

Pupil premium strategy statement Broadwindsor VC CE Primary School

1. Summary information					
School	Broadwindsor CE VC Primary School				
Academic Year	2020/21	Total PP budget	£ 12,285	Date of most recent PP Review	18.10.20
Total number of pupils	100	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2021

2. Current attainment at Key Stage 1 (Summer 2019)		
	Pupils eligible for PP (0)	Pupils not eligible for PP (13)
% achieving reading standard in reading	N/A	85% 11/13
% achieving expected standard in writing	N/A	77% 10/13
% achieving expected standard in maths	N/A	85% 11/13
Current attainment and progress at Key Stage 2 (Summer 2020)		
* Both pupils have EHCPs	<i>Pupils eligible for PP 2*</i>	<i>Pupils not eligible for PP 12</i>
% achieving Expected Standard in Reading, Writing and Maths	0% (0/2)	75% (9/12)
% making Expected Standard in Reading	0% (0/2)	92% (11/12)
% making Expected Standard in Writing	0% (0/2)	75% (9/12)
% making Expected Standard in Maths	50% (1/2)	100% (12/12)
%making Expected Progress in Grammar, Punctuation and Spelling	Not available	Not available
Average progress in Reading	Not available	Not available
Average progress in writing	Not available	Not available
Average progress in Maths	Not available	Not available

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children entering EYFS without all the necessary age-appropriate skills to fully access the curriculum. This has been further compounded through lost pre-school learning during the spring/summer 2020. Therefore some EYFS pupils are at risk of not going on to achieve the Good level of development at the end of EYFS.	
B.	Some of our PP children have undeveloped literacy and numeracy skills which require accelerating through effective Quality First Teaching and more personalised learning. Some of these children have further gaps from lost learning time due to school closure in March 2020	
C.	Poor social and emotional development of some of our pupils which impacts on their ability to be successful learners. Covid-19 pandemic has further impacted this.	
C.	Children have underdeveloped language of learning required to be successful learners both at school and as resilient, independent learners at home.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement in supporting home learning e.g. listening to children read regularly, remote-learning tasks, learn spellings and times tables. Furthermore the resources at home to support remote-learning.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Percentage of EYFS achieving the Good Level of Development in School is higher than national and Dorset levels. All PP children are targeted to make good progress in all 17 areas from their starting points and targeted to achieve the 'Good level of development.' EYFS profile will track their progress.	75% of all pupils or more (PP and non-PP) achieve the Good Level of Development . 100% of PP achieve Good Level of Development or where narrowly missed in as many of 12 areas needed.

<p>B.</p>	<p>Improve progress of reading and writing, mathematics skills of disadvantaged pupils. Continue to develop teacher pedagogy in writing especially but also further embed it in reading and mathematics outlined in subject action plans in order that all pupils including disadvantaged make good progress. Much work on pedagogy was curtailed in all subject plans due to Covid-19 in the second half of academic year 20/21</p>	<p>100% of pupils making expected progress (either against year group expectations or in the case of SEN pupils against the Birmingham toolkit). Evidence of pupils catching up from progress data.</p> <p>SEN pupils will successfully meet their personal targets based on the toolkit and their books show good progress from the starting points</p>
<p>C.</p>	<p>Improve children’s social and emotional development so that disadvantaged pupils are able to be motivated and engaged learners who can manage their feelings and behaviour.</p> <p>Through internal monitoring by Headteacher and subject leaders in lessons and looking in their books. Talking to pupils</p> <p>ELSA records where appropriate will be monitored. Children will be assessed on entry and exit to ELSA support and the impact of these sessions to show progress in their social and emotional development</p>	<p>100% of disadvantaged children reach at least expected levels in PSED at end of EYFS.</p> <p>ELSA records show progress identified areas.</p> <p>Lesson observations (where allowed due to Covid-19 risk assessment) show children including PP children are engaged and motivated learners who are able to manage their feelings and behaviour. Pupil interviews will gain further evidence where lesson observations are not possible.</p>
<p>D.</p>	<p>Improve children’s vocabulary and understanding of how to be a successful learner.</p> <p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently. There is a whole school focus on this ‘Purple learners’ which can be articulated by all.</p> <p>Work Samples monitored by subject leaders shows that pupils are acting upon targets and as a result are making good progress.</p>	<p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently.</p> <p>Subject Leader monitoring shows that students including PP children clearly know their next steps and progress can be seen in work samples.</p>

E.	<p>Improved engagement in home learning by disadvantaged pupils and families in their learning especially developing their key literacy and numeracy skills. PP children upload remote learning to TEAMS consistently.</p> <p>PP and non PP children engaging well with technology e.g. TT Rockstars, Accelerated Reader</p>	<p>Records show that home learning tasks are completed by PP children. Where this is not being done, this is discussed with parents and further support is given.</p> <p>Accelerated reader and TT Rockstars records show PP children are engaged in these schemes as much as non PP children are.</p>
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5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?

<p>Improve English skills as part of school improvement plan which particularly focuses on writing pedagogy whilst further embedding reading pedagogy.</p>	<p>Continued CPD to support reading QFT including further Read Write INC training postponed due to Covid-19, to develop early reading skills and catch-up coaching</p> <p>Specific resources to support Read Write INC in EYFS</p> <p>Accelerated reader i to support older pupils especially PP children to develop a love of reading and support comprehension skills</p> <p>Writing CPD and resources using CLPE approaches</p>	<p>Developing QFT through improving teacher pedagogy of phonics, reading and writing. As a result this we will continue to support all learners to make maximum progress by using these core skills to support progress across the whole curriculum.</p> <p>School continues to work with the Broadclyst English Hub who recommended Consistent use of Synthetic Phonics teaching approach such as Read Write Inc</p> <p>Accelerated reader to support all readers including PP children</p> <p>Improve writing pedagogy will be a particular focus in 20/21 as KS2 teacher assessment results lagged behind those in reading and maths last year.</p>	<p>English Hub Literacy specialist will support school with three visits to monitor progress in implementing Read write inc. and impact on all learners including disadvantaged.</p> <p>Accelerated Reader data shows that PP children are actively engaged in programme and regular achieving 85%in quizzes.</p> <p>Subject leader and governor monitoring as detailed in action plan. Alongside the support of external monitoring provided by SEP where appropriate.</p>	<p>Literacy leader with support of HT</p>	<p>July 2021</p> <p>AR 205</p> <p>Read Write Inc resources £1000</p> <p>CLPE 300 (£350 CLPE training)</p> <p>£300 for staffing costs and resources</p>
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<p>Improve maths skills of all pupils including disadvantaged by improving teacher pedagogy. Embed work that had to be curtailed due to Covid-19</p>	<p>CPD focused around CPA and teacher decision making within lessons to aid all pupils to make maximum progress.</p> <p>Specific resources to support effective QFT.</p> <p>Continuation of Pre-teaching started last year which was curtailed due to school closure.</p>	<p>Developing QFT through improving teacher pedagogy of mathematics so that all learners make maximum progress in maths lessons.</p> <p>Pre-teaching of targeted children including PP children.</p>	<p>Maths leader to continue to receive informal support of other Collaboration Maths Subject leaders.</p> <p>Subject leader and governor monitoring as detailed in action plan. Alongside the support of external monitoring provided by SEP where appropriate.</p>	<p>Numeracy leader with support of HT</p>	<p>July 2021</p> <p>£500 resources</p> <p>£300 staffing resources</p>
<p>Improve children's metacognition and language of learning</p>	<p>Continue developing this whole-school approach learning to learn (Purple Learners)</p> <p>Implementation of approaches across school including using Praise assembly as focus point for celebrating</p> <p>Display materials and reward materials</p>	<p>Continue to provide professional development to support staff to develop whole-school approach in light of changes required due to Covid-19</p> <p>Through implementation of approaches across school including using Praise assembly as focus point for celebrating</p> <p>Development of Assessment and Feedback policy which reflects less written marking.</p> <p>Display material and reward materials to support this</p>	<p>Evidence from lesson observations</p> <p>Pupil voice Interview Questionnaire</p>	<p>Phil Smith</p>	<p>April 2021</p> <p>£220 Visualisers</p>

Total budgeted cost £3,175

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve key skills in reading, writing and maths</p>	<p>Use of small group work to support improving key skills and using effective feedback.</p> <p>Key skills intervention groups including booster sessions leading up to statutory assessment.</p> <p>Effective and safe feedback strategies in light of Covid-19 risk assessment.</p> <p>Pre-teaching groups in maths</p>	<p>Small group tuition aimed at supporting pupils making expectation in reading, writing and maths at the end of each Key Stage 2 year group including Year 6 SATS.</p> <p>Timely intervention -Keep up sessions for PP children to support literacy skills</p> <p>Effective feedback (EEF +7 months).</p>	<p>Pupil Progress meetings and Data tracking each half-term.</p> <p>Interventions measured</p>	<p>Phil Smith</p> <p>Class teachers</p>	<p>July 2020</p> <p>£1,500 for booster classes (TA costs)</p>

<p>Consolidate learning of key skills through personalised learning sequences using technology at school and home.</p> <p>To support individual pupils to participate fully in home-learning as required.</p>	<p>Investing in technology to deliver personalised learning – all PP children to have access in classrooms daily to a tablet with apps that support their learning but also at home if remote learning is required</p> <p>Training of staff and pupils to use remote learning strategies such as TEAMS effectively</p> <p>Read write inc resources to support EYFS pupils</p>	<p>By having tablets/laptops for pupils to use in their classroom, they can have apps which give specific learning to practise skills they require to master.</p> <p>Digital Technology + 4 months (EEF Toolkit)</p>	<p>Pupil Progress meetings and Data tracking each half-term.</p> <p>Teachers to measure impact of online resources through data they provide and their confidence within lessons</p>	<p>Phil Smith</p> <p>Class teachers</p>	<p>July 2021</p> <p>£2,500 Ipads</p> <p>£2,000 laptops</p>
Total budgeted cost					6,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Small group work and 1:1 support to social and emotional needs of specific pupils</p>	<p>ELSA Supervision, ongoing training and costs associated with having ELSA</p> <p>Interventions such as – TALKABOUT, Forest School and informal ELSA type support to be run across the school.</p> <p>External support for pupils needing more targeted support</p>	<p>ELSA support has been a highly effective and essential approach to supporting pupils.</p> <p>Social and Emotional - EEF + 5 months progress</p>	<p>Pupil Interviews</p> <p>Observation of pupils</p>	<p>SENCO</p>	<p>June 2021</p> <p>£500 Supervision and associated costs.</p> <p>£600 Salary costs</p> <p>£100 resources</p>
<p>Improving pupils engagement to home learning in terms of participation levels</p>	<p>Developing relationships with parents by providing individual/group to support parents with home learning. Check-in support for those involved in home-learning.</p> <p>AR books targeted at PP children.</p> <p>Reading rewards</p> <p>Support with home-learning</p>	<p>Parental engagement EEF + 3 months progress</p> <p>A budget to buy books which will support PP children on accelerated reader e.g. books with less text but older years content.</p>	<p>Online learning records</p>	<p>English Subject Leader</p> <p>Class teachers</p>	<p>July 2021</p> <p>£500 for reading support</p> <p>£600 AR books</p> <p>£245 Sumdog</p> <p>Total £1,345</p>

Support for PP children to take an active part in whole-school life and provide wow experiences to inspire them	On individual basis provide financial support to be involved in whole-school life e.g. support to be involved in residential and extra-curricular activities. Inspiration visitors to school. Uniform support and transport costs to ensure pupils attend regular	Past experiences of being involved in residential and other visits has developed children's confidence and these experiences develop pupils' language. Currently residential trips are on hold but other educational visits and wow experiences to inspire children are planned for 20/20.	Case study on selected pupils sharing impact of support pupils receive. Attendance data as required Pupil Progress	Phil Smith Class teachers	July 2021 £500 £50
Total budgeted cost					£3,095

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve reading skills as part of school focused action Plan which includes developing reading pedagogy</p>	<p>CPD to support QFT meeting this including Read Write INC training to develop early reading skills</p> <p>Specific resources to support Read Write INC in EYFS</p> <p>Accelerated reader introduced to support older pupils especially PP children to develop a love of reading and support comprehension skills</p>	<p>School made good progress in introducing Read Write INC into school. We received effective training and support from local English Hub as a result teacher pedagogy improved. Broadclyst English Hub reports demonstrated good progress by all pupils including PP children.</p> <p>See Subject reports and monitoring by governors and SEP.</p> <p>Birmingham toolkit tracking tool was used effectively to monitor pupils with SEND. Link governor met regularly</p> <p>Accelerated reader used to support all readers including PP children</p>	<p>Due to Covid-19 and school closure work in reading pedagogy will continue as work in this area was slightly curtailed. Support from English Hub will continue with an initial focus on pupils in Year 2 meeting the Phonics standard postponed from the summer term as well providing pupils effective catch-up support in all years.</p> <p>Pedagogy support will be widened to include support for teachers in writing which has been identified in school improvement planning this year as teacher assessments in this area lag behind maths and reading achievements by the end of Y6.</p>	<p>£4770</p>
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<p>Improve maths skills of all pupils including disadvantaged by improving teacher pedagogy</p>	<p>CPD focused around CPA and teacher decision making within lessons to aid all pupils to make maximum progress.</p> <p>Specific resources to support effective QFT.</p> <p>Pre-teaching of specific children and being part of Jurassic Maths Hub work group researching impact of strategy</p>	<p>Much work occurred in this area to improve teacher pedagogy in maths. This included the Maths leader being actively involved in West Dorset Collaboration Subject leader group monitoring impact of targeted children. School was also involved in Jurassic Maths Hub work group on pre-teaching. However work on this had to be curtailed due to Covid-19.</p> <p>All staff were involved in CPA training in January and early monitoring of this in February 20 showed encouraging signs with pupils make good progress in lessons observed using CPA approach Encouraging impact was shown in maths with 13 out of 14 Year 6 pupils achieving expected or above in 2020 (KS2 teacher assessment).</p>	<p>With much of the actions in this area came to abrupt end during school closure, work in this area requires further embedding as detailed in the maths action plan. However school staff developed their understanding in CPA further during school closure by participating in online CPA training to further embed previous training.</p> <p>Pre-teaching was particularly successfully at improving PP children's progress positively since its introduction. This strategy is being reviewed this academic year so that it can be delivered in a safe way under Covid-19 restrictions. Staff meetings will look at this in November 2020.</p>	<p>Numeracy leader with support of HT</p> <p>£498</p>
<p>Improve children's metacognition and language of learning</p>	<p>Continue developing this whole-school approach learning to learn (Purple Learners)</p> <p>Implementation of approaches across school including using Praise assembly as focus point for celebrating</p> <p>Display materials and reward materials</p>	<p>Evidence in this area was curtailed due to school closure and Covid-19. However, before school closure evidence shows that pupil premium children's social and emotional development was well supported and in lesson observations/HT drop ins PP children were making good progress in their lessons and showed positive attitudes to learning.</p>	<p>Pupil interviews prior to school –closure in March 2020 showed that PP children were still less articulate at explaining their next steps. With Covid-19 restrictions in place new approaches to feedback are being developed while staff are not taking pupil books home regularly to mark. Children also need to extend this language to home-learning too. This approach is still required in 20/21</p>	<p>Phil Smith</p> <p>£500</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
<p>Improve key skills in reading, writing and maths</p>	<p>Use of small group work to support improving key skills and using effective feedback.</p> <p>Key skills intervention groups including booster sessions leading up to statutory assessment.</p> <p>Pre-teaching groups in maths</p>	<p>Work in this area was curtailed as much booster work was unable to be carried out due to school closure and restrictions leading up to school closure.</p> <p>Year 6 cohort showed improvements in their reading and maths assessments prior to school closure. Pre-teaching and splitting Year 5 and 6 maths teaching from January particularly had a positive impact on all pupils with Teacher assessments indicating that 13 out of 14 pupils would have achieved Expected or above in maths at the end of key stage 2 . Both Y6 pupils who have EHCPs made very good progress from their starting points.</p>	<p>Initial assessments in September 2020 show that catching up of Key skills in all three areas are still a priority for a number of children including some PP children.</p> <p>Children's needs will be captured on cohort spreadsheets and carefully tracked each half-term.</p> <p>Small group support and other approaches will be used which are supported by school's Covid-19 risk assessment.</p>	<p>Phil Smith</p> <p>Class teachers</p> <p>£1,500</p>

<p>Consolidate learning of key skills through personalised learning sequences using technology. To support individual pupils</p>	<p>Investing in technology to deliver personalised learning – all PP children to have access in classrooms daily to a tablet with apps that support their learning.</p> <p>Read write inc resources to support EYFS pupils</p>	<p>By having tablets for pupils to use in their classroom, they can have apps which give specific learning to practise skills they require to master.</p> <p>Those pupil premium children who hadn't got access to technology at home were offered an ipad to use to complete home-learning during school closure. This enabled PP children not to be disadvantaged during School Closure. This approach will continue.</p>	<p>I pads were not in operation until January onwards and school closure meant that the impact was not felt as much as we would have wanted. During School closure I pads were borrowed by families including PP families to support remote learning. Number of PP children has almost doubled during pandemic and therefore further investment is needed in technology in case of further lockdown.</p>	<p>£ 1,300 (ipads)</p> <p>£50 Read, write inc.</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Small group work and 1:1 support to social and emotional needs of specific pupils</p>	<p>Establishing an ELSA and Training.</p> <p>Interventions such as – TALKABOUT to be run across the school.</p> <p>Salary cost for staff to come to whole-school meeting to plan whole-school approaches for vulnerable learners</p>	<p>ELSA was going to be trained last year but once this need was established training had already taken place.</p> <p>ELSA was trained during the autumn term 2019 and was able to begin to support students December 2019 onwards.</p> <p>ELS supported effectively pupils including PP children during the period up to school closure. Her skills were also used to check in with vulnerable families during school closure period.</p>	<p>These approaches are very much still required and ELSA strategy is already being effective at support social and emotional development of students on return to school in September 2020. PP children have been identified and are already receiving support.</p>	<p>£1100</p>
<p>Improving pupils engagement to home learning amount of reading at home</p>	<p>Developing relationships with parents by providing individual/group to support parents with home learning</p> <p>AR books targeted at PP children.</p> <p>Reading rewards</p> <p>Homework club if required</p>	<p>A budget to buy books which will support PP children on accelerated reader e.g. books with less text but older years content was very useful and had a positive impact at improving Yr6 PP children's reading age.</p> <p>PP children also benefited from reading support within the classroom in order that their reading skills continued to improve and were not disadvantaged by not reading at home.</p> <p>Staff having school laptops at home enabled staff to manage communication with parents during school closure.</p>	<p>This strategy will need to continue in 20/21. Already PP children have been identified that require further support at reading and more books are to be bought to encourage their engagement in using AR effectively.</p>	<p>£200</p> <p>£700</p> <p>£1,500 (staff laptops)</p>

Support for PP children to take an active part in whole-school life and provide wow experiences to inspire them	On individual basis provide financial support to be involved in whole-school life e.g. support to be involved in residential and extra-curricular activities. Uniform support and transport costs to ensure pupils attend regular	Past experiences of being involved in residential and other visits has developed children's confidence and these experiences develop pupils' language. This did not occur during 19/20 due to Covid-19 restrictions. By providing support with transport for PP children.	This will be continued in 20/21 where Covid-19 restrictions allow.	£50
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Progress on Barriers identified in 2019-2020 (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Children entering EYFS without all the necessary age-appropriate skills to fully access the curriculum and therefore at risk of not going on to
B	Some of our PP children have undeveloped literacy and numeracy skills which require accelerating through effective Quality First Teaching and
C	Poor social and emotional development of some of our pupils which impacts on their ability to be successful learners
C	Children have underdeveloped language of learning required to be successful learners
D	Some of our children have special educational needs and require more precise small step tracking tools to monitor their progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental engagement in supporting home learning e.g. listening to children read regularly, learn spellings and time tables
7. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	

A.	<p>Percentage of EYFS achieving the Good Level of Development (GLD) in School is higher than national and Dorset levels. All PP children are targeted to make good progress in all 17 areas from their starting points and targeted to achieve the 'Good level of development.' EYFS profile will track their progress.</p> <p>Due to Covid-19 EYFS profile data was not collected after March 2020 and data wasn't reported. However assessment data prior to March 2020 indicated PP children were on track to make good progress from their starting point data. EYFS data was on track to be higher than national and Dorset levels at 80% of pupils achieving GLD.</p>	<p>75% of all pupils (PP and non-PP) achieve the Good Level of Development. 80% of all pupils were on track to achieve the GLD before School Closure due to Covid-19.</p> <p>100% of PP achieve Good Level of Development. 100% were on track to achieve GLD before School Closure due to Covid-19.</p>
B.	<p>Improve progress of reading and writing, mathematics skills of disadvantaged pupils. Develop teacher pedagogy in reading and mathematics especially outlined in subject action plans in order that all pupils including disadvantaged make good progress.</p> <p>See previous sections for commentary around pedagogy work.</p> <p>Due to Covid-19 end of year data was not collected and SATS not carried out in Year2 and Year 6.</p> <p>However teacher assessments were carried out for Year 6 pupils and these showed that both Year 6 pupils made better than expected progress in all three areas - reading, writing and maths. Both PP pupils in Year 6 met their SEN personal targets too.</p>	<p>100% of pupils making expected progress (either against year group expectations or in the case of SEN pupils against the Birmingham toolkit).</p> <p>Year 6 pupils met this other year groups did not have end of year data because of school closure. Both Year 1 pupils were expected to achieve the phonics standard prior to school closure.</p> <p>SEN pupils will successfully meet their personal targets based on the toolkit and their books show good progress from the starting points</p>

<p>C.</p>	<p>Improve children’s social and emotional development so that disadvantaged pupils are able to be motivated and engaged learners who can manage their feelings and behaviour.</p> <p>Through internal monitoring by Headteacher and subject leaders in lessons and looking in their books. Talking to pupils.</p> <p>ELSA records where appropriate will be monitored. Children will be assessed on entry and exit to ELSA support and the impact of these sessions to show progress in their social and emotional development</p> <p>Evidence in this area was curtailed due to school closure and Covid-19. However, before school closure there is evidence that pupil premium children’s social and emotional development was well supported and in lesson observations/HT drop ins PP children were making good progress in their lessons and showed positive attitudes to learning. All PP children’s emotional well-being was closely monitored through weekly check-ins during school closure. All PP children were offered the opportunity to be return on phased return regardless of their year group. It was noted that these pupils benefited greatly from this and their well-being and emotional state improved greatly on their return in September.</p>	<p>100% of disadvantaged children reach at least expected levels in PSED at end of EYFS. 100% of pupils were on track to achieve expected levels in PSED. EYFS children were on track to achieve expected in PSED and were teacher assessed</p> <p>ELSA records show progress. ELSA intervention strategies were effective at supporting pupils.</p> <p>Lesson observations show children including PP children are engaged and motivated learners who are able to manage their feelings and behaviour. See notes in adjacent box.</p>
	<p>Improve children’s vocabulary and understanding of how to be a successful learner.</p> <p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently. There is a whole school focus on this ‘Purple learners’ which can be articulated by all.</p> <p>Learning walks by subject leaders and SEP shows that pupils are acting upon targets within lessons and can articulate how to be success in their learning.</p> <p>SEP visits in autumn and spring showed progress in all children showing renewed positivity in themselves as learners this was especially the case in KS2 where this was previously more of an issue. Learning walks showed pupils had greater resilience and can solve problems. However in pupil interviews in March 2020 it was still evident that all pupils needed to be more explicit in explaining their next steps and this was especially marked in the pupil premium children present who spoke in very general terms about how to improve their writina.</p>	<p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently.</p> <p>SEP report information</p> <p>See SEP reports and notes in adjacent box.</p>

<p>Improved engagement in home learning by disadvantaged pupils and families in their learning especially developing their key literacy and numeracy skills.</p> <p>PP and non PP children engaging well with technology e.g. TT Rockstars, Accelerated Reader</p> <p>Read 4 times a week, update reading records, learn spellings and learn times tables.</p> <p>Due to Covid-19 this area was adapted especially during school closure. Both Year 6 pupils engaged well with technology during remote-learning. Other pupils borrowed equipment to allow them to engage in remote learning. All PP children also received regular check-in with school to support them to engage. Some PP pupils found it difficult to stay motivated at home with home-learning and lacked resilience. They were invited back during phased return to support them with improving their literacy and numeracy skills. Building resilience and learning behaviour at home is a focus for 20/21.</p>	<p>100% of reading records of PP children read at least 4 times at week, spelling and times table tests show children achieving well. Where this is not being done, this is discussed with parents and where needed homework support/club is offered in morning.</p> <p>Records not continued in spring 2 and summer term. Previous to this where children were not reading regularly at home support was provided in school to develop reading skills.</p> <p>Accelerated reader and TT Rockstars records show PP children are engaged in these schemes as much as non PP children are.</p>
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