

The ongoing restrictions caused by the pandemic have continued to pose challenges for us. Lessons learnt from the previous lockdown have resulted in an improved online offer for all families.

Live daily lessons with daily opportunities for small group work and support via breakout rooms has enabled children to make good progress academically, and also to maintain face to face contact with teachers and peers. Access to technology has been successful with all PP children being provided with devices where required, resulting in high quality teaching and learning opportunities.

Weekly wellbeing phone calls have supported families in crisis. In addition to this, we have delivered food parcels and free school meal vouchers to our vulnerable families. Parental support for their own mental health issues has continued to be a vital part of our work during lockdown in order to ensure the safety, care and wellbeing of our pupils. The difficulties that families are facing within their own home have continued to be prevalent with an increased number of recorded incidents of domestic violence

Following on from this, we have carried out online parents evening appointments for families which, combined with information from online learning and information gathered from weekly wellbeing calls, has given us a full picture of the issues and concerns from the lockdown period.

A successful, personalised, intensive recovery plan has been implemented since the return to school based learning and children have been successful in making accelerated progress to ensure that attainment in core curriculum areas is in line with peers in many parts of the school.

The younger children have been impacted more profoundly by the lack of opportunity to develop their interpersonal skills and with significant gaps in their education during their early years. Rapid progress has been made since returning to a school based curriculum, however we are aware that this is an area of the school still requiring significant support during 2021/22.



Desired Outcomes 2020 - 2021		Success criteria
A.	Increase the number of pupils achieving the higher standard at the end of EYFS	Staff have a good knowledge of the requirements for reaching GDS through rigorous internal moderation led by our EYFS lead who is an LA moderator School data and tracking shows PP children to be exceeding GLD
B.	Ensure all PP pupils pass the Y1 phonics screening and that the necessary catch up is made for the PP pupils from Y1 to pass in Y2	Internal tracking shows the gap to be closing and scores are increasing Data shows all PP pupils have passed phonics screening
C.	Increase the % of pupils achieving ARE and GDS in KS2	Increase opportunities for reading for pleasure and opportunities to be read to in Y3 Parental workshops for reading
D.	Improve attendance by 1% to 97.4% for PP pupils	Attendance for PP pupils is above whole school target
E.	Ensure that all PP children are able to take part in wider extra-curricular and enrichment activities.	Increased uptake of PP pupils at extra-curricular clubs Increased parental engagement



Review of expenditure 2020-2021					
Total income – £136,260		Total expenditure – £140,658		School contribution - £4,398	
Action	Amount allocated	Summary of approach	Intended outcomes	Monitoring	Actual impact
WAVE 1 support – Quality First Teaching					
PP Attendance meetings with Headteacher and designated attendance officer A, B, C and D	£14,700	School attendance officer to create weekly reports, track persistent absenteeism and lateness and attend meetings for requests for holidays in term time alongside the headteacher Rewards in place for classes and individuals who achieve 100% attendance	Improved attendance which exceeds whole school target leading to improved standards in learning	Headteacher and dedicated school admin attendance officer	Online learning uptake high Pastoral support team allocated to contact families and attendance officer used to contact families not engaging 100% attendance celebrations since returning to school have been at least monthly despite isolation and testing regime imposed. Attendance figures impacted by 1 family who refused to send their children to school during the pandemic despite being eligible for a place through social care. Overall – 97.1% PP – 95.2%
Dedicated wellbeing support in the classroom – ‘breaking the barriers’ from Learning mentor team A, B, C and D	£23,508	Mentors to target year groups to support in class with a focus on understanding the additional barriers children face – aiding access to learning	Children are able to fully focus on learning and feel supported through difficulties. Increased attainment during in year and end of year assessment points – PP pupils make accelerated progress	Inclusion Leader	Wellbeing support provided virtually during lockdown for all pp families and in school for those attending. This support was continued on a 1:1 basis once returning to school for children, and family links were maintained. Feedback from parents and children was overwhelmingly positive and families were signposted to support via our website covid page or directly.



			and close the attainment gap with peers.		<p>Food parcels were made available to families in crisis</p> <p>Progress for children in Y2-6 was at least good in all areas of the curriculum</p> <p>Some PP children in YR and Y1 did not make the progress needed to close the gap. These children have been identified as a target group for 2021/22</p>
Additional teacher to support Y1 phonics B	TMS6 = £46,700	Additional teacher to work across the Y1 bubble to support those children with significant gaps in phonics knowledge following gaps in learning from their Reception Year.	All PP pupils pass phonics screening – awaiting testing in line with national guidance in Autumn term 2021	Y1 leader, phonics leader and Y1 class teachers	Staff changes resulted in additional teacher being allocated to a class full time. Some booster sessions during summer term to secure standards. 1 pp child currently at risk of not passing phonics screening
Specialist CPD and coaching for EYFS and EYEP team A	<p>Amanda x 2 days £30,000</p> <p>Kristina x 2 days £8,950</p>	<p>Coaching model to be used across EYFS to include EYEP</p> <p>Moderation and tracking of standards and data during staff training sessions</p>	<p>Standards in EYEP increase with PP pupils achieving highly.</p> <p>All PP pupils are at or above ARE</p>	Foundation stage leader EYEP manager	<p>Staff illness resulted in staff changes mid way through the year.</p> <p>Significant issues with progress and attainment due to lost time in school</p> <p>EYFS and Y1 to be a significant focus in 2021/22 with a change of leadership to support this and implement rapid improvements</p> <p>Support provided from core curriculum subject leaders to ensure MTP were robust and met emerging needs following period of school closure and online offer</p>
WAVE 2 support – Targeted group interventions					
Targeted interventions based on school need in order to close the	£ 8,550	LSAs to lead small groups linked directly to identified gaps in	Close the gap between PP and non-PP pupils nationally	MLT and Inclusion leader	Y2 –Y6 progress and attainment for PP children is at least good.



<p>gap and enable accelerated progress for PP pupils A, B, C and D</p>		<p>learning under the guidance of MLT Analysis of data and leadership support</p>			<p>LSAs provided class based dedicated support in school following school closure to ensure rapid progress and key learning was fully embedded</p> <p>Online offer provided 'breakout room' facility to support target groups or individuals as part of the live teaching.</p> <p>Children in YR and Y1 are not making good progress and therefore attainment is not good in some areas</p>
<p>Before and after school 'homework club' to support learning in Y6 D</p>	<p>NTP £4,000</p>	<p>Provide additional targeted support for Y6 pupils</p>	<p>End of KS2 outcomes exceed national expectation</p>	<p>Assessment Lead</p>	<p>Homework groups for Y6 not provided due to maintaining bubbles. Support provided within class.</p> <p>NTP support provided for PP children in Y4 and Y5 who were at risk of not reaching ARE</p>
<p>Wellbeing and emotions management group targeted intervention support D, E</p>	<p>£17,233</p>	<p>Learning mentors to plan and deliver bespoke nurture sessions providing children with coping strategies for their relationships with others and to support learning within the classroom</p>	<p>Feedback from pupils and families shows that pp children feel well supported</p> <p>Reducing % of incidents shown on CPOMS</p> <p>Increase in % attendance to in line with peers (97%)</p>	<p>Safeguarding lead Learning Mentors</p>	<p>Support provided via 1:1 sessions due to the need for maintaining covid secure bubbles within school</p> <p>Family links made high priority with a dedicated family liaison learning mentor making calls daily and providing support</p> <p>CPOMS used to record communication and support provided for PP families during period of school closure. A proactive approach reduced the number of significant issues for these families</p> <p>Attendance for PP (95.2%) below non PP (97.1%) due to 1 family refusing to attend during the pandemic despite being a family with social care involvement and therefore being required to attend</p>



<p>Increase student leadership opportunities and activities available during lunchtime provision</p> <p>D and E</p>	<p>3x Mentors daily £12,925</p> <p>3x coaches £14,250</p> <p>5x LSAs £12,540</p>	<p>Learning mentors provide support and intervention for vulnerable children via 1:1 and group support work</p> <p>Sports coaches provide daily sessions to increase engagement</p> <p>LSAs work alongside pupils to encourage student leadership</p>	<p>Pupil voice shows that children feel supported and are well equipped with the tools to solve their own minor problems</p> <p>Reduction in lunchtime incidents- CPOMS monitoring</p>	<p>Safeguarding lead, Learning Mentors and Inclusion leader</p>	<p>Maintaining covid secure bubbles resulted in fewer opportunities for children to fully develop leadership opportunities such as ambassadors and sports leaders, these are areas to be fully implemented during 2021/22</p> <p>Changes to operational procedures on the playground enabled children to fully engage with the lunchtime offer which, in turn, reduced the number of incidents</p> <p>Pupil voice showed that the reorganisation of phases within school ensured that younger children felt more able to develop social skills within a safe environment</p>
<p>Reading workshops for pp parents</p> <p>Involvement in AFA project</p> <p>C</p>	<p>Goody bags £500</p> <p>AFA £5,950</p>	<p>SEMHL parent sessions for PP parents to deliver paired reading training to include a celebration of school reading areas and recommended reads for pupils</p>	<p>Increase the % PP pupils at and above ARE for reading across KS2</p>	<p>Inclusion leader and English leader</p>	<p>Parent workshops were not possible due to the Covid risk assessment in place.</p> <p>NB – Some online parents sessions were made available however these received a mixed response</p> <p>SEN support teams provided 1:1 sessions for families</p> <p>Through AFA, we provided bespoke training and resources to support PP families including at least weekly calls home and live teaching</p> <p>Through our online learning platform, we provided reading challenges and information around suggested texts. Daily teaching of reading was also maintained through our online offer with breakout rooms used effectively to provide bespoke support</p>



					<p>Parent support packs containing learning resources, stationary and books enabled pupils to continue learning during school closure period</p>
<p>Ensure that the extra-curricular sessions on offer allow PP pupils to excel, develop new skills and develop self-belief and confidence</p> <p>E</p>	£14,250	<p>Pupil voice to find out interests and what opportunities are currently not available</p> <p>Parent questionnaire to PP parents to ascertain what opportunities are not available (swimming lessons?)</p> <p>Employ additional sports coaches</p>	<p>Increase the uptake of wider opportunities for PP pupils and enjoyment of school</p> <p>Increase attendance for PP pupils</p>	<p>Inclusion leader</p> <p>Curriculum leader</p> <p>Admin</p>	<p>Sports coaches used to provide opportunities for pupils to engage in a wide range of extra curricular activities based on parental feedback</p> <p>All extra curricular sessions are fully funded with no limit to the number of sessions a child can attend.</p> <p>Pupil voice used to create age appropriate sessions based on interests</p> <p>Attendance figures impacted by 1 family who refused to send their children to school during the pandemic despite being eligible for a place through social care.</p> <p>Overall – 97.1%</p> <p>PP – 95.2%</p>
<p>Ensure EAL pupils (particularly those who arrive in KS2) have opportunities to be absorbed in rich language and are supported in developing topic-based language</p>	£5,410	<p>Employ staff member to provide additional classroom-based support for EAL pupils</p>	<p>Improve the number of EAL PP pupils who are achieving at and above ARE across KS2</p>	<p>Inclusion leader</p> <p>Assessment Leaders</p> <p>MLT</p> <p>Class teachers</p>	<p>Effective use of language link programme to support newly arrived pupils</p> <p>Additional staff member unable to provide support across the school however, all support staff in KS2 now trained in delivering language link due to the need for ensuring covid secure bubbles, current phase leader also aware of resources available</p>
<p>WAVE 3 support – Bespoke 1:1 sessions</p>					
<p>Attend MA workshops for Maths, Science, Reading and Writing</p>	£2,430	<p>Provide opportunities for the children to be exposed to stretch</p>	<p>Pupils are highly motivated and aspirational about</p>	<p>Inclusion leader and subject leaders</p>	<p>Workshops did not run due to COVID – these will be joined again once they begin to run in line with COVID guidance</p>



<p>C, D and E</p>		<p>and challenge beyond the school curriculum</p>	<p>their ability to achieve highly</p>		<p>Both the online and school based offer provided opportunities for children to further develop skills around their own personal interests and talents. Our virtual learning platform enabled them to share this with their peers and with their link staff. This showcasing opportunity allowed children to flourish. (Feedback from pupil voice)</p>
<p>1:1 wellbeing session with learning mentors and time for you counsellor A, D, E</p>	<p>£5,460</p>	<p>Learning mentors plan and deliver weekly 1:1 session Weekly counselling sessions</p>	<p>Pupils develop resilience, confidence and self-belief in order to tackle the daily challenges of school life both socially and emotionally, as well as academically and achieve at least as well as non-PP peers</p>	<p>Safeguarding Lead</p>	<p>1:1 wellbeing sessions and family support provided throughout the pandemic Families in crisis offered places at school to provide support Time for You counsellor provided support for high needs pupils following full school reopening and mentor team provided support for those children on the waiting list Data for pupils from Y2-Y6 shows that they have made at least good progress and that they are attaining in line with non pp pupils</p>
<p>Family liaison support work A, B, D, E</p>	<p>£14,520</p>	<p>Daily early morning support Parent 1:1 support weekly meetings CAF/TAF meetings</p>	<p>Families are engaged and work in partnership with the school to provide the best support for their children</p>	<p>Safeguarding Lead</p>	<p>Links with a local charity ensured food parcels could be provided to families in crisis Food vouchers provided weekly to all FSM children during school closure Daily/weekly calls provided families with an opportunity to discuss issues and be signposted to relevant support Regular online support guidance/safeguarding updates sent out to parents via newsletters or individual letters with weekly reminders via</p>



					<p>MSTeams to children re how to get help/childline number</p> <p>Laptops, stationery & reading books provided to support PP families in maintain curriculum offer</p> <p>Links to outside agency support with referrals to family hub, school nurse referrals, parenting course referrals (virtual)</p> <p>Clothes and any donated toys sent to families in need.</p> <p>All CIN and core group and early help plans and meetings continued during lockdown,</p>
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