



Oughton Primary and Nursery School

Pupil Premium Strategy 2020-21

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1. Summary information					
School	Oughton Primary and Nursery School				
Academic Year	2020/21	Total PP budget (indicative) April	£121,050 Indicative (based on Jan 19 Census of 90 pupils based on FSM entitlement) Early Years PP = £2,154 Actual received £117,015.	Date of most recent full PP Review	April 2020
Total number of pupils	April 2020 - 232 pupils Dec 2020-226	Number of pupils eligible for PP	April 2020- EYPP= 7, 92 PPG: (7EYPP) Dec 2020-EYPP=16, 92 PPG	Date for next internal review of this strategy	September 2020 / December 2020 / April 2021

2. Current attainment unvalidated ASP data		
Attainment for: July 2020 SATS not undertaken KS 2	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (including pupils not eligible for PP) (our school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		
Attainment for: July 2020 SATS not undertaken KS 1		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low speech, language and reading and writing skills (comprehension, word aware and phonics for some children)	
B.	Low ambition and low life experiences plus low attendance for a small group of PPG children.	
C.	Low resilience, low confidence and fear of failure.	
D.	SEND needs for many PPG children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Engagement of Parents to support learning and Attendance.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Whole School and Targeted	PPG children will all make good progress in Reading (reflected by comprehension) and writing (reflected by use of language). PPG children make good progress in reading and writing so that their writing is influenced by this. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PPG children achieve in line with Non-PPG children. FSM children will make good progress and improve attainment in Reading and Writing.
B.	Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school. FSM children will receive a school dinner each day, enhancing concentration and healthy lifestyles. Whole School	Children talk about their future with enthusiasm Children talk about activities and learning with excitement Children set/attempt challenging targets Children speak ambitiously about their future. Attendance for PPG is above 96%. FSM children will eat a school meal each day – those who are entitled to this.
C.	Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations. Whole School	Staff will use the Young Minds resources to promote resilience in school. Staff to support Parents to encourage resilience with their children. PPG / FSM children to show more confidence and motivation in new situations and be able to tackle challenges without the feel of failure.
D.	SEND children who are also PPG reading, writing and maths improve, with progress greater than Non PPG children. Targeted	SEND/PPG children make good progress in reading, writing and maths from their starting points, greater than Non PPG children.
E.	Parents supporting children in their education – attending school, attending clubs and Booster sessions plus supporting learning at home. Targeted	Parents attend workshops held at school and Parents Evenings, including supporting Parents with behaviour management at home and attendance. Parents support their children at home – Reading / Learning Logs. Parents ensure their children attend Booster sessions, morning sessions.

5. Planned expenditure

Academic year **2019/20 & 2020/21 April 2020 – March 2021**

The 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 well? How we measure impact.	Staff lead	When will you review implementation?
<p>Children are able to retain vocabulary and talk clearly in full sentences, using high level language, in turn improve understanding of language and words, which will enhance their reading skills re comprehension. PPG children’s reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Closing the vocabulary gap for PPG children. Whole School</p>	<p>Recovery curriculum to be in place when children return to school – focusing on key skills in Maths / English, retention, language and engagement. Home learning to focus on interest, ability to complete work at home, key English / Maths skills plus active elements to promote healthy lifestyles still maintaining balance & breadth across subjects. Continuation with Whole school Word Aware Project to enhance language – staff training. Fluency Project to aid comprehension. Use of Speech and Language Therapist to support with training, implementing and monitoring Word Aware initiatives. Continuation of lunchtime discussion topics to encourage conversations. Pupil progress meetings half-termly will inform achievement. Drop-ins / observations focusing on key skills if poss. Additional support in Guided Reading and Fluency in Upper KS 2. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school, using the library</p>	<p>Effectiveness of Speech and Language Therapist. Research regarding words and understanding – the need to enhance language to improve outcomes. Evidence re Word Aware and Fluency Project improving outcomes. Phonics will be encouraged as a strategy to reading in the classroom when necessary – good results improve reading. An author visit was well received by children – pupil voice. Herts for Learning- Great Expectations case study- Using Lunchtime to Raise Standards for Vulnerable Pupils. Success of lunchtime talking points.</p>	<p>Pupil, parents and staff voice. Staff meetings – work evaluated. Lead member of SLT re Speech and Language – feedback / data. Lead re Work Aware and Fluency Project – feedback from staff and data. Clear evidence of Word Aware strategies in the classrooms and pupil voice. Monitoring by SLT. Feedback from MSAs Pupil Progress Meetings to discuss provision. Drop-ins to ensure support is given. Inclusion Manager will monitor intervention. Teachers to implement strategies – monitored by SLT. The children will be able to talk about Authors they are learning about. Baseline Assessments.</p>	<p>LS CMP SLT / HT re PPM</p>	<p>End of each term.</p>

Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned / Cost (and whether you will continue with this approach)			
<p>July 2020 Unable to assess due to Lockdown and children working from home. No formal assessments. Home learning- the work set was varied and encouraged discussion at home. Good pupil and parental feedback about the home learning overall. Although, a few children lacked engagement, despite staff promoting home learning. Children have been encouraged to share their home learning. Staff have had regular contact with pupils and parents over the phone. Curriculum open to children learning new skills.</p> <p>December 2020 Positive progress in reading and writing across KS1 and KS2 from starting points on returning to school. Pupil Progress meeting focused on personalised interventions for individual children. Recovery curriculum focused on key skills in Maths / English, retention, language and engagement- progress evident in data.</p> <p>April 2021 Gap still evident due to lost school learning / key intervention time from Lockdown. Lockdown Spring 2021 activities focused on Maths and English – Reading / Writing / speaking and listening in particular. Microsoft Teams was used to provided extra support where needed. Additional licenses were purchased for Lexia for children to use remotely. This has proved to be a positive intervention with the focus on comprehension and language - children moved up levels. Positive pupil and parental feedback about home learning and support in place during Lockdown. Due to Lockdown Pupil progress meetings continued to focus on gaps in learning and personalised interventions for individual pupils on return to school. Recovery curriculum focused on re-connection and re-establishing relationships.</p>		<p>July 2020 Recovery curriculum to re-establish relationships and promote quality conversations within the classroom. Key PPG children to be a focus in Sept due to lack of engagement in their learning at home.</p> <p>December 2020 Focus on use of visuals to support quality first teaching and further develop strategies to close the vocabulary gap. Focus on Visual Coding to support with sentence structure.</p> <p>April 2021 Key PPG children were a focus from March 8th due to the lack of engagement in their learning at home. Pupil and Parental voice highlighted the importance of Well-being Wednesday so this has continued in school. Talking Points to be implemented in the Summer term to enhance speaking / debating skills. PPM April 2021 – focusing on English and Maths regarding key children who lacked engagement during Spring Lockdown 2021. Lexia to continue to be used to support Reading.</p> <p>Costs: Speech and Language Therapist plus extra talking activities unable to be in place due to Covid – not spent. £11476. Additional costs: Lexia – £1289 / Events budget £1608</p>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a	<p>Recovery curriculum to be in place when children return to school – focusing on key skills in Maths / English, retention, language and engagement.</p> <p>Home learning to focus on interest, ability to complete work at home, key English / Maths skills plus active elements to promote healthy lifestyles still</p>	<p>Evidence for Learning: Think Piece- A Recovery Curriculum: Loss and Life for our children and schools post pandemic by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK</p>	<p>Not possible at this time. In September – aim. Lesson observations indicate good or better expectations of pupils following the curriculum.</p> <p>Positive pupil and Parent voice re learning / curriculum – July 2020, questionnaires / feedback across the year.</p> <p>Evidence sheets to show sharing good practise. Training feedback</p> <p>SLT review policy and home learning. Feedback from Parents</p>	SLT	End of each term.

<p>curriculum of comparable breadth and ambition. The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Whole school</p>	<p>maintaining balance & breadth across subjects.</p> <p>Phone calls / meeting chn to promote engagement with home learning.</p> <p>Feedback from courses / webinars update staff i.e. Science CPD</p>				
<p>Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>			<p>Lessons learned / Cost (and whether you will continue with this approach)</p>		
<p>July 2020 Positive pupil and Parent voice re learning / curriculum at home overall. Lockdown has impacted on the curriculum in place as some children did not engage as well as others. Positive pupil and parental voice re children who have returned to school. Clear evidence of balance & breadth across all subjects.</p> <p>December 2020 Positive progress in maths, reading and writing across KS1 and KS2- PPG in line with Non PPG within the term. Gap still evident due to lost school learning / key intervention time from Lockdown. Pupils received a broad and balanced curriculum over the term whilst also focusing on key skills in reading, writing and maths.</p> <p>April 2021 PPG in line with Non PPG within the term. Gap still evident due to lost school learning / key intervention time from Lockdown. Laptops were purchased by the school in January 2021 (not with PPG money) to supplement the lending of the Government laptops for PPG pupils to ensure access to remote learning. A lot of support was given to key families. Some did not engage with remote learning, even with devices and support. Paper copies of work and resources were distributed to some homes – delivered on a weekly basis (additional cost to the school). The curriculum was adapted during remote learning using Microsoft Teams – additional licenses purchased to support Reading - Lexia. Positive pupil and parental feedback about home learning and support in place during Lockdown overall. The second Lockdown has impacted on the curriculum in place as some children did not engage as well as others.</p>			<p>July 2020 Monitor the principles of the Recovery Curriculum to ensure that pupils are emotionally ready to learn. Ensure there is a balance with time to focus of Well-being and mental health. Focus on key PPG children who did not engage with home learning to identify gaps.</p> <p>December 2020 Subjects where children missed key topics (e.g. Plants in Science) have been discussed and plans to catch up have been devised.</p> <p>April 2021 Key PPG children were a focus from March 8th due to the lack of engagement in their learning at home. Pupil and Parental voice highlighted the importance of Well-being Wednesday so this has and will continue in school this term. Continued engagement with families on Microsoft Teams is needed through home learning in case of further Lockdowns. Laptops will be available to be given out to families if self-isolating / bubble closes or another Lockdown – focus on key families to ensure that children engage with their learning. Support will be needed for key children. Curriculum sequence to be a focus Summer 2021 to ensure gaps are filled, elements retaught within school and connections within other subjects.</p> <p>Cost: CPD regarding Curriculum not from PPG Strategy, staff meetings – no cost. Microsoft Teams – Government Scheme.</p>		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
<p>Children will become more resilient and develop a growth mindset when tackling challenges, show motivation to succeed and display more confidence in new situations.</p> <p>Continued development for staff to aid resilience and support children who return to school. Effective, consistent behaviour management strategies to be in place by all staff, including lunchtime to enhance the positive environment further</p> <p>Whole school</p>	<p>Recovery Curriculum Online courses – Trauma Training, MindEd Placement of staff to aid transition for key chn back to school. Transition documents for chn back to school Clear behaviour analysis and strategies to support identified pupils. Focus on re-establishing relationships Discussions within class about coping / changes in circumstances / lockdown. Assemblies virtually to promote challenges and togetherness. Challenges sent home. Awards Assemblies – Teams in place to promote learning attitude and posted home. Adapt transition for children ready for September 2020. Video montage re new Teachers sent to Parents. Closure activities i.e. quiz / meetings / cards for any children who do not attend school in summer term. Transition montages for connecting with staff – with key messages. Letters to Parents Year 6 Transition with Secondary Schools – staff to engage with Secondary Schools and support transition. Work within class. Virtual workshops led by Phase Zones of Regulation</p>	<p>Evidence for Learning: Think Piece- A Recovery Curriculum: Loss and Life for our children and schools post pandemic by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK</p> <p>Evidence has shown that developing a Growth Mindset in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dwek and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools</p> <p>It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge.</p> <p>Zones of Regulation- HfL- Great Expectations volume 2 case study-Using Self-Regulation to Manage Emotions.</p>	<p>Training will be evaluated and discussed with staff. Implementation of strategies will be monitored. Staff will report back in Pupil Progress Meetings regarding Well-being. Evaluating the Child Youth Resilience Measure Questionnaires.</p> <p>Use the Academic Resilience Approach from Young Minds website to audit current practice and create an action plan: (SLT Resilience Audit Tool, staff audit tool and Interactive Resilience Framework).</p> <p>Use Child Youth Resilience Measure Questionnaire to assess progress.</p> <p>Evidence of Zones of Regulation in the learning environment to support with emotional regulation.</p>	CMP	End of each term.

Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned / Cost (and whether you will continue with this approach)
<p>July 2020 Positive pupil and parental voice around transition work and closure for the year groups who did not return. 1:1 socially distanced meetings with teachers have been positively received. Staff training- MindEd training, Attachment and Trauma training and mental health training has been completed by all staff. All staff have considered how they will support children when they return to school. Pastoral Lead has been signposting parents to mental health, Well-being and parenting support. Montages to encourage connecting. Half term holiday challenges. Community challenges - stones Sports Week with challenges for those children who are not in school. Countrywide focus i.e. VE day work. PE / Healthy challenges promoted. Montage video clips re connecting to school.</p> <p>December 2020 Key focus on children that did not return to school in June 2020- positive pupil and parental voice about support in place. Evidence of Zones of Regulation in classrooms- pupil voice shows some understanding of the zones and how to navigate around them.</p> <p>April 2021 Spring Lockdown 2021 focus on resilience and well-being. Well-being Wednesdays introduced to support the well-being of both children and Parents. Pastoral Manager, AHT for Inclusion and a team of TAs supported families during this time. Support given to the children who attended school during Lockdown Spring 2021. Positive pupil and parental feedback about home learning and support in place during Lockdown. Calm boxes created by all of the children linked to Zones of Regulation. Calm Corners created in each classroom. Explicit teaching of strategies such as meditation and mindfulness. Positive pupil voice around Well-being Week on returning to school. Focus on key children from March 8th due to the lack of engagement in their learning at home.</p>	<p>July 2020 Apply Zones of Regulation elements to the daily classroom routines. Focus on key children who did not return to school in June 2020.</p> <p>December 2020 Further embed Zones of Regulation language across the school. Focus on strategies that children can use to navigate around the zones successfully so that all pupils have a better understanding.</p> <p>April 2021 Pupil and Parental voice highlighted the importance of Well-being Wednesday so this has and will continue in school this term. Resilience and Growth Mind-sets to be a key focus.</p> <p>Cost: Pastoral Team - £60,695 plus resources £1411.86 to support. CPD training – a lot of free courses.</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
<p>Development of school 'experiences' – in and outside of the curriculum to build on life experiences and aspirations.</p> <p>Promote personal development for staff, which in turn leads to supporting chn and families. Key focus on Well-being and keeping healthy.</p>	<p>Curriculum – home learning to show a mix of activities to support the current situation – in and out of the home / using ICT and not / showing creativity, practical tasks, discussions, photos. Engagement monitored and encouraged by Teachers / PL Team – phone calls / 1:1 meetings. Pupils encouraged to email photos / work for Teachers to respond to.</p> <p>Promote awareness of Mental Health and emotional well-being for staff and well-being through briefings / training – Mental Health focus on strategies for well-being</p> <p>Staff trained re Mental well-being</p> <p>Discussions within school and promoted mental health on newsletters plus discussed with Parents on phone re mental health.</p> <p>Discussions / support re loss if needed to children by staff and Pastoral team / signposting support.</p> <p>Staff STEPs refresher to focus on therapeutic approach to meaningful relationships with adults / peers.</p> <p>Parents supported by Pastoral Manager throughout lockdown – signposting re financial support / food packages / strategies / uniform.</p> <p>Social stories for transition back to school</p>	<p>Visitors & visits give an opportunity to showcase inspirational people / jobs and places, allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. PPG children experiences will be more hands on activities. Parents to be involved in the learning within school to promote supporting the children at home. FSM children will be encouraged to eat a school dinner each day. Provide other experiential learning opportunities for groups of children outside of the daily curriculum through the re-development of the allotment and nature area.</p> <p>Feedback from pantomime, Well-being week, author visits and clubs. Herts for Learning Great Expectations- case study-A Curriculum That Dares to Be Different.</p>	<p>Feedback from staff, Parents and children.</p> <p>Record of support Record of training</p>	<p>SLT</p>	<p>End of each term</p>

Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned / Cost (and whether you will continue with this approach)
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<p>July 2020 Montages to encourage connecting. Half term holiday challenges. Community challenges - stones Sports Week with challenges for those children who are not in school. Countrywide focus i.e. VE day work. Pupils not in school supported by Teachers 1:1 meetings PE / Healthy challenges promoted. Curriculum open to children learning new skills. Montage video clips re connecting to school</p> <p>December 2020 Positive pupil and staff feedback from Aspirations Week and virtual visitors via Microsoft Teams. Staff feedback was positive in relation to the Mental Health and Trauma and Attachment training-evidence of the strategies identified being used in some of the classrooms. Focus on re connecting and enabling pupils to be ready to learn through the recovery curriculum. Positive pupil voice in relation to Wow days. Positive pupil and parental voice regarding support when returning to school in September.</p> <p>April 2021 Pastoral Manager and AHT for Inclusion supported many families during Spring Lockdown 2021 – often on a weekly basis. Positive Pupil and Parental voice regarding Well-being Wednesday during lockdown. This will continue for the remainder of the term. Positive Pupil voice regarding the Well-being Week on returning to school on 8th March. Focus on re-connection through the Recovery Curriculum. Virtual assemblies to continue until restrictions ease. Calm boxes created by all of the children linked to Zones of Regulation. Calm Corners created in each classroom. Explicit teaching of strategies such as meditation and mindfulness. Well-being for Education Return Webinars completed by Assistant Head for Inclusion. Budget for trips – not spent due to Covid-19 restrictions, resources within school purchased ie to support outside learning in the allotment. .</p>	<p>July2020 Initial focus on mental health and Well-being and re connecting relationships so that pupils are emotionally ready to learn. Additional experiences where possible, dependent on Covid-19 autumn term.</p> <p>December 2020 Continue to focus on Well-being. Continue to have guest speakers and virtual guests in school.</p> <p>April 2021 Continue to focus on Well-being Wednesday. Focus on resilience and Growth Mind-sets. Continue to signpost parents to support and resources around Mental Health. Develop the use of the allotment for enrichment. Disseminate tools and strategies discussed at the Well-being for Education Return Webinars. Experiences which fulfil Covid-19 restrictions to be looked at for Summer 2021, focus on Events to build on life experiences.</p> <p>Cost: Pastoral Team - £60,695 plus resources £1411.86 to support. CPD training – a lot of free courses. Outdoor Learning £193</p>
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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?
Children are able to retain vocabulary and are able to talk clearly in full sentences, using high level language, in turn improve understanding of language and	Recovery curriculum to be in place when children return to school – focusing on key skills in Maths / English, retention, language and engagement. Home learning to focus on interest, ability to complete work at home, key English / Maths skills plus active elements to	Research shows the importance of closing the vocabulary gap and improving outcomes for pupils. Jane Harley states <i>“Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays</i>	Intervention provision and notes – monitoring and Pupil Progress Meeting notes and end of term data will show improvements in Reading and Writing. Clear evidence of Word Aware strategies in the classrooms and pupil voice. Monitoring by SLT.	LS CMP SLT re monitoring files and intervention	End of each half term.

<p>words, which will enhance their reading skills re comprehension. PPG children's reading improves in line with Non PPG children. FSM children will make good progress and improve attainment in Reading and Writing. Closing the vocabulary gap for PPG children.</p> <p>Targeted</p>	<p>promote healthy lifestyles still maintaining balance & breadth across subjects. Some PPG children will attend Fluency Project, Word Wizard and Wellcomm intervention – using Speech and Language intervention. Some PPG children will be supported by Teachers / TAs to focus on language, phonics, comprehension. Lunchtime discussion topics to encourage conversations. Continue to invite parents to speech and language information sessions. Language intervention groups for key PPG children.</p>	<p><i>a huge role in a child's future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.</i></p> <p>HfL- Great Expectations case study- Using Lunchtime to Raise Standards for Vulnerable Pupils. Talk of the Town, Story Detectives and Wellcomm, Fluency Project – positive results and individual data for intervention showing progress for children 2016/17, 2017/18 and 2018/2019, 2019/2020. Intervention focusing on a love of reading and books is essential in life to enhance lifelong learning. When children read often in a concentrated session, they gain in confidence – feedback from Fluency Project. This time makes them feel valued. This time makes them see that books are positive and enjoyed. Word Wizard has improved the reading of identified children.</p>	<p>Pupil Progress Meetings to discuss provision. Drop-ins to ensure support is given. Inclusion Manager will monitor intervention. Teachers to implement strategies – monitored by SLT. The children will be able to talk about Authors they are learning about.</p>		
<p>Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>			<p>Lessons learned / Cost (and whether you will continue with this approach)</p>		
<p>July 2020 Home learning- the work set was varied and encouraged discussion at home. Good pupil and parental feedback about the home learning. Children have been encouraged to share their home learning. Staff have had regular contact with pupils and parents over the phone.</p> <p>December 2020 Positive progress in reading and writing across KS1 and KS2- PPG in line with Non PPG. Gap still evident due to lost school learning time during Lockdown. Pupil Progress meetings focused on personalised interventions for individual children. Recovery curriculum focused on key skills in Maths / English, retention, language and engagement- progress evident in data.</p> <p>April 2021 PPG in line with Non PPG within the term. Gap still evident due to lost school learning / key intervention time from Lockdown. Spring Lockdown 2021 Talking Points introduced to reinforce discussions at home each week. TAs supported key families with remote learning during Lockdown – some on a weekly basis. Intervention by TAs carried out remotely to support phonics / language / Lexia for key children – engagement positive. Positive pupil and parental feedback about home learning and support in place during Lockdown. Additional teacher support has been introduced in key year groups to help close the gap. The second Lockdown has impacted on the curriculum in place as some children did not engage as well as others.</p>			<p>July 2020 Recovery curriculum to re-establish relationships and promote quality conversations within the classroom.</p> <p>December 2020 Focus on use of visuals to support quality first teaching and further develop strategies to close the vocabulary gap. Focus on Visual Coding to support with sentence structure. Closely monitor SALT interventions to ensure learning targets are transferred to the classroom.</p> <p>April 2021 Pupil and Parental voice highlighted the importance of Well-being Wednesday so this has and will continue in school this term. Gap still evident due to lost school learning / key intervention time from Lockdown- personalised interventions to continue. Closely monitor the impact of interventions in place. Talking Points which are thought provoking, addressing stereotypes / view to be developed to improve / develop debating / speaking skills Summer 2021.</p> <p>Cost: SEND Teacher, Teacher support, TA support, Lexia = £58675.75</p>		

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>SEND children who are also PPG reading, writing and maths to improve, with progress greater than All Pupils. Targeted</p>	<p>Recovery Curriculum Placement of staff to aid transition for key chn back to school. Transition documents for chn back to school Intervention – TAs and Teacher support identifying key areas and providing support with a focus on Well-being. Specialised SEND provision for PPG children to be evident. Speech and language sessions to improve language and communication. Promoting Word Aware principles to encourage meaningful conversations within class. Interventions to close the vocabulary gap. School will further develop the curriculum to provide a wider range of enrichment opportunities. Development a Growth Mind-set approach to learning.</p>	<p>Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dweck and Shirley Clarke both have undertaken research, which reinforces the importance of such an approach in schools.</p> <p>Gap still present at this time. Key SEND children have returned to school. Positive pupil and parental voice in relation to support in place for the transition back in September. Discussions with SALT in relation to interventions and therapy sessions held virtually where possible.</p>	<p>Pupil Progress Meetings. Assessment data Drop-ins and discussions with children, Parents and staff. Intervention monitoring. Pupil voice</p>	<p>CMP</p>	<p>End of each term.</p>

Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned / Cost (and whether you will continue with this approach)
<p>July 2020 Assessment data not collected due to Lockdown. Home learning- the work set was varied and encouraged discussion at home. Good pupil and parental feedback about the home learning. Children have been encouraged to share their home learning. Staff have had regular contact with pupils and parents over the phone. Key SEND pupils have received specialist learning packs based on need. Pastoral Lead has provided support to key families. Home engagement with learning was overall varied.</p> <p>December 2020 Positive progress in reading and writing across KS1 and KS2- PPG /SEND overall from September baselines. SEN Teacher was employed in November to support staff with their provision for PPG/SEND. Focused on personalised interventions for individual children. Recovery curriculum focused on key skills in Maths / English, retention, language and engagement- progress evident in data</p> <p>April 2021 PPG in line with Non PPG within the term. Gap still evident due to lost school learning / key intervention time from Lockdown. AHT for Inclusion and SEN Teacher supported key PPG/SEND families with remote learning during Spring Lockdown 2021. Intervention / support remotely given by Teachers / TAs, extra provision provided by SEN Teacher. Therapy sessions started in the Spring term and will continue – not enough time to evaluate the impact of these sessions yet. Positive pupil and parental feedback about home learning and support in place during Lockdown. The second Lockdown has impacted on the curriculum in place as some children did not engage as well as others. Clear evidence of visual coding being used in classroom session and interventions to support with sentence structure. Clear evidence of vocabulary in classrooms to support retention of learning. Additional teacher support has been introduced in key year groups to help close the gap.</p>	<p>July 2020 Focus on Well-being and mental health to ensure children are emotionally ready to learn. SEN data to be analysed in autumn term.</p> <p>December 2020 Further develop the virtual sessions with SALT where possible to ensure quality interventions are taking place. To continue to develop the role of the SEN Teacher to support staff.</p> <p>April 2021 Continue to closely monitor children from March 8th who showed a lack of engagement in their learning at home. Interventions / support for key children who lacked engagement in learning to start straight away on their return. Pupil and Parental voice highlighted the importance of Well-being Wednesday so this has and will continue in school this term. Continue to use and further develop the use of visual coding. Therapy sessions will continue and close monitoring of the impact of these.</p> <p>Cost: SEN Teacher 2 days, SENCo – 2 days, Therapy sessions, resources, events = £34,554.73</p>

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>Parents supporting children in their education – home schooling, attending school, Supporting their children with developing resilience and a growth mind-set. Supporting their children with their mental health and Well-being.</p> <p>Targeted</p>	<p>Recovery curriculum. Extensive signposting to parents and carers around supporting with mental health and Well-being. Extensive staff training so that they are able to support pupils and parents around mental health, resilience, emotional regulation and trauma. Teachers / TAs employed to teach Booster sessions – after school, holidays and before school. Breakfast provided to those Year 6 who attend Morning Maths. Rewards for attending Boosters and extra sessions 'Going the Extra Mile' and equipment for homework. Parental Support from Pastoral Team. Workshops and coffee mornings for Parents. Pastoral Lead to continue supporting individual pupils and families. Educating and supporting parents to develop their child's resilience.</p>	<p>Evidence for Learning: Think Piece- A Recovery Curriculum: Loss and Life for our children and schools post pandemic by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK</p> <p>Breakfast provided gives a good start to the day plus ensures that children are attending school on time. Rewards show the children that it is good to learn and take part in extra activities in their own time. Parental voice around the coffee mornings/workshops have been really positive. Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life.</p> <p>It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge.</p> <p>2018/2019- showed positive impact of Pastoral Lead engaging with parents.</p> <p>Herts for Learning Great Expectations- Case study- Working Together to Improve Parental Engagement.</p>	<p>Register of attendance. Pupil Feedback. Pupil Progress Meeting and mock assessments show improvements. Parent feedback. Induction Process. Inclusion Manager feedback re Pastoral Team. Website- update and signpost parents in relation to resilience and growth mind-sets.</p>	<p>LJC CMP</p>	<p>End of each term</p>

Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned / Cost (and whether you will continue with this approach)
<p>July 2020 Positive pupil and parental voice around transition work and closure for the year groups who did not return. 1:1 socially distanced meetings with teachers have been positively received. Staff training- MindEd training, Attachment and Trauma training and mental health training has been completed by all staff. All staff have considered how they will support children when they return to school. Pastoral Lead has been signposting parents to mental health, Well-being and parenting support. Montages to encourage connecting. Half term holiday challenges. Community challenges – stones. Sports Week with challenges for those children who are not in school. Countrywide focus i.e. VE day work. PE / Healthy challenges promoted. Montage video clips re connecting to school. Majority of parents engaging with home learning. Contact and encouragement given to families.</p> <p>December 2020 Evidence of mental health training and attachment and trauma training strategies in place in some classrooms. Positive pupil and parental voice around the return to school in September. Positive pupil voice in relation to Morning Maths Booster. Parents are well signposted to resources and courses. Zones of Regulation on website for parents to access. Plans in place for Parents to support their child in the event of a further Lockdown, information given and children prepared to use Microsoft Teams within their classes.</p> <p>April 2021 Many Parents supported their children well during the Spring term Lockdown with home learning and remote learning, using Microsoft Teams, however, there was a minority of Parents (5 families, 8 children) who did not engage with remote learning despite devices being given and paper copies of work sent home. Well-being focus during Spring Lockdown to support children and Parents – weekly basis plus support from Teachers / TAs / Pastoral Manager regularly. Positive Pupil and Parental voice regarding Well-being Wednesday during lockdown and continued for the remainder of the term. Resources were purchased to support Well-being Week throughout the school. Positive Pupil voice regarding the Well-being Week on returning to school on 8th March. Focus on re-connection through the Recovery Curriculum. Virtual assemblies to continue until restrictions ease. Calm boxes created by all of the children linked to Zones of Regulation. Calm Corners created in each classroom. Explicit teaching of strategies such as meditation and mindfulness. Well-being for Education Return Webinars completed by Assistant Head for Inclusion. Additional teacher support in key year groups to help close the gap.</p>	<p>July 2020 Share Zones of Regulation principles with parents so that they have positive conversations with their children around emotional regulation. This will support with returning to school.</p> <p>December 2020 Explore online parental training sessions and virtual guest speakers to re-visit and support with common themes e.g. sleep issues, anger, zones of regulation.</p> <p>April 2021 Continue to focus on Well-being Wednesday. Focus on resilience and Growth Mind-sets. Continue to signpost parents to support and resources around Mental Health. Develop the use of the allotment for enrichment. Disseminate tools and strategies discussed at the Well-being for Education Return Webinars. If identified children self-isolate or Lockdown occurs again – action will be needed for the children who did not engage. Summer 2021: Data reflects gap between PPG and Non-PPG children – progress during Lockdown a key aspect of this. Additional Teacher Support and TA support for PPG children – in particular those who lacked engagement or found remote learning challenging.</p> <p>Cost: Booster, resources, Breakfast Maths Club, , Pastoral Team – Pastoral Lead 5 days / Mental Health Lead – 2 days, Training – a lot free total cost = 62349.62</p>

6. Review of expenditure to date	
July 2020	<p>Staff training in relation to Mental Health, Well-being and Attachment and Trauma has allowed staff to reflect on how they have supported the children during lockdown and also how they will support all children returning to school.</p> <p>Pastoral Lead- positive impact around supporting families. Speech and Language Therapist staff training has ensured that pre lockdown key children were receiving language interventions to close the vocabulary gap. Children who returned to school in June 2020 – Nursery, Reception, Year 1, Year 5 (later) and Year 6 plus key worker / vulnerable children – settled back well into their classes.</p>
December 2020	<p>All year groups successfully returned in September 2020 - Pastoral Lead and Assistant Head for Inclusion supported families around the transition back into school (focus on children that had not been in school since March 2020).</p> <p>Speech and Language Therapist has supported with virtual sessions to ensure interventions are as up to date as possible.</p> <p>SEN Teacher was employed in November 2020 to support key SEND/PPG children and has supported with strategies to support closing the vocabulary gap and support with learning interventions in EYFS and KS1.</p>
April 2021	<p>Laptops were purchased (not via PPG money) to support families, in particular PPG families with remote learning to supplement the Government funded laptops. These were used well by many families. Some families (a small minority), however, did not engage, even with a laptop given so paper copies and resources were given, often on a weekly basis. SALT support was not in place during Lockdown, however, speech and language intervention was given by TAs. Due to Covid-19, trips and visitors in school was restricted. Additional licenses were purchased for Lexia to support remote home learning and in school learning. Some PPG children attended school within Lockdown and were supported within their groups to support their learning needs.</p> <p>All year groups successfully returned on 8th March 2021- Pastoral Lead and Assistant Head for Inclusion supported families around the transition back into school (focus on children that had not engaged in home learning). On return, all the children took part in Well-being Week and resources were purchased to support this. SEN Teacher has continued to support key SEN/PPG children throughout Lockdown (through resources sent home and phone calls) and since returning to school in March. Extra Teacher support has been put in place in key year groups to support with closing the gap – adaption from PP strategy.</p> <p>Expenditure to date across the year has needed to be adapted due to Covid-19 restrictions. Plans were adapted following circumstances. Some elements could not be fulfilled due to Covid-19 and the fact that the school was in Lockdown Jan-March 2021.</p> <p>Actual budget received for PPG = £117,015, spent £97,388 additional money to be budget for April 2021 going forward.</p> <p>Total Cost: Pastoral (Pastoral Lead 5 days / SENCo/Mental Health Lead 2 days) £60,695 Pastoral Resources (Therapy / resources, Outdoor learning) £2204.86 Teacher 2.5 days / SEND Teacher 2 days / TA support 5 days £48016 SEND resources (Lexia, resources) £3003.16 Experiences (Events / Wrap around care – club £3358 PPG resources (milk, uniform / resources) £154.31 Maths Morning Club (food, resources, rewards) £196.03 Spent: £117,627.36</p>

Other elements allocated in the budget but unable to do due to Covid-19:
Speech and Language Therapist / Story detectives £11476
Trips £2000
Art / Play Therapist £4000
CPD £4000 (most Mental Health online courses were free)
Plans were adapted during the year and extra elements added in.

Final PPG money received 2020 2021 = £117,015

7. Additional detail

School Meals

April 2020 to March 2021 – Free School meals will be paid for FSM pupils. The impact of this is that these children received a school meal which helped their concentration levels and health. This also helped their families financially. During Lockdown, families were supported by the school with food parcels as well as the FSM support -packages / lunches and vouchers.

This strategy was put together in April 2020 by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable Groups including PPG / FSM) with involvement from Governor – Mrs Val Chamberlain (Governor with key responsibility for SEND and vulnerable Groups including PPG / FSM and SEND). This strategy will be reviewed in in July 2020, January 2021 and in April 2021. Each term the impact of the money spent will be reviewed and costs noted.

Reviews

Review: July 2020 by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable groups including PPG / FSM). New SEND/PPG Governor to be in place in autumn 2020.

December 2020 by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable groups including PPG / FSM). New SEND/PPG Governor in place- Toni Crawley

April 2021 by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable groups including PPG / FSM) and communicated to SEND/PPG Governor - Toni Crawley