

# St. Bede's Catholic Infant School



## Pupil Premium Strategy/Action Plan 2019-2020 Impact Report

**Note: Strategies identified in the plan could not continue for the majority of children through the Summer term due to school closure and phased return.**

**On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics.**

**Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum.**

**When all children return, time and resources, including the deployment of staff will be allocated to support their transition, assessment and progress. Part time teacher's hours have been extended to provide proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' will fund these additional hours. A high focus will be upon the children's well-being, attitudes to learning and consolidation of basic skills. As stated this will be in the context of our broad and ambitious curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital for their future success.**

Pupil Premium Strategy 2019-2020

1. Summary Information					
School	St. Bede's Catholic Infant School				
Pupil Premium Champion	Miss J Scragg Trained Pupil Premium Reviewer				
Academic Year	2019-2020	Total PP Budget	£65 208	Initial PP Review	July 2019
Number on roll	244	Number of eligible pupils Proposed Actual	48	Strategy reviewed	December 2019 March 2020 July 2020

2. Most current Attainment ( )2018-19)		
	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
% achieving expected standard or above in Reading	74%	78%
% achieving expected standard or above in Writing	74%	73%
% achieving expected standard or above in Maths	84%	79%
% achieving expected standard or above in reading, writing and maths combined	74%	69%
% achieving GDS in Reading	26%	28%
% achieving GDS in Writing	21%	17%
% achieving GDS in Maths	21%	24%
% achieving GDS in reading, writing and maths combined	16%	13%
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	100%	
% making expected progress in mathematics (as measured in the school)	100%	
Phonics	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
Year 1	81%	84%
Year 2	83%	93%
EYFS GLD	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
	55%	74%

### 3. Barriers to future attainment and evidence of barriers

#### Academic barriers

Baseline and ongoing assessment over many years evidences that the main academic barriers to learning and achievement for our pupils are as follows. Historically Pupil Premium children as a group in school also have a higher percentage of children identified as SEN in comparison to the non-pupil premium children in school

#### In-school barriers (issues to be addressed in school)

A Language and communication skills-Historically on entry children are below age expected in language and communication skills with limited development in vocabulary and are undergoing or soon after admission undergo referral to speech and language specialist.

B Literacy skills- Historically on entry children are below age expected in reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books.

As measured through school flags (teacher assessment against National curriculum objectives)								
% on entry to year group on track to be EXS/GDS								
	Year 1				Year 2			
	EXS PP	EXS Non-PP	GDS PP	GDS Non-PP	EXS PP	EXS Non-PP	GDS PP	GDS Non-PP
Reading	54%	81%	23%	16%	65%	84%	13%	36%
Writing	54%	82%	7%	12%	61%	82%	13%	26%
Maths	54%	86%	23%	20%	70%	87%	17%	36%

C SEND-Historically on entry there is a higher percentage of children with SEND as compared to the Non PP Group.

In recent years there has also been an increase in the number of children with complex needs with a variety of needs identified across cohorts. These children enter or soon have an EHCP with varying specific areas of SEND.

#### Year 1

4/13 Pupils who are PP are also SEND

7/69 Pupils who are Non-PP are SEND

4/11 SEND Group are PP

#### Year 2

8/23 Pupils who are PP are also SEND

12/61 Pupils who are Non-PP are SEND

8/20 SEND Group are PP

External barriers (issues which also require action outside of school)		
D Personal and social development-On entry to school an increasing number of children are demonstrating a lack of self-regulation and some a lack of boundaries limiting engagement.		
E Emotional Health and Well-being for some children due to a number of factors including Family issues, separation, bereavement, SEMH as part of SEND		
F Physical health and well-being-link to Reception weights and measures data; link to PE and Sports Premium Strategy		
G Need to extend opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning		
H Attendance for Pupil Premium children was broadly in line with school level attendance in 2018-19 at 95.71 compared to 96.28 respectively. The focus is on persistent absenteeism and specific families.		
4.		
Barrier	Desired outcomes	Success Criteria how they will be measured
A	<p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>End of Key Stage 1 outcomes link to B</p>	<p>Monitoring, including planning and assessment records and pupil observations evidencing use of extended language and vocabulary and use of correct grammar/sentence structure orally impacting positively on confidence and on reading and writing outcomes.</p> <p>Monitoring demonstrating creative activities planned and delivered resulting in attentive/engaged listeners. ( Cross reference to Monitoring activities in B)</p>
B	<p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing and maths (Targets will be set at the end of September using school flags)**</p>	<p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p> <p>On entry gaps between PP and non-PP in school (see table above) narrowing by the end of KS1 evidenced through school Flag system and end of Key Stage outcomes.</p>

	<p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and writing and maths</p> <p>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</p> <p>All PP children in Year 2 to meet KS1expected phonics standard</p> <p>Application of basic skills at flag 2 and above evident in work.</p>
A, B	<p>High standards of speaking and listening and teaching and learning in reading and writing supported through effective home school partnerships including; High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and comprehension books provided for home use, reading diaries.</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school and nationally at EXS+ and GDS in reading and in Phonics</p>	<p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and phonics</p> <p>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</p> <p>All PP children in Year 2 to meet KS1expected phonics standard</p> <p>Children changing and sharing their books with their family at least weekly.</p> <p>Monitoring evidencing children enjoying wider variety of books at home impacting positively on their reading and writing targets in school.</p> <p>Positive impact on other areas of development including social skills and speaking and listening extending vocabulary through the wide range of reading materials offered including non-fiction.</p>

<p>C, D, E</p>	<p>Pupil Premium children including those with SEND to make accelerated progress from their starting points which is equal to or above Non-PP children</p> <p>To support children to work collaboratively, critically, creatively</p> <p>Focus: continue and extend personal, social, emotional health and well-being programmes.</p>	<p>SENDCO and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including:</p> <p>Adapted Silver SEAL and Time to Talk</p> <p>Sunbeams in place for those children with separation and loss issues impacting on self-esteem, relationships and ability to cope with situations in and out of school.</p> <p>P4C Small group programme impacting upon social and emotional well-being and learning. Children develop skills to form opinions and present them to others during discussions and debates.</p> <p>Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p>
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D, E, F, G	The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback	<p>Themed weeks across the year including Arts/Awe and Wonder/Equalities Week and Community Saturday (October)  Parliament/Anti-bullying/Multi-Faith Week (November)  Emotional Health and Well being week (March)  Sports and Physical well-being week (June)</p> <p>Monitoring of attendance engagement evidencing 100% of PP children having the opportunity to participate in a range of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and well-being, Tennis, Multi-sports, Gymnastics, Reading, Spanish (Focus Children's University Hours)</p> <p>Educational visits include focus on cultural experiences e.g The Philharmonic and outdoor learning e.g. Forest Explorers</p> <p>Children's gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school.</p> <p>Children's learning and achievement celebrated e.g. Children's University Family celebration</p>
H	Increased attendance rates for Pupil Premium Persistent Absentees. Cross reference to rationales for individual targets	Weekly analysis and ongoing work alongside the EWO to evaluate rationales for and progress of Pupil Premium Persistent absentees to reach individual targets



5. Planned Expenditure					
Academic Year		2019-2020			
Quality of teaching for all					
Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A</p> <p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>End of Key Stage 1 outcomes link to B</p>	<p>Sharing of acquired strategies from CPD through lesson studies, learning Walks as timetabled and ongoing discussion through PPA</p> <p>Ongoing across the curriculum</p> <p>Creative use of “listening” games and activities including ICT</p> <p>High focus on speaking clearly with confidence and control, using appropriate sentence structure and showing awareness of the listener.</p> <p>High focus on modelling and correcting use of incorrect grammar.</p>	<p>Quality First Teaching is fundamental to success</p> <p>In the previous academic year teaching staff and TAs each considered an aspect of ‘Talk for Writing’ pertinent to their class context.</p> <p>Lesson studies and PPA time this academic year will continue the focus on the sharing of good practice/strategies acquired through this CPD.</p> <p>Strategies historically proven (refined and adapted to need)</p> <p>See also additional detail section below</p>	<p>Monitoring activities</p> <p>9.10.10</p> <p>11.12.19</p> <p>11.3.19</p> <p>Planning, Work, Assessment</p> <p>25.3.20</p> <p>Learning Walk, Pupil Voice</p>	<p>Mrs towel</p> <p>Mrs Paton</p> <p>Miss Hesling</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p> <p>(Evaluation of outcomes and rationale for any gaps)</p>

	<p>High focus on developing self confidence and self awareness through discussion and questioning, including resources used for home school links e.g. Holiday books, Proud Moments, class bears.</p> <p>High Focus on continuous provision, including role play, planned activities and assessment across Year Groups in planning Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p>				
Cost of monitoring activities					£500

### Impact Statement

- Sharing of acquired strategies from CPD through lesson studies and learning walks as timetabled and ongoing discussion through PPA has enhanced expertise in recognising and identifying needs. Staff have continued to access a wide variety of CPD throughout COVID-19 pandemic. Staff awareness of language and communication delays has enabled swift action and necessary referrals to be made.
- Monitoring including lesson observations, learning walks and lesson studies evidence the impact of the use of a wide range of resources including listening games and activities and ICT on language and communication development. Children are able to access these resources with a growing independence. Children are confidently and appropriately using a range of vocabulary including subject specific vocabulary and sentence structure. Staff clearly ensure that appropriate language and vocabulary are consistently used and modelled.
- Development of self-confidence and awareness has been promoted across the school, most notably in the EYFS where children have used their 'Proud Moment' slips and Home/School books when children have been able to share their news building upon their confidence to use relevant vocabulary and grammar. Engagement with competitions, information sharing and project work have provided further opportunities for children to share with peers. Modelling by staff and peer support has increased children's confident involvement in discussions.
- Monitoring evidences the opportunities for children in the classroom and outdoor environment, to participate in continuous provision, differentiated activities and role play have further enhanced children's opportunities to engage with the creative curriculum and enable them to build upon their language and communication skills.
- Through the Induction programme including transition meetings with pre-school staff and parents, children were identified who required speech and language support. On entry further assessments including the Welcomm Speech and Language Assessment were undertaken by the SENDCo and class teachers undertook Baseline Assessment. As a result a high number of children were identified as requiring language and communication support. The early assessment and identification of need enabled focused and tailored intervention to be put in place very early on in the first term. Personalised Learning Records further evidence the impact of interventions.
- Due to lockdown there are is no national and school end of year data to demonstrate attainment of children this year. However the internal review of pupil progress in February indicated that Pupil Premium children on track to achieve the Early Learning Goal in Speaking, Language and Communication were in line with other children.

### Implications for next academic year

- Strategies to continue as above.
- On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics.

ii Targeted Support					
Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A, B Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing ((Targets will be set at the end of September using school flags)**</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>Timetabled deployment of 2 floating teachers (12 hours) to work with groups of children focus more able PP/SEND</p> <p>Timetabled and responsive Flexible deployment of TAs (60 hours) to work across year groups, in groups and in class focusing on LA PP and PP with additional needs and/or vulnerabilities</p> <p>Clear entry and exit criteria are in place for these interventions which are responsive to achievement of defined and successful outcomes.</p>	<p>Historically proven strategy</p> <p>Clear entry and exit criteria for groups linked to Flag criteria</p> <p>Flexible deployment allows for strategies to be redefined to ensure success</p> <p>Intensive tuition in small groups is highly effective</p> <p>See also additional detail section below</p>	<p>Undertake following Monitoring and Evaluation Activities:</p> <p>Pupil progress reviews half-termly</p> <p>Refine intervention strategies/groups</p> <p>23.10.2019, 18.12.2019 12.2.2020, 1.4.2020 20.5.2020, 21.7.2020</p> <p>Pupil progress focus of staff appraisals</p> <p>Week Beginning 23.9.2019, 10.2.2020 6.7.2020</p> <p><u>Reading</u></p> <p>Observations/ Pupil Voice 2.12.2019 Planning/Work Scrutiny/Assessment 9.10.2019, 11.12.2019 11.3.2020</p> <p><u>Writing</u></p> <p>Learning Walk/ Pupil Voice 22.11.2019 Planning, Work, Assessment 9.10.2019, 11.12.2019</p>	<p>Mrs Bird (SENDCO) Miss Scragg (PP Reviewer) Miss Parle</p>	<p>December 2019 March 2020 July 2020 (Evaluation of outcomes and rationale for any gaps)</p>

			11.3.2020 Maths Learning Walk /Pupil Voice 25.3.2020 Planning, Work, Assessment 9.10.2019, 11.12.2019 11.3.2020		
Total budgeted cost £18 138 (Teachers); £45 396 (TAs) ***					
<p><u>Impact Statement</u></p> <ul style="list-style-type: none"> <li>Due to COVID-19 all statutory assessment requirements for the year ending July 2020 were removed. Consequently there is no national or school end of year data to demonstrate attainment of children this year. However the internal review of pupil progress in February is summarised below. This is measured in line with school flags. The impact of the deployment of teachers including the SENDCo to work with groups of children (focus more able PP/SEND) and the timetabled and responsive flexible deployment of TAs to work across year groups, in groups and in class focusing on PP and PP with additional needs and/or vulnerabilities can be seen in the summary above.</li> </ul> <p><u>Writing</u></p> <p><u>Year 2</u></p> <p>Pupil Premium children made very good progress in comparison with other children with 100% of Pupil Premium children making expected progress compared to 93% of other children. This is particularly significant in light of the percentage of Pupil Premium children who are SEND children in this year group which is 36% compared with other children at 20%. A continued focus was on gaps up to March and Lockdown. At this point on track to be working at the expected standard by the end of the Year: 64% of Pupil Premium children including SEND compared to 83% other children 100% of Pupil premium non-SEND children compared to 83% of other children. At this point on track to be working at Greater Depth within the expected standard by the end of the Year: 12% of Pupil Premium children including SEND compared to 25% other children 19% of Pupil premium non-SEND children were at in comparison to 25% other children.</p> <p><u>Year 1</u></p> <p>Pupil Premium children made comparable progress to other children. This is particularly significant in light of the percentage of Pupil Premium children who are SEND children in this year group which is 42% compared with other children at 10%.</p>					

## Reading

### Year 2

Pupil Premium children made very good progress in comparison with other children with 100% of Pupil Premium children making expected progress compared to 92% of other children. This is particularly significant in light of the percentage of Pupil Premium children who are SEND children in this year group which is 36% compared with other children at 20%.

A continued focus was on gaps up to March and Lockdown.

At this point on track to be working at the expected standard by the end of the Year:

72% of Pupil Premium children including SEND compared to 85% other children

100% of Pupil premium non-SEND children compared to 85% of other children.

At this point on track to be working at Greater Depth within the expected standard by the end of the Year:

16% of Pupil Premium children including SEND compared to 39% other children

25% of Pupil premium non-SEND children compared to 39% of other children.

### Year 1

Pupil Premium children made better than expected progress at 17% compared to 3% other children. This is particularly significant in light of the percentage of Pupil Premium children who are SEND children in this year group which is 42% compared with other children at 10%.

## Mathematics

### Year 2

Pupil Premium children made excellent progress in comparison with other children with 80% making expected progress and 16% making exceeded progress. 80% and 8% of the Non-Pupil Premium made expected and exceeded progress respectively. This is particularly significant in light of the percentage of Pupil Premium children who are SEND children in this year group which is 36% compared with other children at 20%.

A continued focus was on gaps up to March and Lockdown.

At this point on track to be working at the expected standard by the end of the Year:

72% of Pupil Premium children including SEND compared to 83% other children

100% of Pupil premium non-SEND children were at in comparison to 83% of other children.

At this point on track to be working at Greater Depth within the expected standard by the end of the Year:

16% of Pupil Premium children including SEND compared to 36% other children

25% of Pupil premium non-SEND children were at in comparison to 36% of other children.

### Year 1

Pupil Premium children made comparable progress to other children. This is particularly significant in light of the percentage of Pupil Premium children who are SEND children in this year group which is 42% compared with other children at 10%.

### Implications for next academic year

- Strategies to continue as above.
- On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics. Part time teacher's hours have been extended to provide proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' will fund these additional hours. A high focus will be upon the children's well-being, attitudes to learning and consolidation of Basic skills. As stated this will be in the context of our broad and ambitious curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital for their future success.

Children leaving Reception and entering Year 1 and those leaving Year 1 and entering Year 2 will be allocated flags in reading, writing and maths. These will be based upon teacher assessment, achievement of school Flags at the February review, end of year targets for the 2019-20 academic year and take into consideration children's attainment, attitudes to learning and the potential of each child in each subject.

Targets will be set in the Autumn term once the children have settled back into school and following discussion between each child's previous teacher and current teacher.

Under discussion are the usual floor targets as children may not have attained as highly as they would have done had they been in school, some may be at a stronger point dependent upon the level of support at home. Attitudes to learning and the potential of each child will play a very important part in allocating accurate flags.

<p>C, D, E Pupil Premium children including those with SEND to make accelerated progress from their starting points which is equal to or above Non-PP children</p> <p>Focus: continue to extend personal, social, emotional health and well-being programmes supporting children to work collaboratively, critically, creatively and improving self-esteem</p> <p>Children develop skills to form opinions and present them to others during discussions and debates.</p>	<p>SENDCO and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including: adapted Silver SEAL and Time to Talk; Sunbeams; P4C</p> <p>Continue to take part in inter-school debating forum</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set Monitoring and evaluation activities evidencing challenged progress</p>	<p>Historically effective strategies to be continued. In light of increasing need for nurture SENDCO to take on additional groups See also additional detail section below</p>	<p>Ongoing monitoring of implementation and impact including feedback from parents and pupils. Completion of SDQ well-being questionnaire on entry and exit to groups and Boxall Profile as appropriate Also see pupil progress monitoring timetabled above</p>	<p>Mrs Bird (SENDCO) Year group TAs</p>	<p>Review half termly or on completion of groups</p>
Total budgeted cost					Included in above ***



### Impact Statement

- Due to COVID-19 all statutory assessment requirements for the year ending July 2020 were removed. Consequently there is no national and school end of year data to demonstrate attainment of children this year. However the internal review of pupil progress in February is summarised above. This is measured in line with school flags. The impact of the deployment of teachers including the SENDCo to work with groups of children (focus more able PP/SEND) and the timetabled and responsive flexible deployment of TAs to work across year groups, in groups and in class focusing on PP and PP with additional needs and/or vulnerabilities can be seen in the summary above.
- Monitoring and evaluation evidencing activities supporting social and emotional development and nurture impacting on children's identified individual needs

Sunbeams was again successful with very positive feedback from all children and their parents and carers. Being able to work in a small group enabled the children to discuss their feelings confidently and openly. Pupil, staff and parent response evidencing impact on social and emotional well-being. We will continue to run the programme in the coming year

P4C – after school group was again oversubscribed. Unfortunately, the groups have not been able to run in the summer term. Some of the skills associated with P4C have been used in curriculum activities and shared as part of our wellbeing focus.

Adapted SEAL has been available for small group interventions and has been used to support specific children through nurture

### Pupil Steering Groups/Pupil Voice

We are so proud of the contribution our children make through their participation in a variety of steering groups. Members of the groups include our Reception children as well as children from Year 1 and Year 2. The children take their roles very seriously, supporting the Mission and ethos of our school. They develop a clear understanding of their rights and those of other children and their responsibilities towards their own well-being and that of others. The children develop leadership skills knowing the importance of listening, of collaboration and co-operation and they gain an understanding of democratic decision making. We should never underestimate how deeply young children think or the sincerity of their response.

The school council contributed to and suggested a variety of activities that were used to support our ongoing high focus of whole school initiatives. Due to not being in school during the summer term a number of foci including Friendship awards and School Council Questionnaires have not been completed.

All other pupil groups have continued to meet throughout our time in school (except Summer Term) and have been able to implement a number of initiatives. The RRSA group held another successful universal Children's day and raised money for UNICEF by all wearing Blue. Fair-trade group have worked towards gathering evidence to ensure we could achieve our Fair achiever award again. The children created tasks to be carried out across the year group and in Spring 2 we received our Fair Achiever school status once again. Eco schools had planned to carry out further WoW and litter picking initiatives in Summer Term but due to Lockdown these have not been possible.

The debating team attended interschool debates during the last academic year however they have not taken place this year. They were previously led by Fairfield Primary School. We will wait to see if there is another group established in the coming year.

#### Implications for next academic year

- Strategies to continue as above.
- On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics. Part time teacher's hours have been extended to provide proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' will fund these additional hours. A high focus will be upon the children's well-being, attitudes to learning and consolidation of Basic skills. As stated this will be in the context of our broad and ambitious curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital for their future success.

ii Other approaches					
Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>DEF</p> <p>The social, emotional, health and well-being of all children ensured impacting upon readiness to learn.</p> <p>To support children to work collaboratively, critically, creatively</p> <p>Focus: continue and extend personal, social, emotional health and well-being programmes.</p>	<p>Extend links to external agencies/providers to provide CPD/workshops for staff relevant to supporting personal, social, emotional health and well-being</p> <p>Implement as appropriate skills provided through HBC Mental Health First Aider Training (x 3 staff)</p>	<p>Support existing proven strategies and enhance self-sustaining provision</p>	<p>Staff feedback following CPD and initiatives and impact on identified children in relation to individual barrier to well-being</p> <p>Pupil Voice</p>	<p>Miss Scragg</p> <p>Miss Webber</p>	<p>November 2019</p> <p>March 2020</p>
Budget cost £400					
<p><u>Impact Statement</u></p> <p>Miss Webber worked closely with HBC Health Improvement team providing a programme of training and workshops for both staff and children.</p> <p>The Halton Health Improvement team provided training across September and November for all staff around the topic of children's mental health in schools (recognising mental health and recognising self-harm). Miss Webber and Miss Hesling are also fully trained as mental health first aiders. The Health and Well-being ambassadors also received training from Halton Healthy Schools team around the 5 Ways to Well Being and delivered an assembly. Due to their hard work the school have now achieved the '5 Ways to Well Being Award!</p> <p>In January Mr Purcell from HBC Health Improvement team provided all staff with an awareness raising session on self-harm which provided staff with a greater awareness of what self-harm is and signs that may be apparent.</p> <p>In February staff participated in an Emotional Health Day which provided training to address emotional health in both adults and children. Foci included identification of risk factors for poor mental health, strategies to help maintain positive mental health in both adults and children and available support services. All training will support staff within the school context and in the wider community.</p>					

### COVID-19

Due to the Covid 19 pandemic face to face CPD training from March 2020 was cancelled. To enable staff and Governors to continue with their own training needs we invested in an online CPD Platform for all members of staff including, teachers, teaching assistants, MDA's and also for Governors. Staff and Governors could access a wide range of webinars and online courses that are updated on a monthly basis. These included subjects such as Safeguarding, Mental Health, SEND, Leadership, Teaching and Learning and last up to 1 hour. Once completed a certificate is awarded and added to an online account.

Not all plans came to fruition due to COVID-19.

During the partial closure of school during the first half of the summer term, Miss Webber completed online training including "Supporting staff well-being in schools", "Overcoming loneliness" and " Dealing with Bereavement and Loss".

Teaching and support staff have engaged in a wide range of online Emotional Health and Well-being CPD including, Mental Wellbeing for Children and Young People, Preventing bullying and Staff Wellbeing. All training has been positively evaluated by staff.

### Implications for next academic year

- Strategies to continue as above but in line with Government COVID-19 Government guidance.

Given the current situation face to face CPD opportunities may continue to be limited next year so we will continue with the current CPD platform and investigate further platforms.

- As a priority for September 2020 time will be allocated for staff to disseminate and share knowledge and skills acquired from CPD over the summer term as appropriate.

Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A, B</p> <p>High standards of speaking and listening and teaching and learning in reading and writing supported through effective home school partnerships including;</p> <p>Positive impact on other areas of development including social skills and speaking and listening extending vocabulary through the wide range of reading materials offered including non-fiction</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school and nationally at EXS+ and GDS in reading and in Phonics</p>	<p>High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and comprehension books provided for home use, reading diaries.</p>	<p>Historically effective strategies to be continued. See also additional detail section below</p>	<p>Ongoing monitoring</p> <p>Children changing and sharing their books with their family at least weekly.</p> <p>Monitoring evidencing children enjoying wider variety of books at home impacting positively on their reading and writing targets in school.</p>	<p>Mrs Bird Miss Hesling</p>	<p>Annually Summer 2020</p>

At least 80% of pp children in Year 1 to meet KS1expected phonics standard All PP children in Year 2 to meet KS1expected phonics standard					
Budget Cost £600					
<p><u>Impact Statement</u>          Phonics/grammar books were purchased and were distributed at the beginning of the term.</p> <p>Children enjoyed using their phonics or grammar book at home. Monitoring evidencing children applying skills in class as a result of extra resources</p> <p>'Just Imagine' books were in place in time for September and book bags were distributed. Children were encouraged across the school to choose books for reading and sharing at home.</p> <p>Monitoring and pupil and parent feedback evidencing Just Imagine books and bags were used frequently by all children across the school engendering a love of a wider genre of reading.</p> <p><u>Implications for next academic year</u></p> <ul style="list-style-type: none"> <li>• Strategies to continue as above.</li> <li>• School has provided remote education, in line with DfE guidance and will continue to follow relevant guidance as we move forward including DfE expectations around contingency plans for remote education. This will take into account pupils age and stage of development and/or special educational needs</li> </ul> <p>To continue to develop "Remote Education" which is closely aligned to the school curriculum led by Miss Parle (Remote Education Lead)          (See school website for Remote Education Policy)</p>					

Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>D, E, F, G</p> <p>The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p> <p>Children’s gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school.</p> <p>Children’s learning and achievement celebrated e.g. Children’s University Family celebration</p>	<p>Themed weeks across the year including Arts/Awe and Wonder/Equalities Week and Community Saturday (October) Parliament/Anti-bullying/Multi-Faith Week (November) Emotional Health and Well being week (March) Sports and Physical well-being week (June)</p> <p>Offer a wide variety of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and well-being, Tennis, Multi-sports, Gymnastics, Reading, Spanish (Focus Children’s University Hours)</p>	<p>Historically effective strategies to be continued and extended. See also additional detail section below</p>	<p>Staff, Parent and pupil feedback on the impact planned and incidental of themed weeks and Community Saturdays</p> <p>Staff, Parent and pupil feedback on the impact planned and incidental of educational visits</p> <p>Monitoring of attendance engagement through termly overview evidencing 100% of PP children having the opportunity to participate in a range of extra-curricular activities</p> <p>Produce termly overview of progress towards children’s university hours and record of children’s achievements and awards</p>	<p>Miss Tittensor Miss Scragg Mrs Towell Club leads</p>	

	Educational visits include focus on cultural experiences e.g The Philharmonic and outdoor learning e.g. Forest Explorers				
Budget cost £200					
<p><u>Impact Statement</u></p> <p>The 'Events and Celebrations' page on the school website is updated regularly and continues to celebrate our themed days and weeks in school. Photographs and responses from both parents and children who have attended our Community Arts Days, Awe and Wonder Week and other events/performances have been enthusiastic, positive and celebratory.</p> <p>Twitter has also been used to share ideas and activities and parents have shared examples of arts activities online.</p> <p>Monitoring has evidenced confident, independent, motivated and purposeful pupils who can apply their knowledge (propositional-content and procedural-skills) in subjects across the curriculum. Monitoring shows the children's enjoyment and enthusiasm when participating in the wide range of engaging appropriately challenging discrete and cross-curricular activities offered.</p> <p><u>Arts Awe and Wonder Week (October)</u></p> <p>The children experienced a wide range of creative activities covering all aspects of the arts (Art, Drama, Dance, Music, Design, Creative Writing). The theme was class colours. Lots of positive feedback from staff as teachers and pupils were able to take ownership of their theme. Children responded with great enthusiasm and the outcomes were wonderful.</p> <p>Reception children enjoyed exploring colour mixing and textures through the themes 'Willy Wonka' - Purple Class, 'The Yellow Submarine' - Yellow Class and 'Autumn' - Orange Class. Year 1 explored different techniques and how they could represent their themes of 'What is red?' - Red Class, 'Coral' - Coral Class and 'Japanese Art' - Scarlet Class. Year 2 children explored shades of one colour. They looked at 'Sea' - Aqua Class, 'Land' - Green Class and 'Sky' - Blue Class.</p> <p>At the end of the week each class performed for their friends in other classes and year groups and we held an 'Awe and Wonder Week Exhibition' for the children to celebrate their wonderful art work with their families, friends and loved ones.</p>					



#### Parliament/British Values/Anti-bullying/Multi-Faith Week (November)

This week was once again a great success and enabled the children to engage in a wide variety of topics and initiatives. Being able to combine a number of national and international weeks ensured that children were able to access activities linked to each. A number of special assemblies, curriculum and class activities were completed. Our local MP provided a Q and A session. He was very impressed with the confident, knowledgeable and relevant questioning of our young children. Quidditch was fantastic and the children thoroughly enjoyed taking part. We also held our Remembrance Service. Important messages and information were shared during this week and everyone participated and enjoyed the week.

#### Emotional Health & Well-being Week (March)

This week provided all children with a plethora of experiences to promote personal and social development.

Health and Well Being week was very successful once again and all staff and children gained a lot from the week. Children once again engaged with round robin style lessons where they got to enjoy and learn about a lot of different ways to help maintain positive mental health. The children participated in a yoga session and discussed mindfulness and the importance of exercise for maintaining mental health.

Members of the Halton Health improvement team delivered an assembly to all the children discussing the importance of recognising emotions and ways to deal with our more negative emotions. Year 2 then worked with the team to create their own mindfulness bottles.

All children had a session in the LIFE Education bus where they learnt about their bodies and how they function, different emotions they may feel and how to help others if they see them struggling with their emotions.

#### Physical Health & Well-being week (June)

This was unable to take place due to COVID-19. However children engaged with PE remote learning activities. This was evidenced through communication with parents and via email and Twitter during lockdown. During COVID-19 pandemic, children who attended school including PP, vulnerable pupils and children of key workers participated in daily physical activities to support their Physical and Mental health.

#### Extra-curricular Activities

Across the year we have provided a wide variety of extra-curricular clubs covering all the activities noted above with the exception of tennis due to COVID-19.

The children absolutely love our after school activities.

All children were encouraged to participate in a range of activities and support was available had it been needed – including support and resources.

All but 2 Pupil Premium children across key Stage 1 attended at least 1 extra-curricular club.

Children identified as being gifted and talented were encouraged to participate in a range of activities across the school to enhance their talents and be able to develop skills further.

#### Children's University

All children have their attendance at after school clubs added to their Children's University hours enabling all children to receive a participation award. This year Graduation Ceremony was postponed but all children will still receive their certificates of participation and national awards if they are eligible.

#### Implications for next academic year

- Strategies to continue as above
- On return to school in September a high focus will be upon the children's well-being, attitudes to learning and consolidation of basic skills. As stated this will be in the context of our broad and ambitious curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital needed for their future success.

Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
Increased attendance rates for Pupil Premium Persistent Absentees- cross reference to rationales for individual targets	Attendance lead monitor attendance of all and most especially vulnerable children/groups Work alongside EWO/Link Governor Engage parents through high focus on significant impact of good attendance from Induction and throughout the year at parents meetings, newsletters, prospectus.	Historically effective strategies to be continued. See also additional detail section below	Weekly analysis and ongoing work alongside the EWO to evaluate rationales for and progress of Pupil Premium Persistent absentees to reach individual targets	Mrs Faulkner (EWO)	As timetabled
<p><u>Impact Statement</u> Due to COVID-19 resulting in school closure on 20<sup>th</sup> March and phased return on 15<sup>th</sup> June the most current data we have for school is at the point of closure.</p> <ul style="list-style-type: none"> <li>Effective strategies employed have ensured that the attendance of Pupil Premium children was broadly in line with other children with a gap of 0.75%</li> </ul> <p><u>Implications for next academic year</u></p> <ul style="list-style-type: none"> <li>Strategies to continue as above.</li> <li>Prior to return to school share expectations around attendance and signpost families to Government guidance, offering support to families who are anxious about the return</li> <li>Extend Designated Lead's management time to support vulnerable families</li> </ul>					