

St Mary's C of E Primary School Pupil Premium Strategy Statement 2019-20

1. Summary Information					
School	St Mary's C of E Primary School				
Academic Year	2019-20	Total PP budget	Allocated £96,640 Spend £170,150 (176%) + COVID £11415 (188%)	Date of most recent PP Review	Sept 2019
Total number of pupils	585	Number of pupils eligible for PP	65	Date for next internal review of this strategy	SEPT 2020
2. Current attainment					
Based on Summer data			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			75% Based on summer data	86% (whole school) 65% (Nat Ave) Based on Summer data	
% attainment in reading			80% Based on summer data	87% (whole school) (Nat ave 73%) Based on Summer data	
% attainment in writing			78% Based on summer data	93% (whole school) (Nat Ave 78%) Based on Summer data	
% attainment in maths			90% Based on summer data	96%(whole school) (Nat Ave 79%) Based on Summer data	
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.	<ul style="list-style-type: none"> lack of home-school engagement, low income, 				
B.	<ul style="list-style-type: none"> lack of knowledge and experience of the wider world, 				
C.	<ul style="list-style-type: none"> Issues of self-esteem and self-motivation - which can slow down the learning process. 				

D.	<ul style="list-style-type: none"> • Writing fluency for PP children in KS1 and KS2 and progress made 	
E.	<ul style="list-style-type: none"> • Oral language skills in EYFS and Year 1 lower for pupils eligible for PP 	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	<ul style="list-style-type: none"> • Relatively low attendance amongst PP children 	
G.	<ul style="list-style-type: none"> • View of school may be different due to generational/cultural differences in education 	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment and progress of both PP and non PP children shows no difference	Registers for extended schools and clubs show high proportion of PP children have access to all activities, and events run by the school and that PP pupils are not restricted for financial reasons.
B.	That there are no financial restrictions that prevent PP children from accessing the range of enrichment, clubs and events that are embedded across the school	By being able to access after-school clubs and enrichment opportunities within school, PP children do not see themselves as different from their peers.
C.	That the self-esteem and ambition of pupil premium children across all year groups is raised.	PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.
D.	Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition.

5. Planned expenditure						
Academic Year	2019-2020					
	The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review	Cost
<p>All pupils, including PP, achieve ARE or above.</p> <p>The difference between PP and non-PP children's attainment is minimal with PP attainment always significantly higher than the national mean.</p>	<p>Additional experienced teachers in Y2-6 allow for quality first teaching in smaller streamed groups</p> <p>Booster classes to take place after school for Y6 in three subjects</p> <p>Achievement school on Saturday will support PP children to further consolidate their understanding of</p>	<p>Working in streams and smaller classes ensures that PP children enjoy effective and personalised learning, thus improving progress and outcomes – the EEF Toolkit explains how group sizes, once beneath 18 pupils, begin to have a very significant effect on outcomes.</p> <p>Streaming, interventions and booster classes have been successful as they ensure children are taught in smaller groups, with accurately pitched work, enabling pupils to get</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p> <p>The attainment of science for o</p> <p>The PP Lead will focus specifically on the data for PP children which is tracked throughout the year and reported to Governors and standards board</p>	Eric Haines, PP Leader, & SLT	<p>Formal Review July 2020:</p> <p>Stream Teachers:</p> <p>Additional, experienced teachers in Y2-6 worked with smaller streamed groups for Maths, Literacy and Reading. PP children received effective and personalised learning improving outcomes and progress. Due to the ongoing success with this strategy year on year we also appointed an additional experienced Y1 teacher.</p> <p>Additional stream teachers also worked with PP children in the afternoon on bespoke and tailored interventions for children in Y1-6.</p>	<p>Stream teachers (2,4,5 and 6) - £120,000 (though the overall non-PP funded cost is much higher)</p> <p>DHT Y6 £30,000</p> <p>DHT Y4 £30,000</p> <p>STREAM Y2 £20,000</p> <p>STREAM Y5 40,000</p>

	<p>maths, grammar and reading. Intervention groups in Yr 2 includes PP pupils in need of boosting to reach either ARE or GDS.</p> <p>Easter programme for Y2 & Y6 pupils to secure and extend their grasp of key knowledge and skills.</p> <p>Invest in the science Empiribox programme for Y3 and 5 pupils</p>	<p>more focussed and individual attention.</p> <p>Streams/Interventions to be covered by qualified and experienced teachers.</p> <p>Empiri box offers pupils the opportunity to engage with complex scientific ideas whilst using new and engaging resources</p>	<p>(directors).</p> <p>Teachers will be trained to deliver the sessions and they will be shown how to use the wide range of science resources for each unit.</p>		<p>Additional TA also allocated to work in Y6 supporting PP children. Focusing on targeted teaching linked to areas for development to ensure all children reach ARE and above through focused intervention and support</p> <p>Regular review of stream teachers impact via- data monitoring, book scrutiny, pupil voice, lesson observations identified that pupils in these groups made accelerated progress. Children were regularly engaged with their learning and benefitted from the smaller class size allowing for personalised learning. Misconceptions and gaps in learning were quickly identified and remedied.</p> <p><u>Formal Review July 2020:</u></p> <p><u>Boosters:</u></p> <p>Booster classes successfully ran from beginning of term until lockdown. Y6 and Y2 boosters led by additional stream teachers, phase leaders, AHTs and DHTs.</p> <p>During lockdown booster classes packs created for Y2/6 to complete. Children received workbooks, study books and manuals</p> <p>Review of booster sessions: SLT regularly reviewed registers of pupils attending. Where any PP children did not attend first sessions,</p>	<p>Saturday Achievement School Yr 6 - £14,000 (though the overall non-PP funded cost is much higher)</p>
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					<p>phone calls to parents and meeting arranged to ensure pupils attended. Misconceptions and gaps in learning were quickly identified and remedied. Boosters have greatly impacted on attainment levels for PP students as most children were working in line with their peers before lockdown and were predicted age related grades or above by their teachers.</p> <p><u>Formal Review July 2020:</u> <u>Achievement School:</u> Easter programme successfully run by Senior Leaders (Matt O'Brien, Jenni Matthews, Joe Pitchford, Chris Banks, Eric Haines and Y6/Y2 teachers) We amended our offer and also opened this up to Y4 PP pupils to focus on three main areas.</p> <p>Review of Achievement School: Every Saturday (until lockdown), Y6 teachers, DHTs and the HT supported PP students on Saturday to further boost their core learning skills and prepare them for secondary school. Specially planned lessons and resources were made use of to consolidate prior learning. Achievement school had a significant impact on pupil outcomes as data shows that most children attending</p>	<p>Saturday Schools Plus - St. Mary's - £10,000 <small>(though the overall non-PP funded cost is much higher)</small></p> <p>Easter Programme - £5,000 <small>(though the overall non-PP funded cost is much higher)</small></p> <p>Empiri box £5000</p> <p>STEM lessons £650</p>
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					<p>school were graded EXS or GDS by their teachers for the end of the year predicted grades. Achievement school was offered to our Y6 PP students for free including drinks and snacks.</p> <p><u>Formal Review July 2020:</u> <u>Easter Programme:</u> Achievement school- every Saturday (until lockdown) Y6 teachers, DHT and HT supported PP children further develop their knowledge and skills in the 3 core areas. Specifically, planned lessons and resources were created for the sessions by our SLT team.</p> <p><u>Formal Review July 2020:</u> <u>Saturday Plus:</u> Every Saturday from 9.00-15.00 (until lockdown), PP students from Y3, 4 and 5 were picked up to attend Saturday school in E17. Here specialist teachers worked in small groups to further improve reading, writing and maths skills in a more informal setting. Pupils were invited on trips into London, visit restaurants, learn cooking skills and walk alpacas.</p> <p>Highly engaged pupils were able to transfer their enthusiasm into school based learning and count on their experiences to overcome barriers to learning in school. Parents contributed</p>	
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					<p>£1.75 per session whilst the rest of the cost were subsidised by the school.</p> <p><u>Empiri box</u> The school has invested into a science scheme to support our Y3 and 5 pupils with the particular aim to engage our PP students in scientific and technology based learning. Empiri box relies on core science knowledge and highly practical activities using specialist tools and resources provided by them. Book looks, observations and pupil surveys have shown that our PP students in particular have benefitted from this hands on learning experience. The impact of the resource led to our best ever attended science fair where pupils and parents were invited to engage with investigations. PP students, amongst others, were invited to showcase their science projects to an audience including scientist from Empiri box. Pupil outcomes in science are above that of their peers nationally and PP pupils are highly motivated and engaged in their science learning.</p> <p><u>STEM lessons:</u></p> <p>To encourage PP students to consider engineering and science as a career, we organised for a STEM expert to lead a session with pupils on robotics.</p>
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					Children were shown how to instruct robots to make moves. Children were able to use simple coding to set out tracks and directions for the robots to follow. At the evaluation stage of the lesson, many pupils were able to explain what new knowledge they had acquired and how they used skills they already had in place to operate the robots. Many pupils were highly engaged which resulted in excellent questions and challenges. PP felt that they also could aspire to become a scientist or STEM engineer.	
To further deepen reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve the combined ARE and the combined GDS in both KS1 & KS2	Updated curriculum planned by senior leaders/middle leaders allows staff to teach lessons that are more challenging, leading to deeper learning.	Data shows the children make accelerated progress to ARE and GDS by the end of the year in reading, writing and maths through teaching in small classes as children receive personalised teaching and planning to address individual barriers to learning.	Plans checked by other senior leaders and data monitored by Phase Leaders and SLT.	Eric Haines PP Lead & SLT	<u>Formal Review July 2020:</u> <u>Curriculum planning</u> Curriculum updates in place for beginning of term. Senior leaders set up working parties to focus on curriculum offer and updates needed for next academic year for all subject areas. Literacy and Topic were two key main areas where significant work was undertaken. Review and changes made to literacy text offer. This was to ensure a wider variety of engaging and stimulating texts. We also amended our reading offer by purchasing core reading texts for all KS2 pupils meaning all children had access to high quality texts that could be read frequently. This improved outcomes in reading and vocabulary for our PP children as evidenced in formal tests, literacy book scrutiny and teacher	£1,000

					assessment. PP trips organised and booked linking to creative curriculum offer.	
Total Budgeted Cost						£155,650
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?	Cost
Ensure that PP children are not financially restricted from accessing the range of enrichment, clubs and events that are embedded across the school.	Where necessary, provide funding to enable children to access extra curriculum events and extended school services, including clubs before and after school	Encourage engagement and enthusiasm within school, leading to higher attainment and attendance. Exposure to sporting, artistic and musical activities raises children's 'cultural capital' and gives them a rounded education, plugging the gaps that have been created through economic disadvantage, supporting self- confidence and resilience.	PP co-ordinator to monitor registers with regards to attendance of PP pupils. Have conversations with parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on activities and experiences due to financial reasons.	SLT & PP Lead	Formal Review July 2020: Enrichment: Extensive range of clubs offered this year. Pupil premium children given first choice club and encouraged to engage with wide offer available- Chocolatier Club (HLTA) Karate Club (Outside agency) Slime Club (HLTA) 11+ afterschool club Science Club (Led by Science Lead) Journalist Club (Led by Literacy lead) Sports Club (Outside agency) Drama club (Outside agency) Art Club (Outside agency) Orchestra (Music Lead)	£3,000
To participate in a number of extra trips linked to topics in each year group so that children have a more detailed	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.	Encourage engagement and enthusiasm within school. Children have prior knowledge of the topics covered in class having	PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group.	SLT & PP Lead	Formal Review July 2020: Trips: Trips specifically planned for PP children and linked to topic area of study. This gave the children the opportunity to further develop and embed key vocabulary associated with their new unit and also quality	£10,000

knowledge of the subject area.	The trips will include: - Greek Food Experience Day - Seaside trip - Kidzania - Open top bus ride around London - Horse riding at Wetlands centre - Madam Tussauds - Theatre trip - Cambridge/Oxford Uni - Houses of Parliament trip	attended additional trips/opportunities. Increased opportunities to extend vocabulary. All of the above will boost attainment and attendance levels (if children are enjoying the experience of being at school)	Teacher feedback shows increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given. Pupil voice surveys		teaching time during the trip with a senior member of staff. Trips included: Greek restaurant Y4 Kidzania Y2/3 Go Ape Y4 Houses of parliament Y5/Y6 Tower of London Y6 Pantomime trip- All PP 2 week swimming block- Y4 Via pupil voice evidence was collected that demonstrated the pupil's enthusiasms and engagement with their new topic. Teachers identified that pupils who had been on the trips contributed more in class and used topical vocabulary both in written and oral work. During book looks it was evident that during written pieces and integrated assessment tasks PP children demonstrated higher level of vocabulary. Other trips had to be postponed due to COVID	
Trip to HP HQ in central London for 25 PP students	PP students in Year 5 and 6 are chosen to visit the HP HQ to find out about career options within large companies.	Children have the opportunity to learn about various career paths they could take. Children will be shown how to be successful and what key attributes they need to have in order to	Evaluate the trip and collect pupil responses - feedback to class.	SLT & PP Lead	Formal Review July 2020: HP HQ: Unfortunately, this was unable to take place. As an alternative during the Summer Term we hosted STEM sessions with an engineering specialist. Children from Y4,5,6 (including PP) took part in the Faraday project. They were also taught how to	

		<p>succeed in science and technology.</p> <p>Students shown how to use new technology such as VR.</p>			<p>design and create 3d objects on a specialist software. Children from Y4,5,6 (including PP) took part in VR session days during this time</p> <p>VR pupils workshops run half termly during the school year by ICT specialist</p>	
<p>Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures</p>	<p>Visit to Cambridge or Oxford, raising career choices and aspirations for the future.</p>	<p>To raise aspirations and to provide ongoing motivation for high achieving PP pupils aiming for ambitious future careers.</p>	<p>The trip is well planned and pupils who attended are given the chance to share with their peers what they learned.</p>	<p>SLT & PP Lead</p>	<p>Formal Review July 2020: Unfortunately, this was unable to take place.</p>	
<p>Make frequent visits to the Forest School facilities at St Saviours so PP students acquire skills and knowledge about natural environments.</p>	<p>Plan opportunities throughout the year to go to SS's Forest School to give outdoor learning opportunities.</p> <p>To offer PP the chance for first hand experiences in a natural setting which can be transferred to traditional classroom learning tasks including reading, writing and maths.</p>	<p>Evidence shows that children who have first-hand experience are more confident and knowledgeable to take risks and apply learning.</p> <p>To offer PP learning experiences outside the traditional mould and further increase aspirations and career opportunities.</p>	<p>All classes are given the opportunity to work with the Forest School facilities to learn topic-based skills and knowledge in a natural setting.</p> <p>Experiences, vocabulary and skills are transferred to classroom learning.</p>	<p>SLT & PP Lead</p>	<p>Formal Review July 2020: Forest School: All pupils visited Forest School in Walthamstow. Forest school learning has proven to be highly effective for our PP students as they had first-hand experience of outdoor learning which was directly linked to their topic and literacy unit. For example, Y5 PP students were learning about the Iron age in topic and literacy. At Forest school, they were invited to replicate the lives of people living in this era. Follow up lessons were highly successful as children were able to rely on experiences and apply their knowledge/ vocabulary into their work. All PP attended FS and transport</p>	<p>£500</p>

					by mini bus was subsidised completed by the school.	
Total Budgeted Cost						£13,500
iii. Other Approaches						
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?	
Ensure that PP children access a healthy and varied diet and are not coming to school hungry.	Support families by subsidising Breakfast Club and After School Club	<p>Children are in school, on time and ready to learn at the beginning of the day and are able to enjoy nutritious food. Children are in a safe environment, enjoying engaging activities. Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically.</p> <p>Access to food is a basic human right.</p> <p>Providing care will support low income families so they are able to access employment which is beneficial for families and children.</p>	Extended schools lead (JP) and PP co-ordinator (EH) to monitor registers with regards to attendance of PP pupils. Have conversations with parents of PP children who are not accessing this provision	SLT & PP Lead & Extended schools Leads	<p>8 PP have breakfast club and after school club fully funded for the year. (3 Y6 pupils, 1 Y5 pupil, 1 Y4 pupil, 1 Y1 pupil and 1 YR pupil.)</p> <p><u>Lunch provision:</u> Our new caterers offered a daily hot meal for students with many healthy options and selections. Children and parents were able to pre-select their food at home to ensure they have a healthy and balanced diet. Pupil surveys showed that children were happy with the quality and quantity of food on offer and parents were grateful to be able to discuss lunches weekly with their children. Free School Meal children had access to the same menu as their peers.</p> <p>Throughout the lockdown period, the school has been able to offer our FSM families food vouchers. Take up of</p>	£1,000

					these vouchers was consistently high and all children were able to have a daily lunch because of our scheme.	
Total Budgeted Cost						£1,000
6. Review of expenditure						
Previous Academic Year			2018-19			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost		
<p>All pupils, including PP, achieve the ARE or above.</p> <p>The difference between PP and non PP children's attainment is minimal with PP attainment always significantly higher than the national mean.</p> <p>To further deepen reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve the combined ARE and the combined GDS in both KS1 & KS2.</p>	<p>Additional teacher in each year allows for quality first teaching in smaller streamed groups.</p>	<p>See table below. Gaps are closing between PP and non-PP groups, though the Y6 gap last year was larger than in other year groups in terms of APS.</p> <p>Children (both PP and non-PP) benefited from the smaller stream classes and extra teachers. Planning and teaching was targeted to the needs of the children.</p>	<p>This additional teacher approach allowing for smaller streams has been shown to have raised attainment for all pupils but clearly more focus and monitoring needs to be placed on PP children, including in Year 6.</p> <p>Teachers will need to be able to identify their PP children and ensure that specific PP interventions will be implemented where there are concerns. The focus should be on closing the gaps rather than ensuring standards in the core areas rise.</p>			
	<p>Achievement school on Saturday supported our PP children to further consolidate their understanding of maths, grammar and reading.</p> <p>Booster classes took place after school for Y6.</p>	<p><u>Year 6 (End of Y5)</u></p> <p>83% of PP ch at ARE+ Reading 83% of PP ch at ARE+ Writing 83% of PP ch at ARE+ Maths</p> <p><u>Year 5 (End of Y4)</u></p> <p>90% of PP ch at ARE+ Reading 100% of PP ch at ARE+ Writing 100% of PP ch at ARE+ Maths</p>	<p>This extra-curricular approach is certainly worth continuing with, as it has been shown to have raised attainment for all pupils, but clearly more focus and monitoring needs to be placed on PP children in order to ensure that all in-year gaps are closed.</p> <p>Further work needs to be done to ensure that barriers to attendance are removed so that all PP pupils make the most of the opportunities they have.</p>			

	<p>Children were invited to Achievement School on Saturday from 9.00-14.00 to further develop their standards in an informal setting with children from two other schools; they were provided with lunches and taken out on exciting tours and trips in London</p>	<p><u>Year 4 (End of Y3)</u> 77% of PP ch at ARE+ Reading 100% of PP ch at ARE+ Writing 100% of PP ch at ARE+ Maths</p> <p><u>Year 3 (End of Y2)</u> 100% of PP ch at ARE+ Reading 100% of PP ch at ARE+ Writing 100% of PP ch at ARE+ Maths</p> <p><u>Year 2 (End of Y1)</u> 87% of PP ch at ARE+ Reading 87% of PP ch at ARE+ Writing 89% of PP ch at ARE+ Maths</p>		
ii. Targeted support				
<p>To participate in a number of extra trips linked to topics in each year group so that children have a more detailed knowledge of the subject area.</p> <p>Ensure that PP children are not financially restricted from accessing the range of enrichment, clubs and events that are embedded across the school.</p> <p>Higher attaining Pupil Premium children are afforded the same</p>	<p>Where necessary, provide funding to enable children to access extra curriculum events and extended school services, including clubs before and after school</p> <p>To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.</p> <p>Visit to Oxford University, raising</p>	<p>Children have been able to access these events and all children have enjoyed and benefited from the experiences provided.</p> <p>Impact measurement is anecdotal – i.e. children will refer to experiences during class discussion as a way of amalgamating and processing new experiences with previous experiences. This has often led to improved confidence and vocabulary.</p> <p>Chn that attended the Oxford Uni visit came back enthused and inspired.</p>	<p>Whilst what has been provided is to the benefit of <i>all</i> pupils, we ensured that PP were specifically targeted, and ensured that attendance and access to such provision was recorded. Enrichment will be further developed in the new school year.</p> <p>This year more children attended the residential visit in Y6 than in the previous year.</p> <p>University visit should be repeated in future years.</p>	<p>£5,000</p>

opportunities as their peers and have raised ambitions for their futures	career choices and aspirations for the future.			
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure that PP children access a healthy and varied diet and are not coming to school hungry	Support families by subsidising Breakfast Club and After School Club.	Individual chn have been supported and outcomes for their wellbeing and attendance have ben very much improved impacting on their academic attainment.	This approach has enabled attendance to be improved in the case of some vulnerable pupils and it is important that we continue this next year.	£2,500

During the pandemic and the ensuing lockdown, we re-allocated some of our pupil premium funding to ensure that pupils would continue academic learning, improve mental wellbeing and keep physically active.

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?
To have access to and engage with our online learning programme of study and continue to make progress in line with their peers	To offer PP children laptops and tablets free of charge so they can engage with all online learning schemes Pupils feel included to access online learning resources and can	During the school closure, our most vulnerable pupils attended school but many PP children had to stay at home. Some families did not have access to laptops and tablets to access the	Compile a list of all our PP pupils from EYFS to Y6 Contact parents and carers through emails, letters, text messages and telephone conversations to establish who does not	Office manager HT	All families were contacted to check whether they were in need of a laptop. Those families who took up the offer were provided with a laptop free of charge. Tracking shows that these pupils actively engaged with the online

	<p>actively engage with tasks and challenges.</p> <p>Pupils continue to make progress whilst working from home.</p> <p>PP children's mental and physical wellbeing continues to be healthy</p>	<p>online learning resources.</p> <p>To ensure every child in our school had equal access to the curriculum, we made laptops and tablets available so that those disadvantaged families and pupils could still improve knowledge and skills through online learning.</p>	<p>have technology at home.</p> <p>Offer laptops and tablets to families who do not have these technologies.</p> <p>Parents collect laptops where possible. If not possible, they will be dropped off by a member of staff.</p>		<p>learning resources as a direct consequence of the scheme.</p> <p>Providing the laptops had a significant positive impact on the pupils as this meant they could continue to engage with the learning and make progress in line with expectations.</p>
<p>To provide every pupil (Y1-6) with a reading book linked to the literacy and reading unit of learning</p>	<p>Review our literacy and reading core offer and decide which units to make available for study</p> <p>Purchase a book for every child</p> <p>Allocate collection times for year groups to collect from school. Where this is not possible, agree to a drop off time.</p> <p>Create voiceover lessons and make them available online.</p> <p>Monitor take up of lessons and call those parents whose children are not engaging with the</p>	<p>Our curriculum is 'book based' which means all subjects are linked to the core literacy book. By making the book available to every child, we can ensure that children can positively engage with the online lessons.</p> <p>Reading is core to academic achievement and by making age appropriate books available, we keep reading high profile.</p> <p>Many disadvantaged parents financially struggle to buy books for their children. With</p>	<p>Leaders plan and closely monitor all aspects of the support scheme by counting purchased books, marking each book against a pupil and listing the distribution.</p> <p>Leaders quality assure all online voiceover lessons to make sure the lessons are well taught and directly linked to the book.</p> <p>All online tasks are submitted online and marked by markers. Leaders check the quality of work produced and the effectiveness of marking.</p>	<p>Literacy leader</p> <p>Head teacher</p> <p>Office staff</p> <p>SLT</p>	<p>Every child has been given their core reading book for each half term. Data shows that only a very small minority of pupils did not engage with the online learning resources despite to having access to the internet.</p> <p>The vast majority of our PP children accessed the online lessons and submitted work. Quality of the work was variable; however, in-depth marking and personal conversations between pupils and teachers much improved the work where this was necessary.</p> <p>Providing pupils with books was the single most effective way to ensure the curriculum continued to be accessed by all children- pupils understood how to complete tasks.</p>

	<p>online literacy and reading lessons.</p> <p>Measure impact of calls and consequent online learning completion</p>	<p>libraries closed, we want to support those families in particular who cannot afford buying them.</p>	<p>Leaders create spreadsheets to track which PP children are engaging with the reading and literacy lessons and calls are made to those families who do not log in. Further support is offered to encourage pupils to complete tasks.</p> <p>Every day, a member of SLT will be available by telephone to support parents with questions about the books and lessons.</p>		<p>Pupils continue to read on a daily basis as recommended in our home learning policy.</p> <p>Where pupils actively engaged with the books and the lessons, it is clear progress is made.</p>
<p>To offer home learning packs and stationary for all our PP children</p>	<p>Select units of learning for all year groups and decide what new skills and knowledge is taught in the half term.</p> <p>Leaders to print information sheets, lesson plans and tasks</p> <p>Purchase pencils, rubbers, rulers, paper pads and colouring pencils</p>	<p>Some families have made it clear do not feel confident to support their children with the online learning platforms such as Google classrooms.</p> <p>By offering paper based learning, those parents and carers can still work with their children.</p> <p>Those PP families who lack ICT skills or who choose not to engage</p>	<p>Leaders consider units of learning and select tasks, lessons and information linked to the curriculum offer</p> <p>A questionnaire asks which parents are keen to receive paper packs</p> <p>Office staff photo copy papers and complete packs</p> <p>Packs are distributed where requested.</p>	<p>SLT</p> <p>Office staff</p>	<p>A parent survey and telephone conversations with office staff confirmed that most of our PP families liked to have paper packs on top of the Google classroom learning</p> <p>Each pupil was given home learning packs and new stationary so they could successfully complete tasks</p> <p>Parent feedback shows they were very appreciative of the many ways in which we continued to make</p>

	<p>Create home learning packs for each half term for those families who are interested in working on paper and those who struggle to consistently use the online learning tools.</p> <p>Make packs available for every pupil to collect from school or be delivered at home.</p> <p>Continue to offer this service until the end of the academic year.</p>	<p>with computer based learning can still access the curriculum</p> <p>All children have the opportunity to learn and make progress either electronically or through paper based activities</p>			<p>learning available thus ensuring every child could progress</p> <p>Many pupils requested new packs at the start of a new half term, thus confirming they were effective and useful to learners</p>
<p>To teach children core subjects via video conferencing (Google Hangouts)</p>	<p>Invite all Year five pupils to return to school for the final two weeks of the summer term</p> <p>For those families unable to send their children to school, offer morning video conferencing lessons</p> <p>Small groups of mostly PP children to work alongside an experienced teacher to be taught literacy, reading and maths.</p>	<p>Whilst offering Year 5 students a return to school for the last two weeks of the term, we are aware that many parents are not confident of sending their children back yet.</p> <p>The aim of inviting PP students to work closely alongside some of their peers and with an experienced teacher through video conference calls, supports those children who have missed school</p>	<p>Leaders discuss video conference call method and structure with the computing lead</p> <p>A parent survey indicates which PP children would prefer to learn online with a teacher</p> <p>A video conferencing policy is written to set clear expectations for staff, pupils and parents</p> <p>The policy is agreed and signed by all stakeholders</p>	<p>HT</p> <p>Computing lead</p> <p>Two teachers</p>	<p>Daily video lesson took place for the final two weeks of the term. The lessons were consistently well attended by Y5 pupils.</p> <p>The core subjects of reading, writing and maths were taught in the morning with the children getting time to complete the tasks after the lesson. Submitted work was marked by the teacher and instantly fed back to the pupils so they could correct mistakes</p> <p>Common errors were addressed at the start of the following lesson enabling pupils to close attainment gaps</p>

	<p>All worked to be immediately marked and fed back to pupils so they can correct misconceptions before the next lesson</p> <p>Children to make rapid progress due to working in small groups and getting immediate personal feedback</p>	<p>and need to make accelerated progress to get ready for Year 6 and secondary school.</p>	<p>A first trial takes place to consider any possible technological barriers</p>		<p>Teachers, pupils and parents spoke very positively about the lessons and how much the children enjoyed learning with their peers and teachers through an online forum.</p> <p>Attending pupils' confidence was boosted and they spoke how they now look forward to the start of the new academic year.</p>
<p>To communicate with our PP children through personal telephone conversations once every three weeks; and...</p> <p>to support our most vulnerable pupils who are not able to attend school through weekly telephone conversations with the learning mentor</p>	<p>To ensure PP children are safe at home and engaging with Google classrooms, online learning resources and/ or paper packs, teacher give each of their pupils a call to check in.</p> <p>Where pupils or parents struggle, the teacher can support the learning and explain how to overcome the barrier</p> <p>The teacher uses positive reinforcement to praise completed work and engagement with learning resources</p> <p>Children stay connected to the school, feel valued</p>	<p>Teacher/ pupil relationships form the core of developing confidence, motivation and academic progress.</p> <p>Planning regular catch up conversations ensures pupils feel they are not forgotten and their work and efforts are recognised and valued</p>	<p>Inform parents about the calling rota so they know when the teacher will call them.</p> <p>Give teachers who work from home a code so that they will not be charged for the calls made</p> <p>Create a spreadsheet where teachers record when the call was made and if there were any concerns</p> <p>Follow up and concerns raised</p>	<p>HT</p> <p>Teachers</p> <p>Learning mentor</p>	<p>Calling rotas have been followed and children have been contacted by their teachers.</p> <p>Having had regular contact between pupils and teachers has been positive. Pupils were very happy to speak to their teachers and teacher noted how useful it was to encourage and support their students on the phone.</p> <p>Engagement with our online offer and paper packs continued to be high because children's work and efforts were recognised.</p> <p>Our most vulnerable pupils were carefully tracked. Their wellbeing was discussed with parents on a weekly basis and no significant concerns were raised by the learning mentor.</p>

	<p>and are motivated to work hard at home on their learning.</p> <p>Teachers can keep a check on their pupils and inform SLT if they become aware of any concerns</p> <p>Compile a list of our most vulnerable PP pupils and inform parents that they will receive a weekly call from the learning mentor and a teacher call once every three weeks</p>				
<p>To prepare and send out welcome packs for our new starters in YR and nursery including PP</p>	<p>Office will compile a list of new PP starters in EYFS and nursery</p> <p>The EYFS leader will make individual call to each RY and nursery parents to introduce themselves and find out more about the new starters.</p> <p>Groups of parents will be invited by the EYFS leader to discuss the curriculum, admissions and the start of the term via video conferencing.</p>	<p>As we are unable to welcome new starters in the summer term to discuss admissions and the start of the year, we set out to engage with prospective parents by using different means</p> <p>It is important for new starters to feel confident and excited about joining our school in SEPT.</p> <p>Creating an informative welcome video, setting up individual calls, 'meeting' the new teacher online and</p>	<p>HT and EYFS leader decide times, format and content of videos, telephone calls, video conference and welcome pack</p> <p>HT to write a letter to all new starters setting out admission procedures and information cycle</p> <p>Parent feedback and questions are monitored and responded to immediately so that no parent lacks information</p>	<p>HT</p> <p>EYFS lead</p> <p>EYFS teachers</p> <p>Nursery teacher</p>	<p>All new starters are clear about the admission strategy, the school structure and beginning of the new term.</p> <p>Parents have been overwhelmingly positive about the alternative route chosen to inform them and the welcome packs were a great success with the pupils.</p>

	<p>EYFS staff will film themselves for the children so that the children can see who their new teacher will be in SEPT</p> <p>Welcome packs will be made for each child including a golden envelope, a crown, stationary, and a 'All about me' challenge</p>	<p>receiving welcome packs are ways to reassure parents and keep them informed about the SEPT start.</p> <p>Offering parent the opportunity to ask any question they have about the start of the year will be very helpful.</p>	<p>about the start of the year or the outline of the academic year 2020-21</p>		
<p>To offer our PP the opportunity to grow a plant during the lockdown period</p>	<p>Pupils to be given a small pot filled with soil and a plant seed.</p> <p>Children to use their knowledge to grow a plant whilst at home.</p> <p>Children to share the stages of growth on Google classroom as a way of communicating with the school.</p>	<p>With many of our students not being able to come into school (apart from EHC, keyworker and our most vulnerable pupils) we wanted to create a symbolic action where children could stay connected to the school by growing the plant that was given to them.</p>	<p>We held an assembly with the children from each year group to prepare them for lockdown. The children were all shown how to look after a plant and what they need to stay alive. We spoke about responsibilities and linked this to our Christian ethos.</p> <p>Plant pots and plants were bought for the children to take home with them.</p>	<p>HT</p> <p>Phase leaders</p> <p>CT</p>	<p>Many of our pupils shared photos of their growing plants and it was a very positive way to keep connecting with the children.</p> <p>Teachers commented that during their one to one conversations, they used the plants an icebreaker before moving on to conversations about learning and wellbeing.</p> <p>Many children and parents told teachers during these conversations how it helped them to think of school even though they could not attend.</p>
<p>To offer a laptop for every PP child who does not have one at home.</p>	<p>Every PP child needs to be able to access the remote learning lessons</p>	<p>No child should miss out on learning. During lockdown, not all PP</p>	<p>Every parent personally called to discuss access to technology at home.</p>	<p>HT</p> <p>Office manager</p>	<p>Pupils who took a laptop home were all able to access the online learning tools thus making</p>

	<p>and where parents/ carers do not have access to a laptop or computer, we provide one for them.</p> <p>Parents/ carers will be called to ask if they have a laptop. If there isn't one available, we give one to the family to use during lockdown</p> <p>Each laptop will be numbered so that we receive them back after the children return to school.</p>	<p>children are able to attend school and many of them do not have access to technology.</p> <p>By offering a laptop to those families who need one, we know that every child can use Google classrooms, Education city, My Maths and TT Rockstars.</p>	<p>Each laptop is clearly numbered and allocated to a specific family.</p> <p>The family name is ticked off against the laptop and it is carefully explained when and how they need to be returned to school.</p> <p>Upon the return of the pupils, families return them to school.</p> <p>Where appropriate, laptops can be lend on a longer term basis. This is decided case by case.</p>		<p>progress in their learning and being able to engage actively with the school curriculum.</p> <p>Teachers who marked the worked noted that many PP children submitted work and that most of them responded to marking comments.</p> <p>Parents have been grateful to the scheme and explained how this has ensured their child could continue to learn whilst away from school.</p>
Total budgeted cost					<p><u>Online Learning</u></p> <p>£3525</p> <p><u>Literacy Books:</u></p> <p>£2625</p> <p>Home Learning – support packs</p> <p>£1,950</p>

	PP Reception packs £750 <u>Gardening & Growth packs:</u> £690 Laptops £1, 875 Total £11415
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