growth Mindset culture within our school including:</p> <ul style="list-style-type: none"> <li>• Assemblies held in both Key Stages to introduce Growth Mindset.</li> <li>• All teachers continued to introduce GM during Circle Times in their classrooms and ensured that the language of Growth Mindset (e.g. 'I can't ...yet!') became entrenched within the classroom ethos.</li> <li>• All teachers created Growth Mindset displays, including the language of Growth Mindset and introduced the 'Learning Pit'.</li> <li>• Reward systems were reviewed in the light of our training, with the focus being on the <b>process of learning</b> rather than the end product e.g. rewarding a child for showing resilience when they found a task challenging, rather than simply for producing a good piece of work at the end. This extended from classroom through to our reward assemblies.</li> <li>• In E.Y.F.S., children were introduced to a Growth Mindset ethos through the dinosaur family to focus on the characteristics of effective learning e.g. 'Thinkosaur, Tryasaurus' etc.</li> <li>• Zones of Regulation training given to all staff (teachers, TAs and midday supervisors by SENCO).</li> <li>• Teachers introduced Zones of Regulation into every classroom – pupils are required to 'check in' regularly to review how they are feeling. They understand what each of the zone looks like and feels like and strategies to use to help them return to the green zone.</li> <li>• All classrooms have created a Zones of Regulation display and have introduced, and use Zones of Regulation on a daily basis.</li> <li>• Feedback from staff has been very positive – they talk about how the children have begun to use the language associated with Zones of Regulation; they can recognise how they are feeling and what to do to redirect their behaviour/emotions so that they are ready to learn.</li> </ul> <p>It is difficult to fully measure the impact of our focus on metacognition and self-regulation approaches due to the enforced school closure in March and then in January 2021. Feedback from our teaching staff has been overwhelmingly positive, with all teachers noting an improved awareness amongst pupils of their responsibility as learners and a recognition that we learn through making mistakes</p>

	<p>Introduce 'Zones of Regulation' into every classroom across the whole school – pupils learn how to self-regulate and control their emotions better, so that they are 'ready to learn'.</p> <p>Revisit Metacognition CPD – 'Growth Mindsets' led by Barry Hymer 3/1/2020.</p> <p>Refer all teaching staff to their copy of 'Growth Mindset' pocketbook by Barry Hymer and Mike Gershon.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p> <p>Consider how, in the classroom, teachers can promote and develop metacognitive talk related to the learning objectives.</p>	<p>and that when we enter our 'reach zone', this is when deeper learning takes place. Staff have reported that pupils are becoming more resilient when faced with a challenge and that they are more likely to use the language of GM e.g. ' I can't do it ...yet.' Children have also been observed coaching their peers by using this language when entering the 'reach zone' of learning. It is hoped that the impact of a greater focus on metacognition strategies, self-regulation and Growth Mindset will be seen over time in our data. This is more of a long term view.</p>
<p>To raise attainment of PP pupils in Reading (A1, A2 and A3).</p>	<p><b>Continue whole school focus on Reading.</b>  Subscription to Oxford Owl Whole School Ebook Library (due to Covid-19).  Subscription to Project X on Oxford Owl (reading intervention).  Promotion of high quality guided reading and in class reading opportunities – e.g. daily reader (daily read of at least 10 minutes per day), demonstration reading (analysing and drawing out as much meaning as possible from one sentence from class reader).  Continue to strengthen links with local bookshop to increase the amount of author visits.  Improve pupils' engagement with and understanding of texts, leading to improved learning across the curriculum.  Targeted focus on Pupil Premium children – daily readers.  Introduce reading incentive scheme (bookmark reward scheme) in Key Stage 1 and continue to promote/monitor home reading closely</p>	<p><b>It is difficult to assess the attainment of Pupil Premium pupils in Reading due to lack of data at the end of the previous academic year as a result of the enforced school closure. The 2<sup>nd</sup> lockdown in January 2021 also impacted significantly on pupil attainment and progress in reading, making it difficult to comment on attainment at this point in time. As stated previously, it is unfair to compare attainment in Reading this year against data from previous years for the same cohort as pupils have not had the same educational experience.</b></p> <p><b>This will therefore continue to be a focus for us in 2021 -2022 as Reading is an area which is always high priority for us across the whole school.</b></p> <p><b>Year 6's attainment across the school, measured at the same point in Summer 2 shows attainment of our PP pupils in reading has been very stable in years 6,5 and 4 (75% of PP pupils were assessed to be on track or higher in Reading). However, there is a slight downward trend in attainment in Reading for this cohort when we compare their attainment in Year 2 and Year 3. Again, a note of caution is needed here as although these differences in %s may look significant, it is only a difference in the attainment of 1 or 2 pupils.</b></p> <p><b>% of Pupil Premium Pupils Working at the Expected Standard or Above</b></p> <p>In Year 6, <b>75.0%</b> of pupils attained ARE or above. (9 pupils)  In Year 5, <b>75.0%</b> of the same pupils attained ARE or above. (9 pupils)  In Year 4, <b>75.0 %</b> of the same pupils attained ARE or above. (9 pupils)  In Year 3, <b>83.3%</b> of the same pupils attained ARE or above. (10 pupils)  In Year 2, <b>91.7%</b> of the same pupils attained ARE or above. (11 pupils)</p>

	<p>in KS 2, with a particular focus on PP pupils.  Close monitoring of home reading records.  Follow-up training on promoting reading 'Hooked on Books' led by Jane Considine.  Train new staff.  Focus on Pupil Premium pupils during Book Talk (Guided Reading).  Reading Explorers  Electronic Library (reading recovery programme).  Continue whole school focus on widening vocabulary – Jane Considine strategies: high utility words, shades of meaning scale, focus on ambitious vocabulary.</p>	<p>We have continued to work hard to ensure that Reading is a whole school focus . We ensured that all staff received a 'refresher' Inset on the structured teaching of Guided Reading, known as Book Talk. SLT carried out informal lesson observations across the school to observe practice. This led to further training during Staff Meetings to develop and refine good practice and we also arranged for teachers to observe outstanding teaching of Book Talk. These informal lesson observations showed that all staff have embraced the Book Talk approach and that all children were thoroughly engaged in the process and responded positively and enthusiastically in these sessions. It was particularly pleasing to see ALL pupils actively engaged in the reading process in every class and to see pupils engaged in quality, highly structured discussions about their texts.  All staff have ensured that they read for at least ten minutes every day to their class – this is ring fenced and considered a non-negotiable.</p> <p>Pupil Premium pupils have continued to be the focus for Teaching Assistants when listening to daily readers. This has included daily 'check ins' of PP pupils' planners and home reading records</p>
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 &amp; 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils and LAC pupils in Key Stage 1.  Send selected staff from each Phase on outdoor learning training (Forest Schools) led by Nature's Den.  Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice.  Target specific PP pupils who struggle to learn within the confines of the classroom.  Target specific PP pupils who do not have access to any other forms of enrichment with PP grant.  Provide Key Stage 1 pupils with correct outdoor clothing – e.g. waterproof playsuits and wellies.</p>	<p>It is difficult to monitor the impact on pupils' academic performance due to the enforced school closure. However, when staff were surveyed about pupils' learning behaviours in the classroom before, during and after the 12 week Forest School sessions, all reported positive outcomes at the end of the project in terms of:</p> <ul style="list-style-type: none"> <li>✓ Improved concentration</li> <li>✓ Increased confidence</li> <li>✓ Greater resilience</li> <li>✓ Greater independence</li> </ul> <p>It seems that pupils were able to transfer some of the skills which they developed during Forest Schools back into the classroom.  This year, we introduced Forest School into KS 1 and targeted PP/LAC and vulnerable pupils. A significant proportion of these pupils had social/emotional and behavioural needs. Staff noted how beneficial these sessions are for these challenging pupils as they have enjoyed the freedom of learning outdoors, but have also learnt about turn taking, following the rules (e.g. rules for the fire pit), sharing equipment and listening to others. Some of these skills have been transferred into the classroom where an improvement in behaviour has been noted on occasions. Another positive has been increased self-confidence and esteem.  In addition, staff also monitored pupils using PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). An analysis of level scores awarded each week by staff show a steady increase in scores for well-being, involvement and behaviour for individual pupils.  <b>Pupil Survey:</b> Pupils have also responded extremely positively to their Forest School experience:  'I love doing all the activities and every week is always different in its own special way! Overall, it's probably the BEST thing I've ever done!' Year 5 pupil.  'I love going on the hammock. I enjoy learning new skills and it makes me smile.' Year 4 pupil.  'Forest Schools has given me more courage.' Year 6 pupil.  'I just love being outdoors! I love climbing trees, playing in the mud pit and swinging on the hammock.' Year 3 pupil.  'I really enjoy the different activities that we experience each week. My favourite activity is climbing trees. I think Forest School has helped me with my confidence.' Year 5 pupil.</p>

		<p>'It has been wonderful to see the children grow in confidence each week. They have all gained so much from participating in Forest School activities. They have learned new skills and have developed good friendships along the way. It has been so rewarding to see the children have so much fun by getting outdoors and appreciating the beauty of nature.' Teacher.</p>
<p>B. To improve language and communication skills on entry and widen children's vocabulary and language across the school. (KB check with EYFS)</p>	<p><u>Continue</u> whole school focus on language, communication and vocabulary, Introduction of Word Walls in each classroom. Train teachers to become more knowledgeable and confident in explicit vocabulary teaching – strategies recommended in Alex Quigley's 'Closing the Vocabulary Gap.' Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset – e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary. 'Shades of meaning' displays – arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare. Focus on language and vocabulary during comprehension lessons – purchase of Cracking Comprehension resources.  To specifically target language and communication skills on entry, Wellcomm toolkit to be used for ALL pupils following very successful trial last year.</p>	<p><b>We have not been able to fully focus on this during this academic year due to the school closure. This will continue to be a focus for us moving forward in 2021-2022.</b></p> <p>Staff have worked hard to introduce children to high utility words during Book Talk and this has been observed during lesson observations.</p> <p>During daily reads, staff are encouraged to widen pupils' vocabulary by drawing children's attention to ambitious words within the text and discussing the meaning of these words. These are displayed on working walls and referred to.</p> <p>In EYFS, Wellcomm toolkit has been successfully used for all pupils on entry.</p>
<p><b>ii. Targeted support</b></p>		
<p><b>Desired Outcomes</b></p>	<p><b>Chosen Action / Approach</b></p>	<p><b>Measured Impact of Outcomes</b></p>
<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – <b>targeted intervention in Maths and English.</b></p>	<p>Quality First Teaching. Deputy Head teacher to provide targeted additional support to PP pupils in Year 6 in small groups for English and Mathematics – each group to receive 3 hours additional support per week. HLTA to also support PP pupils in small groups in English and Mathematics.</p>	<p>We are unable to measure the impact as pupils did not complete SATs assessments at the end of Key Stage 2. Targeted intervention for PP pupils in Year 6, led by HLTA and Deputy Head teacher, did not take place this year due to lockdown in January 2021 (this is usually the time that these interventions take place in the build up to SATs). the data is as follows: The current data for Year 6 (Summer 2 2021) shows a downward trend in attainment for this cohort when compared to the same assessment point in previous years. We believe that this is a</p>

	<p>Focus of additional intervention is to enable pupils to overcome gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support.</p> <p>PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p> <p>Deputy Head teacher to 'check in' daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p>	<p>direct result of lockdown (gaps in learning and curriculum coverage).</p> <p>The Age Related Expectation Summary Report for the current Year 6 cohort in Summer 2, 2021 shows the following:</p> <p>Reading – 75.0% of PP pupils working at ARE or above. (75.0% in Year 5, 2020).</p> <p>Writing - 50.0% of PP pupils working at ARE or above. (58.3 % in Year 5 2020).</p> <p>Maths - 66.7% of PP pupils working at ARE or above. (83.3 % in Year 5, 2020).</p> <p>Clearly this data shows that some of our PP pupils have not performed as well as they did in Year 5 and we must continue to monitor their progress and attainment carefully to ensure that this decline does not continue. Action – ensure that the pupils who have not made expected progress and who are not working below expectation are identified and receive additional intervention to narrow the gap and address gaps in learning caused by lockdowns.</p>
<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English</p>	<p>Quality First Teaching.</p> <p>Deputy Head to provide 1-hour additional intervention in small groups.</p> <p>Year 2 T.A. to provide targeted intervention and support in class to PP pupils.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p>	<p>We are unable to measure the impact as pupils did not complete SATs assessments at the end of Key Stage 1. Planned targeted intervention for PP pupils in Year 2 did not take place due to school closures. These pupils are receiving additional, targeted intervention from Covid Catch Up Grant.</p> <p>The Age Related Expectation Summary Report for the current Year 2 cohort in Summer 2, 2021 shows the following:</p> <p>Reading – 66.7% of PP pupils working at ARE or above. (66.7% in Year 1, 2020).</p> <p>Writing - 44.4% of PP pupils working at ARE or above. (66.7 % in Year 1, 2020).</p> <p>Maths - 66.7% of PP pupils working at ARE or above. (88.9 % in Year 1, 2020).</p> <p>Again, we must remember that these percentages represent only a small number of pupils, so we must not read too much into the differences in %s (this could be only 1 or 2 pupils). Clearly this data shows that some of our PP pupils have not performed as well as they did in Year 1 and we must continue to monitor their progress and attainment carefully to ensure that this decline does not continue. Action – ensure that the pupils who have not made expected progress and who are not working below expectation are identified and receive additional intervention to narrow the gap and address gaps in learning caused by lockdowns.</p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring.</p> <p>Purchase Clicker 8 (whole school licence) and ensure high quality training is delivered to all staff.</p> <p>Purchase of online subscription to Project X (reading intervention).</p> <p>Boosting Reading at Primary intervention to target some of our PP pupils.</p> <p>Targeted intervention/support given by T.A.s. including: intervention groups, 1</p>	<p>Impact over time difficult to assess this year due to school closure.</p> <p>Rigorous tracking of SENAS pupils by SENCO shows individual progress made by SENAS/PP pupils, referred to as 'personal progress'.</p> <p>For some of our SENAS/PP pupils, expected progress of 6 steps is not achievable and in such cases, smaller steps progress targets are set.</p> <p>For a more detailed breakdown of SENAS/PP data, please refer to SENCO's data analysis.</p>

	<p>to 1 Precision Teaching and support during lessons          To implement the termly use of assessments for those PP children on the SEN register as an accurate measure of progress – termly NFER assessments.          Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions.          Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENCo.          Focus of termly Pupil Progress meetings.</p>	
<p>A4. To stretch and challenge our more able Pupil Premium pupils to enable them to excel.</p>	<p>Quality First Teaching.          Relentless whole school focus on PP pupils.          Implementation of metacognition and self-regulation strategies – learning to learn.          Targeted intervention for PP pupils by Deputy Head.          Parents of target PP pupils to meet with Deputy Head.          Rigorous tracking of target PP pupils – focus on Pupil Progress meetings.          High expectation ethos established across the school.</p>	<p>This continues to be a whole school focus. Again, we do not have any official data to evidence an increase in the % of PP pupils working at ABOVE age related expectations. High expectations for <b>all</b> pupils continues to be a focus in our teaching through a Mastery approach, for example in Maths. The impact of this over time still needs to be evidence through official data.          There is often a direct correlation between PP/LAC and SENAS and this explains why the % of pupils working at ABOVE ARE has been lower in specific cohorts – e.g. in 2020, 7 out of 9 LAC/ADPP pupils are on the SENAS Register. This is <b>77.8%</b>.</p> <p>Year 3 shows good attainment by PP pupils and we will need to ensure that we target this year group to increase % of pupils working at Greater Depth in subsequent years.</p>
<p>To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.</p>	<p>Quality First Teaching.          Targeted intervention provided for ADPP/LAC pupils across the school (CV &amp; LS).          Use of pre-teach/pre-learn intervention and same day catch-up intervention.          Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment.</p>	<p>BQ and LS have provided targeted support and intervention for LAC//ADPP pupils whenever possible throughout this challenging year. This has included daily check ins to monitor planners, attendance and general well-being. Daily reading has also taken place for these pupils. Effective intervention strategies such as pre-teach/pre-learn and same day catch up have proved beneficial.          It has been difficult at times to provide regular support due to school closures and restrictions placed on interventions due to high numbers of positive cases in the Summer term. BQ has also had to provide cover for staff absence which has impacted her ability to work with LAC/PP pupils on a regular basis. We will ensure that her time is ring-fenced as much as possible next year.          It is difficult to measure the impact of these interventions over time this year because of Covid 19. The impact of these interventions over time needs to be evidenced through official tracking on Target Tracker and analysis of reading and spelling ages.          There is a direct correlation between PP/LAC pupils and SENAS - e.g. in 2020, 7 out of 9 LAC/ADPP pupils are on the SENAS Register. This is <b>77.8%</b>.</p>

Additional provision for LAC pupils: Forest School sessions (x 1 per week)  
Book Trust Packs – one pack per month for 6 months (sent home with pupil).

iii. Other approaches

Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p><b>C.To increase parental engagement/empowerment</b></p>	<p>Head teacher and Deputy to meet with parents of all PP pupils in Year 6 to ask for their support with their child's schoolwork. Clear targets to be set for improvement that will be shared with the parents. Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback. Parents will read regularly with their child and Deputy Head teacher will monitor this. Increased contact with previously disengaged families. Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families. Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support. All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners. Ensure parents attend Parents' Evening and follow up non-attenders. Use of Seesaw – home/school learning platform. Facebook/school website. Play and Stay sessions in EYFS.</p> <p>Subscribe to 'Learning with Parents' charity – the aim is to promote parental engagement as a tool to narrow the disadvantage gap.</p>	<p>Based on research from the EEF, the school has recently subscribed to work with the charity 'Learning With Parents' – the aim of the charity is to promote parental engagement as a tool to narrow the disadvantage gap. We have subscribed to use LWP online learning platform which aims to ensure that every child is supported at home to fulfil their potential. Another aim is to motivate and empower families to have enjoyable learning experiences together. Teachers will set Maths/English tasks for children to complete at home with their families. The idea is that these should be fun, engaging and simple activities to reinforce learning. Screen time is minimal – the intention is for families to play games together and to learn in a fun, interactive way. The intention is to replace formal, traditional homework with these activities as research has shown that this is more impactful. The impact of this will be measured over time – we will ask parents how they have found the learning platform and will also ask pupils and teaching staff. Engagement will also be closely monitored. Pupils will be set activities for the Summer holidays, and then we will continue to provide activities throughout the next academic year.</p> <p>Increasing parental engagement remains an ongoing target and is very much work in progress as we constantly seek to improve and refine our systems to maximise parental engagement (as evidenced by our recent subscription to Learning with Parents learning platform).</p> <p>A silver lining in the cloud of Lockdown has <b>been greater use made of Seesaw</b> to forge links between home/school. This included setting home learning tasks, but also saw a significant increase in home/school communication as parents were able to message teachers directly and vice versa. All of our staff reported this as a real positive outcome of the enforced school closure and this has led to a rethinking of how we communicate with parents moving forward... for example, school has recently upgraded our level of access to Seesaw and Mr Parkinson will work directly with all teachers during this half term on a weekly basis to focus on extending our use of Seesaw.</p> <p>Mrs Sanderson has continued to liaise closely with families of our vulnerable pupils, establishing strong, positive relationships with these families in order to provide any necessary support and also to promote the importance of education. This has helped to 'break down' some barriers and improve relationships between home and school. Examples of additional provision include: using PP Grant to pay for holiday club provision for some of our most vulnerable pupils; buying clothing /presents for a family who were really struggling financially at Christmas time; providing 11+ tuition for one able Year 6 PP pupil.</p> <p>All parents/carers of PP pupils who were not in school during lockdown received weekly check in phone calls from BQ and LS.</p>

<p>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</p> <p>Whole school attendance of 96% is achieved for all groups.</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies). Daily monitoring by Pastoral/Family Liaison Lead. Daily 'check in' of Year 6 PP pupils by Deputy Head teacher. Swift referral to E.W.O. of persistent absenteeism. Increased parental contact with vulnerable families (see above).</p>	<p>Mrs Sanderson has continued to monitor attendance and punctuality of vulnerable pupils and also PP/LAC pupils whose attendance we were specifically targeting. Daily check ins of Y6 PP pupils by Deputy Head proved successful.</p> <p>The target for whole school attendance for PP pupils to be at least 96% has not been achieved in all year groups. We have faced even greater challenges than ever before this year due to Covid, isolating etc. Figures fall slightly below this in some cohorts...it is a mixed picture across the school, depending very much on the attendance of individual pupils. For a more in depth analysis of attendance, see PP Attendance Report, generated by Target Tracker.</p> <p>Year 6 – 94.0% Year 5 – 94.4% Year 4 – 94.8% Year 3 – 99% Year 2 – 96.8% Year 1 – 97.4% Reception - 97.0% Nursery – 95.3%</p> <p>Rigorous monitoring of individual pupils and being aware of their history is key to success in this area. Pupils who consistently fall below 96% attendance will continue to be monitored and tracked closely.</p>
<p><b>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</b></p> <p><b>To ensure pupils have access to targeting support for mental health and wellbeing.</b></p>	<p>Pastoral Lead/Family Liaison Lead to ensure: Increased contact with parents of targeted PP pupils. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Listening Room</p> <p>Review of class and lunchtime behaviour policies – SLT Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Lead. Re-focus on Circle Time – refresh staff training. Mindfulness sessions in class 'Anxiety Gremlin' project during Fabulous Friday sessions. Focus on core values. Worry boxes. Zones of Regulation training.</p>	<p>KB completed Mental Health Action Plan. Focus on mindfulness in all classrooms and anxiety gremilin workshops. Successful introduction of Zones of Regulation across the whole school – positive impact noted as pupils begin to show evidence that they can recognise which zone they are in and start to regulate their emotions. LS has worked closely with targeted pupils – daily check ins, one to one sessions, Play Therapy. See individual case studies to measure impact.</p> <p>Whole school training on Circle Time – refresher at staff meeting. Regular timetabling of these sessions has ensured that dedicated time is given to talk about issues and also to develop the skills of listening, empathy etc. Positive feedback of the impact of these sessions has been given by all staff. Introduction of PSHE Jigsaw scheme has also ensured that regular mindfulness sessions are provided for children (one hour session per week). The positive impact on children's mental health, wellbeing and social/emotional skills has also been monitored during Forest School sessions – see PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). Worry Boxes have been successfully introduced into all classrooms and common areas and the Lunch/Play Time Policies have been reviewed and updated to include a focus on assertive discipline and also an awareness of children's social/emotional needs. Restorative Practice Inset led by KB was held and staff have implemented this method/strategy when dealing with conflict.</p> <p>Our next exciting project is to create a Sensory/Nurture Room (Autumn term 2021). This project is</p>

	<p>Referrals to Pastoral Lead – regular 1 to 1 sessions/ daily check in etc. Pastoral Lead to attend Children's Mental Health course. Recovery Curriculum.</p>	<p>kindly being part funded by our PTA. KB is in the process of organising this.</p>
<p><b>F. To support enrichment activities for PP children.</b></p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Music tuition; Forest Schools; Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs; Weekly access to First News newspapers for children – target PP pupils</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention. Provision Maps to identify/target key PP pupils. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>This remains an ongoing target. Provision Maps for PP pupils have been created for all PP/LAC pupils across the school and these are carefully monitored and updated to ensure that all of our PP pupils are receiving additional support/intervention and/or access to enrichment activities e.g. Forest School sessions were provided for majority of PP/LAC pupils in KS 2. We also provided a weekly Forest School session for LAC/PP/vulnerable pupils in KS 1 – this has been very positive. Brass lessons have been paid for targeted PP pupils using PP grant and this has proven to be very successful with 2 pupils in particular, showing a real talent/flair for this instrument.</p> <p>As always, the PP grant has been used to pay for any extra-curricular provision for specific PP/LAC pupils – e.g. holiday clubs, attendance at after school clubs and also to fund uniform for targeted PP pupils.</p> <p>We will continue to target pupils when/where we feel they will benefit from additional support/intervention and/or access to enrichment activities and experiences.</p>

Reviewed: September 2021 *K. Brookes*