

St Wilfrid's RC Primary School – Pupil Premium Strategy 2020 - 2021

Spring 2021

The Pupil Premium is allocated to local authorities and schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years.

Our school has the freedom to spend the Pupil Premium, which is additional to the underlying schools budget, in a way we think will best address inequalities and tackle disadvantage, which can be barriers to learning for some pupils. By doing this, we are committed to using the additional funding to raise attainment and increase progress measures for our pupils.

School Overview & Data over time

EYFS	2018-19 Data				
	Pupils eligible for PP	All pupils	National average	Data from previous 2 years	
				2016-17	2017-18
Good level of development (GLD)	54%	63%	72%	74%	64%
Reading	54%	63%	77%	78%	64%
Writing	54%	63%	74%	81%	64%
Number	62%	67%	80%	93%	68%
Shape	77%	83%	82%	89%	68%

YEAR 1 PHONICS SCREENING CHECK				
All pupils	Pupils eligible for PP 2018-19	National average	Data from previous 3 years	
			2016-17	2017-18
67%	46%	71%	93%	92%

END OF KS1						
	Pupils eligible for PP	All Pupils 2018-19		Data from previous 3 years		
		School average	National average	2016-17	2017-18	
% making expected progress in reading	86%	85%	75%	86%	90%	
% making expected progress in writing	71%	63%	69%	66%	76%	
% making expected progress in maths	86%	89%	76%	76%	93%	

END OF KS2						
	Pupils eligible for PP	2018-19		Data from previous years		
		School average	National average	2016-17	2017-18	
% achieving expected standard or above in reading, writing and maths	19%	43%		60%	46%	
% ARE in reading	44%	61%		77%	68%	
% ARE in writing	44%	68%		80%	71%	
% ARE in maths	63%	75%		87%	54%	

Context of the school and rationale for the strategy

School Information

Children attending school come from surrounding estate and 2 neighbouring villages. Our admission number is 30 although cohort sizes can vary throughout the school. There is a trend of pupils joining school in Key Stage 2, any smaller year groups generally fill up by Year 6.

Pupil attainment on entry is generally well below standards for their age. An increasing number of children have significant speech and language difficulties or are vulnerable due to their personal circumstances. We have nursery provision in school – up to 50% of reception pupils come through our nursery and since 2018 we have offered 30 hours provision.

At present we have 3 families on Child protection or Child In Need Plans and 3 families with TAFs. Our Learning Mentor liaises with outside agencies and supports our most vulnerable families.

COVID Impact – during lockdown varied engagement in home learning. In some classes 50% pupils regularly engaged, some less so.

Online working issue for some parents – poor internet, few devices, multiple siblings.

Attendance data varies across school and through the year, it is an area of focus in school. Multiple holidays are taken in term time, issues with punctuality and evidencing absences are a constant challenge.

Other main pupil characteristics include:

- The % of Ever 6 pupils above average at 49%
- Majority of the pupils are of white British heritage, significant number of Polish families and Travellers.
- The % of pupils with disabilities and/or special educational needs is above average (22% - 45 pupils on register). 2 pupils have EHC Plans
- Mobility can vary across school, a lot of pupils join school within Key Stage 2.

Present Cohort Mobility

Year 7 – year 6 in 2019-20 - 8 pupils joined after year 2.

Year 6 – 2 pupils moved into school after reception

Year 5 – 6 pupils moved into school after reception

Year 4 – 5 pupils moved into school after reception

Year 3 – 5 pupils moved into school after reception

Socio-Economic Factors

- The social and economic deprivation indicators for the school are significantly higher than national expectations (Highest quintile 20% deprivation 0.4)
- Many low income families who do not at present qualify for FSM.
- A lot of mental health and social issues affecting families.
- 3 Open TAFs at present
- 2 families under Child in Need/Child Protection or family Support from Social Services.
- 2 LAC Pupils

Funding

For the academic year 2020-21 School receives £141,220 in Pupil Premium funding.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Cognitive teaching and learning approaches are not explicitly evident in planning and classroom practice	Staff have understanding of teaching and learning, using a metacognition and self-regulation approach. The impact of this can be seen in lessons and attainment across the curriculum.
	B Teachers and teaching assistants need greater understanding and resilience to address specific learning difficulties.	Teachers and teaching assistants are well equipped and regularly supported in order to identify and address specific learning needs.
	C Pre phonic and fluency difficulties are not addressed through expert or explicit intervention	TAs and teachers have clear understanding of principles of developing pre-phonics skills, fluency into comprehension, leading to identified groups being identified quickly and supported in a structured and programme of intervention
Targeted academic support	D A gap is evident between pupils who have not engaged with learning during lockdown.	Pupils who have not engaged in home learning are able to address learning gaps and make rapid progress to close the gap
	E Reading, writing, maths and shape attainment results show a falling trend across EYFS in the last 3 years.	Pupils make improved progress in all areas and from their starting points at the beginning of the autumn term, and intervention is quickly put in place to
	F PP Pupils enter school with poor communication skills	Pupils with specific skills gaps are quickly identified and needs addressed through effective intervention, leading to improved outcomes in communication skills impact on achievement across the EYFS and KS1 curriculum.
	G Reading, in key stage 2 show a falling trend, and are below national average, with a gap between attainment of PP and non PP pupils.	Reading skills are much improved – particularly with the children who are below ARE, and rapid progress in reading ages are demonstrated on a termly basis.
	H Writing in key stages 1 and 2 show a falling trend, and are below national average, with a gap between attainment of PP and non PP pupils.	Improved attainment levels in writing, rapid progress among PP pupils, closing the gap between them and non PP peers.
	I Maths progress is varied in Key stage 2, with a gap between PP and non PP pupils.	Rapid progress from starting points for PP pupils, closing the gap in attainment.
	J Phonics screen results show the 2018/19 cohort fell well below the expected standard in phonics	Targeted cohort makes rapid progress in phonic skills and has greater access to the wider curriculum.
Wider Strategies	K Due to area of deprivation and family circumstances, many children have limited experience and stimulation beyond the immediate local area.	Children are stimulated and gain experience, vocabulary and aspiration to inspire their efforts, both academically and in personal growth
	L Post lockdown, non covid-19 related attendance figures are significantly lower .	Improved attendance for all PP children.
	M Children have experienced emotional and well being difficulties during lockdown due to absence from school/bereavement etc	Pupils are well supported and equipped to deal with well being issues, and are more able to access curriculum and learning as a result.
	N A number of families have not engaged with home learning during the lockdown period, many of whom are PP pupils.	A strong remote learning offer is in place, that is accessible to all pupils and parents are supported in delivering this when the need arises.
	O Some PP pupils are unable to access adequate nutrition during term time and in addition holiday periods due to reduced 'furlough' wages.	PP pupils receive a healthy breakfast and are better able to concentrate throughout the school day. Children maintain good nutrition during time away from school, and return in good health in January

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost / Staffing
A	<p>All teachers and TA staff to receive CPD in relation to metacognition and self-regulation approach .</p> <p>Provide resources to support a consistent and progressive 'thinking' approach across the school</p> <p>Provide CPD and resources for P4C approach across school.</p>	<p>All staff are equipped to support children's thinking and self regulation skills across the curriculum.</p> <p>Planning/teaching and learning strategies show explicit use of metacognition</p> <p>Children are seen to apply metacognition and self regulation to learning in lessons across the curriculum.</p> <p>Pupils express their thinking/learning process through pupil voice and lesson observations</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. <i>EEF -Metacognition and SR Learning guidance report May 2020</i></p> <p>The development of self regulation and metacognitive skills are linked to successful learning in early maths - <i>EEF Improving maths at KS1 and 2 Jan 2020</i></p>	<p>Staff CPD and support £1200 (quote)</p> <p>Resources £450</p> <p>Resources and additional staff CPD £800</p>
	<ul style="list-style-type: none"> • National College Webinar training is booked, recorded and ready for staff meeting/twilight via ZOOM with all staff at a cost of £50 • Further training with Innerdrive has been sourced and costed. This is available remotely but a date is yet to be finalised for the full CPD - £1200 • DHT accessed training online during Lockdown – disseminating to staff Summer 1 			
B	<p>Regular CPD and support meetings are provided for TAs across school, both internally and from external providers, matched to targeted groups.</p> <p>Support meetings are timetabled 1 x weekly with DH/external provider to allow approaches and progress to be reviewed</p>	<p>Support staff are well equipped and receive ongoing support to sustain intervention for targeted groups. Intervention is embedded and regularly reviewed in terms of effectiveness and impact</p> <p>Weekly meeting and CPD supports communication, review and development of intervention</p>	<p>Research on TAs delivering targeted interventions in one-one or small group settings shows a consistent impact of approximately three to four months progress. Crucially these positive effects are only observed when TAs work in structured settings with high quality support and training. <i>EEF – making best use of TAs Oct 18</i></p>	<p>Training and ongoing support (external) £600</p> <p>Intervention resourcing £800</p> <p>Salaried support meetings £1000</p>
	<ul style="list-style-type: none"> • TAs continue to receive CPD around key interventions and refresher training • New CPD for FFT and LaunchPAd interventions has taken place – including catch up training for FFT fluency into comprehension intervention 			

	<p>programme.</p> <ul style="list-style-type: none"> • During lockdown interventions and support were offered in school to Key Worker and Vulnerable pupils and on line via Zoom. • Over Spring term 14 pupils attended Zoom support sessions. • Further support meetings for TA's planned for Summer 1 			
C	<p>Deliver CPD in LfL approach and embed the principles in long term assessment and planning within EYFS.</p> <p>Deliver CPD to all TAs across Key stage one in principles of LfL</p> <p>Teachers and TAs identify underlying barriers to phonic learning and address through LfL intervention.</p> <p>Deliver CPD and ongoing support for FFT in Fluency into Comprehension programme – external provider FFT</p> <p>Provide ongoing weekly support to TAs planning and delivering above intervention as part of weekly support meetings.</p> <p>Provide resources needed to deliver interventions – books, games, concrete resources etc.</p>	<p>TAs and teachers have clear understanding of principles of developing pre-phonics skills, fluency into comprehension, leading to identified groups being identified quickly and supported in a structured and programme of intervention</p>	<p>Research on TAs delivering targeted interventions in one-one or small group settings shows a consistent impact of approximately three to four months progress. Crucially these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p><i>EEF – making best use of TAs Oct 18</i></p>	<p>Internal CPD and support £1200</p> <p>Staff salary (TA/HLTA) £10,000</p> <p>CPD and ongoing support £1000</p>
	<ul style="list-style-type: none"> • All staff in EYFS and Key Stage 1 have received in house training in principles of LfL. • CPD and catch up training for Fluency into Comprehension has been delivered and is available for all KS2 TAs. • Reading Plus intervention has been recommended for appraisal – which follows similar principles to FFT programme, but allows children to access books online. • LfL delivered as part of blended learning to groups during lockdown – sessions will continue on schools full return. 			

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost / Staffing
D	Targeted after school sessions aimed at disadvantaged pupils who have	PP pupils are able to 'catch up' with essential skills/learning	Sustained support will be required to help disadvantaged pupils catch-up	Staff delivering lessons after school

	<p>widened gaps in learning due to lockdown.</p> <p>Provide staff delivering after school sessions planning time to assess and plan for groups.</p> <p>Provide additional resources where needed to support additional teaching.</p>	<p>missed during lockdown period</p>	<p>after they return to school. While a focused catch-up programme – including assessment and targeted support – would be beneficial when pupils first return to school, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.</p> <p><i>EEF – Sept 2020</i></p>	<p>£30,000</p> <p>Group resources £1000</p>
	<ul style="list-style-type: none"> • Small group lessons have been offered to disadvantaged children who have not been engaging in learning and who appear to have widening gaps in learning during the current lockdown. This has had a major impact on PP engagement, with some children improving from no engagement at all, to daily work being shared with class teachers. Parents have fed back positively about these sessions, saying that it has given them confidence and motivated their children. • Additional resources have been sourced • Targeted sessions have not taken place after school due to school's partial closure • Vulnerable children have been offered a school place during closure • During Lockdown no after school sessions were given – these will be offered in April once school fully open. Online support was offered and additional support given in school to PP pupils (Up to 33 PP pupils attending school during Lockdown) 			
E	<p>Apply and embed Launchpad to Literacy Approach with in EYFS, as planning and assessment tool and intervention.</p> <p>Deliver CPD in LfL approach and embed the principles in long term assessment and planning within EYFS.</p> <p>Deliver CPD to all TAs across Early Years and Key stage one in principles of LfL</p> <p>Teachers and TAs identify underlying barriers to phonic learning and address through LfL intervention in EYFS</p>	<p>Improve outcomes in the Early Years by assessing and planning for readiness, addressing whole school attainment issues from the 'bottom-up.'</p> <p>Specific skill gaps, inc. speech/lang with individuals and vulnerable groups are quickly identified and addressed through intervention and QFT.</p>	<p>The Launchpad process allows practitioners to develop a deeper understanding of the fundamentals to be able to successfully communicate, read and write. <i>LfL Case Study Jerry Clay Academy and English Hub</i></p> <p>Launchpad is a highly effective tool which supports children to acquire the skills and knowledge they need to become effective readers and life-long learners. <i>LfL case Study - Harrington Nursery and teaching School, Derby</i></p>	<p>Assessment and Intervention Resources £600</p> <p>EYFS/English Lead external CPD £800</p> <p>Internal CPD for support staff £600</p> <p>Staff allocation to assessment and intervention £6000</p>
	<ul style="list-style-type: none"> • LfL assessments completed over Autumn term – ready for Spring support • Training delivered by DHT to all support staff in LfL • Full roll out of LfL planned for Summer – resources used during lockdown in school and in Zoom support. • 			

F	<p>Implement and embed the Nuffield Early Language Intervention within EYFS</p> <p>HLTA responsible for SALT to lead TA support alongside EYFS lead</p> <p>Provide weekly support meetings with TAs and HLTA responsible for SALT to review progress of NELI programme</p> <p>HLTA responsible for SALT meets monthly with EYFS lead and HT/DHT to discuss progress of intervention</p> <p>HLTA responsible for SALT timetable to work across school with targeted pupils.</p>	<p>Oral language skills are enhanced through targeted and specific teaching</p>	<p>Several robust EEF trials, have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group. <i>EEF – Nuffield Early Lang Intervention FAQs Sept 2020</i></p>	<p>HLTA responsible for SALT £12000</p> <p>SALT CPD and resources £2000</p>
<ul style="list-style-type: none"> • SALT teacher has been unable to work across school this academic year so far, due to the need to limit staff /bubble contacts. • Nuffield –ELI school have registered for programme waiting for response and future dates • Still waiting for follow up on programme – EYFS lead to investigate • SALT support limited during lockdown – pupils with needs in school still accessing sessions from staff within their bubble. 				
G	<p>Implement reading fluency and comprehension intervention (based on adapted reciprocal reading) for targeted PP groups, alongside metacognitive and self regulation teaching of writing</p> <p>Access Fisher Family Trust CPD for DHT (English lead) and TAs/HLTAs from Year 2 to Year 6</p> <p>Provide ongoing weekly support meetings with English lead and TAs, planning and delivering above</p>	<p>PP pupils make progress closer to non PP pupils in Key Stage 2 in reading</p>	<p>Reciprocal Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap. <i>EEF Reciprocal Reading Project Spt 2019</i></p>	<p>Staff allocation to assessment and delivery of intervention £6,000</p> <p>Intervention resources £600</p> <p>PIRA assessments plus shine intervention £1800</p>

	<p>intervention as part of weekly support meetings.</p> <p>Provide resources needed to deliver interventions – books, games, concrete resources etc.</p> <p>Durham Learning Resource class readers, topic books and reading for pleasure texts</p> <p>Activelearn Rapid reading books (online reading) subscription to ensure reading can be accessed through holiday and absence periods</p> <p>Resource online and interactive reading and intervention programmes – Nessy, Ed Shed, Purple Mash</p> <p>Subscribe to PIRA assessments. These used to identify groups needing intervention</p> <p>Subscription to SHINE intervention programme. SHINE comprehension intervention tasks delivered by teachers and TAs to identified groups.</p>			<p>Online reading subscriptions £500</p>
	<ul style="list-style-type: none"> ● PIRA assessments materials were delivered across school, and data used to set SHINE intervention tasks. These were well met by staff, and data was heartening with regard to reading ages and children achieving ARE. ● Next steps interventions in the form of SHINE activities have been used in most classes in the Autumn Term. ● Online reading intervention – Nessy has been used in classes across school. ● Impact of this has shown that across Y1-Y6 at baseline, 15% of PP pupils were at ARE in reading, which increased to 42% by Christmas AP2. ● The greatest gains were in Y2 and Y6, where a gain of over 30% was achieved across both classes. ● DHT and all TA's have accessed FFT training. ● Shine resources planned for Spring but Lockdown limited their use. Will be used in Summer support sessions and in school support. ● Online subscriptions Active Learn, Nessy etc widely used during lockdown. ● All staff able to access how well the pupils are engaging and their achievements on online platforms. ● Active learn essential for tracking and monitoring reading over lockdown. 			

H	<p>Fund inspirational writing weeks to immerse children in writing stimulus.</p> <p>Short guided writing intervention, based on assessment, led by TA/HLTA</p> <p>Introduce metacognitive and self regulation approach to teaching through CPD, resourcing and</p> <p>Author visits</p> <p>Nessy reading and spelling APP</p> <p>Nessy Writing Beach programme/APP</p>	<p>Improved attainment levels in writing, rapid progress among PP pupils, closing the gap between them and non PP peers.</p> <p>Children are inspired to write and have greater experience to base their writing on.</p> <p>The impact of metacognitive and self-regulation learning can be seen in lessons and attainment across writing.</p> <p>Writing is more accurate in terms of SPaG.</p>	<p>'I could describe the setting because I was in it and I could see it' – Year 4 pupil questionnaire (PP pupil) Oct 2020</p> <p>EEF suggest that overall impact of enrichment activities tends to be positive, but desired outcomes need to be specific and targeted (writing)</p> <p>A 2014 study, <u>Improving Writing Quality</u>, used a structured programme of writing development based on a self-regulation strategy. The evaluation found gains, on average, of an additional nine months' progress, suggesting that the high average impact of self-regulation strategies is achievable in English schools. <i>EEF – Met. And SR August 2018</i></p>	<p>Writing weeks – resources and visiting authors £4000</p> <p>CPD (meta/self) external provider £600</p> <p>Online English programmes £300</p>
	<ul style="list-style-type: none"> • Autumn Term Jungle writing week – collapsed curriculum days with writing focus across school on Jungle theme. Props for Jungle environment and writing stimuli were purchased. Variety of specifically Jungle themed texts purchased for use across school. • Reluctant writers showed more confidence and were engaged with the days. • Experiences contributed to positive writing attainment at end of Autumn term (numbers of PP pupils working at ARE by end of term had significantly increased by end of term) • Paul Cookson Author virtual event across KS2 – positive feedback and enthusiasm for writing from pupils in feedback. • No additional events during lockdown – author visit planned for Summer term (may still be virtual)Linked to Writing event week 'Bugs and Dens' • Nessy Apps – widely accessed by pupils at home and in school. 			
I	<p>Subscribe to PUMA assessment tests to identify groups needing specific areas of intervention.</p> <p>Subscription to SHINE intervention programme.</p> <p>SHINE maths intervention tasks delivered by teachers and TAs to identified groups.</p>	<p>Rapid progress in Maths from starting points for PP pupils, closing the gap in attainment.</p>	<p>The development of self regulation and metacognitive skills are linked to successful learning in early maths</p> <p>Use manipulative and representations to encourage children to discuss their ideas.</p> <p>Explicit connections should be made between targeted support and every day activities or teaching – <i>EEF Raising Standards in Mathematics at</i></p>	<p>Maths assessment and intervention materials £1800</p> <p>Staffing cost – maths assessment and interventions £6000</p> <p>Online Maths programmes</p>

	<p>TA/HLTA small group intervention, based on formative/summative assessment.</p> <p>TA/HLTA same day intervention based on targeted need from daily teaching.</p> <p>Subscription to Maths Whizz, Purple Mash and TT Rock Stars APPs</p> <p>Subscription to WhiteRose maths, Classroom Secrets and Power maths to support teaching through manipulatives and small steps block approach</p>		<p>KS 1 and 2</p>	<p>and APPS £6000</p>
	<ul style="list-style-type: none"> • In Autumn Term, PUMA maths assessments were delivered and analysed to identify groups for immediate intervention, using the SHINE scheme. • At baseline – 10% of PP pupils were working at ARE from Y1-Y6, with none at ARE from Years 2,3 and 4. By Christmas this had increased to 37% across these classes, with the greatest gain being in Year 4, where 45% of PP pupils were assessed at ARE. • During lockdown, teaching videos, materials and child resources from the White rose maths scheme have proved invaluable for home learning. Parents have responded well to the progressive and accessible and easily differentiated format. • Maths Whizz, TT Rock Stars and Purple Mash have allowed children unlimited access to maths activities at home since Christmas, although engagement has varied across classes and individuals. • Online resources widely used for enrichment and support in school and at home. • PUMA resources will be used for further assessment once school fully reopens. 			
<p>J</p>	<p>Identify vulnerable pupils with low outcomes and provide targeted visual and auditory intervention based on LfL intervention.</p> <p>Train TAs/HLTAs in links between LfL approach and visual/auditory development – explicitly progression into phonics, segmenting and blending</p> <p>Small group LfL visual/auditory intervention groups 3xweekly within lower keystage 2, TA/HLTA led</p> <p>Provide small ‘nurture’ group support</p>	<p>Have greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic.</p>	<p>LfL allows schools to identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap.</p> <p>Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and ‘Quality First Teaching.’</p> <p>Have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed</p>	<p>Assessment and intervention Staffing cost £7000</p> <p>CPD for Tas and HLTAs £1200</p> <p>Nurture group support £9000</p>

	in core subjects through daily differentiated English and maths sessions, led by TA/HLTA		interventions when literacy acquisition is problematic. <i>Launchpad for Literacy website Oct 2020</i>	
	<ul style="list-style-type: none"> • TAs across EYFS and Years 1,2 and 3 have received in house training in auditory and visual interventions based on the LfL approach • Pupils in Years 1,2 and 3 have been identified early in the Autumn Term, and interventions had begun before the partial school closure. Small step gains had been seen, using session diagnostic assessments, but the impact of this has not yet fully been assessed. • Nurture groups have continued during partial closure as outlined, in the form of daily small group live lessons with HLTA staff. Staff have supported and provided differentiated maths and English activities. This has improved engagement for these pupils, and confidence as evidenced in work produced. • Full reopening before Easter all groups reinstated 			

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost / Staffing
K	<p>Plan for whole school theme weeks termly– all classes and staff involved</p> <p>Class visitors, including authors, curriculum based experience (science etc) at least half termly</p> <p>Arrange virtual visits and tours of educational/inspirational settings at least termly – museums, heritage sites etc.</p> <p>School/key stage visitors from local area – discussing success and aspiration. Eg volunteering, St John’s pupils, local employers/employees</p> <p>Arrange virtual/in school (when allowed) performances</p> <p>Organise residential visits to destinations beyond normal experience of pupils – outdoor pursuits</p>	Children are stimulated and gain experience, vocabulary and aspiration to inspire their efforts, both academically and in personal growth	<p>‘I could describe the setting because I was in it and I could see it’ – Year 4 pupil questionnaire (PP pupil) Oct 2020</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. Experiences that last over a week tend to have greater impact and tend to produce effects of a longer duration.- <i>EEF Outdoor and adventure learning Aug 2018</i></p>	<p>Resources £3000</p> <p>External visitors – excluding authors £1200</p> <p>Virtual tours and visits £4200</p> <p>Residential visits/educational visits, once allowed £14000</p>
	<ul style="list-style-type: none"> • Jungle Week was organised across the whole school – whilst still maintaining covid19 safety measures • Teachers reported improved engagement and performance from PP children. • A virtual book event and author visit took place across key stage 2, with poet, Paul Cookson delivering a bespoke session to KS2 classes. 			

	<ul style="list-style-type: none"> Year 2 engaged with local children’s author and The Auckland Project to contribute to a published Christmas book about The Woodhouse Mouse. This included live virtual writing sessions and creative workshops to produce lanterns. All children received a copy of the book for Christmas. At baseline assessment, only 7% of PP pupils were at ARE, increasing to 40% of PP pupils by Christmas AP2. Children’s illustrator Liz Million had been booked to visit this term, and is rescheduled to visit in person when possible. All Spring plans for visitors and trips postponed until Sumer term. Once school re-opened fully each class has booked trip/activity for Summer term. Including Year 5 & 6 Outdoor adventure days for July 2021 			
L	<p>Learning mentor to work with targeted parents – signposting agencies, 1-1 support. Conduct regular attendance meetings</p> <p>All late pupils logged into inventory system for ananalysis.</p> <p>Attendance rewards – class and individual – termly and annually.</p> <p>Share information with parents regarding impact of attendance of progress and attainment.</p> <p>Visible displays in school</p>	Improved attendance for all PP children.	<p>The association between parental involvement and a child’s academic success is well established – <i>EEF</i></p> <p>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving outcomes for pupils.</p>	<p>Learning mentor £3800</p> <p>Clerical £1100</p> <p>Incentives £1200</p>
	<ul style="list-style-type: none"> Learning mentor has collated and acted on audited attendance at virtual sessions and engagement, as well as in school attendance. Welfare and support calls have improved amount of work being submitted to teachers and engagement by individuals across all classes. Spring term during Lockdown Learning Mentor role moved from focusing on attendance to focusing on supporting engagement in Remote learning. Daily phone calls were made by Mentor, home visits, supporting with IT kit and advice. Places were offered to those finding it hard to engage, Welfare checks and liaison with Outside agencies when needed. 			
M	<p>Engage weekly counsellor services (two counselling staff) for individual targeted pupils.</p> <p>Staff CPD in emotional wellbeing and resilience (all teaching/TA staff)</p>	Pupils are well supported and equipped to deal with well being issues, and are more able to access curriculum and learning as a result.	<p>Studies show that school counselling can improve wellbeing and mental health, reduce levels of school exclusion and increase pupil attainment.</p> <p>It’s an easily accessible, non-stigmatising and effective form of early intervention for reducing psychological distress in children and young people. A trained</p>	<p>Counsellor £6200</p> <p>CPD £400</p> <p>Resources £250</p>

			counsellor gives a young person a place that is focused 100% on their needs – a safe space with no judgement to help them to understand and cope with what they’re going through. They can have a positive effect on young people’s confidence, resilience, family relationships, friendships, school attendance and academic achievement. - <i>School Counselling in England Campaign Oct 22nd 2020</i>	
	<ul style="list-style-type: none"> • Counsellors have worked with children in school, including throughout partial school closure on the school site. • 4 children have been seen weekly this term, and referrals and review of need/support will continue on an ongoing basis. • From February Counselling sessions continued for 2 pupils who were attending school. • Remote session were offered to other pupils but declined. • On return to school sessions back to twice weekly – 4 pupils accessing sessions (10 different child have accessed sessions so far this academic year) 			
N	<p>Audit and address home learning needs/accessibility.</p> <p>Resource home learning through technology hardware, platforms and hard copies of resources</p> <p>Ensure that parents have optimum access to the curriculum/home learning when children are unable to attend due to self-isolation etc</p> <p>Subscribe to online learning platforms that support independent home learning in core areas</p>	<p>Parents and children are best supported to be able to access home learning during periods of absence, and staff are able to see and assess evidence of this. Therefore, students from less advantaged backgrounds are able to maintain learning while not in school</p>	<p>Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Lack of access to technology, particularly for disadvantaged pupils, is identified as a key barrier to the success of blended learning approaches. Providing professional development to teachers implementing new approaches and using new platforms is identified as important. – <i>EEF closing the gap</i></p>	<p>Hardware £10000</p> <p>Resourcing home learning – consumables £2500</p> <p>Online platforms and CPD £1000</p>
	<ul style="list-style-type: none"> • Parent surveys were conducted in Autumn term list of families with needs produced in preparation for further disruption • 10 laptops were purchased aswell as 7 routers/dongles.(used with Vodafone Sim Cards) • All delivered to PP families who had identified needs and were used during lockdown to access remote lessons. • ON full reopening of school families are keeping the hardware in case of future isolations 			
O	Offer daily Breakfast Club provision beyond the Magic Breakfast provision	PP pupils receive a healthy breakfast and are better able to	Breakfast clubs that offer pupils in primary schools a free and nutritious	Breakfast club staffing £8000

Spring summary

- Interventions delivered in school and offered remotely during lockdown to support Maths and English
- No visits or trips during Spring term – dates booked for Summer term for all classes – restrictions permitting.
- Training and support for TAs in LfL in place or in process of being disseminated
- Interventions continued in school and offered online via Zoom.
- Learning Mentor focus changed from attendance to engagement in Remote Learning over Spring term.
- Breakfast Club still being offered through lockdown, additional resources ordered.
- IT hardware purchased and distributed to PP families during Lockdown

Summer summary