



## Pupil Premium Strategy Plan 2020-21 reviewed

### SUMMARY INFORMATION

#### CURRENT PUPIL INFORMATION [2019/2020]

Total number of pupils:	199	Total pupil premium budget:	£64,512 + c/f £24,476 <b>Total £88,988</b>
Number of pupils eligible for pupil premium:	50	Amount of pupil premium received per child:	£1345

### CURRENT COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
PP Boys	17	34%
PP Girls	33	66%
PP on SEN support	16	31%
PP with EHC plan	2	4%
PP with EAL	0	0%

## Assessment data

END OF KS2 – 2018-19					
2018-19	Pupils eligible for PP			Data from previous 2 years	
		School % achieving	National % all pupils achieving	2016-17 Whole school	2017-18 Whole School
% achieving expected standard or above in reading, writing and maths	31%	59%	65%	60%	30%
% achieving expected standard in reading	50%	81%	73%	73.2%	60.7%
% achieving expected standard in writing	62.5%	76%	78%	42.9%	55.4%
% achieving expected standard in maths	62.5%	76%	79%	46.4%	42.9%

ATTENDANCE DATA	
Strengths	Weaknesses
93.3% for PP pupils (2019/20) compared to 96.6% of pupils not eligible for PP	Year 6 has lowest attendance data 92.6% compared to 95.8% of pupils not eligible for PP

## LONG-TERM PLAN (3 YEAR TIMESCALE):

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
IMPROVE THE STANDARDS OF QUALITY FIRST TEACHING.	<ul style="list-style-type: none"> <li>- Teachers and TAs will use more effective whole class and targeted teaching methods.</li> <li>- Increased number of good and outstanding lessons observed through informal means of triangulation – progress data, book looks and learning walks/pupil interviews.</li> <li>- PP pupils will experience higher quality teaching as a regular feature of their day.</li> <li>- Challenging targets will be set for all pupils.</li> </ul>
DIMINISHED DIFFERENCES BETWEEN PP AND NON-PP IN LITERACY	<ul style="list-style-type: none"> <li>- Impact of Project X Code intervention,</li> <li>- In class support from TA,</li> <li>- Daily reading to adult in school.</li> <li>- Reading fluency will be improved.</li> <li>- Attainment in Reading Comprehension will improve with use of Comprehension Express.</li> <li>- More pupils will make expected progress.</li> <li>- Opportunities for aspirational role models and life experiences beyond the classroom.</li> </ul>
DIMINISHED DIFFERENCES BETWEEN PP AND NON-PP IN NUMERACY	<ul style="list-style-type: none"> <li>- Times table precision teaching supported by Times Table Rock Stars,</li> <li>- Calculation Numeracy intervention in Years 3-5</li> <li>- Numicon intervention in Year 3,</li> <li>- Third Space Learning in Year 4 and 6 and in class support from TAs.</li> <li>- More pupils will make expected progress, more will be working at ARE.</li> <li>- Opportunities for aspirational role models and life experiences beyond the classroom.</li> </ul>
REDUCED EMOTIONAL BARRIERS TO LEARNING. IMPROVED ATTENDANCE AND COMMUNICATION WITH VULNERABLE FAMILIES.	<ul style="list-style-type: none"> <li>- Continued impact of ELSA support through tracked interventions.</li> <li>- Lego and Activity Club to support children's wellbeing and social skills.</li> <li>- The Hub at lunch times to support vulnerable pupils with their social and emotional skills during this transition time.</li> <li>- Attendance monitored and rewarded through Marvellous Me.</li> <li>- Introduction of Nurture Space with trained adults.</li> </ul>

**PRIORITY 1 -  
IMPROVE THE STANDARDS OF QUALITY FIRST TEACHING.**

Member of staff responsible: SLT

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For all teaching staff to be enabled to deliver consistently high standards of Quality First Teaching in core subjects.</p> <p>TAs to offer tailored, targeted intervention to consolidate learning to support “keep up” not “catch up” ethos.</p>	<p>To engage for second year in the “Achievement for All” programme - two year programme specifically designed to improve outcomes for PP pupils/SEND pupils and diminish gaps between their outcomes and those of non-PP pupils</p> <p><i>Due to impact of school closure term 3 of year 2 of the programme will still be undertaken and school will consider applying for AfA provider award. Fees are paid in full.</i></p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/193255/DFE-RB176.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/193255/DFE-RB176.pdf</a> DfE research (link above)</p> <p><a href="https://www.paperturn-view.com/achievement-for-all/achieving-schools-social-impact-assessment-pwc?pid=NzY7665&amp;p=3">https://www.paperturn-view.com/achievement-for-all/achieving-schools-social-impact-assessment-pwc?pid=NzY7665&amp;p=3</a> PWC report – Social Impact Assessment</p> <p>The programme is aimed at the 20% lowest attaining learners and is supported by the DfE. Provider cited as Pupil Premium experts by the DfE.</p> <p>Programme focuses on Leadership, Teaching and Learning, structured conversations with parents and wider outcomes for all pupils – all areas for consideration or improvement in our school. Programme is specifically aimed at improving outcomes for disadvantaged pupils. Two year programme.</p>	<p>Programme is tailored to meet school needs with reviews built in (two per half term). Manageable steps will be built-in and progress monitored through observations, interviews and performance data.</p>	<p>Headteacher</p>	<p>Half termly reviews</p>

For all teaching staff to be able to deliver consistently high standards of Quality First Teaching in Core and Foundation subjects.	To engage all teaching staff in training in Music, Reading and in Science to ensure high quality pedagogy and improve outcomes and engagement in learning for PP pupils/SEND pupils.	Although research by the EEF showed that overall, the impact of arts participation on academic learning appears to be low, it also reported on many positives. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	CPD to be carried out by external provider with a key focus on improving pedagogy of teachers therefore supporting the outcomes for pupils and the engagement of the whole school in music.	SLT and relevant subject coordinators	£7,000
For all staff to learn skills in supporting children to think and feel better about life and become happier children.	For all staff to partake in 'Laughology' training which will support teachers and support staff in developing the emotional wellbeing of children.	Research shows that understanding how to help children believe in themselves as well as the people around them will bring out the best in students. The EEF states that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	Training to be carried out by Laughology - a team of dynamic, experienced behavioural experts with a background in stand-up comedy.	SLT	£1,000
For all teaching staff to be able to deliver consistently high standards of Quality First Teaching in Writing.	For staff to receive further training in Talk for Writing to improve outcomes for children who are PP/SEND.	Talk for Writing is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	Training to be provided by JT (Pie Corbett T4W trainer) for all staff – twilight update and teacher surgery. Subject audits, book looks,	English Lead, CLT and SLT.	£2,750
<b>Cost for Year 1 (2020/21)</b>					<b>£10,750</b>

## Year-end Review of Priority 1

### **Impact:**

During the year, school priorities changed significantly as a result of Covid and the lockdowns. The school recognized the need to prioritise pupils' emotional wellbeing and mental health. Due to the challenges remote learning brought the school also recognised the need to provide additional virtual and physical resources to ensure continuity in learning and consistency in teaching. Funding was redirected as necessary to enable the school to be responsive to these needs.

School achieved Achievement for All Award – awaiting logo for website. TA training modules were useful and have supported staff in their approach to building improved relationships with PP pupils (e.g. increasing their independence when working in class). Structured conversation training for all staff was successful – staff held in depth meetings with PP pupil families whilst school was in operation; this improved relationships between home and school during lockdowns.

Delight in the Arts programme went ahead for Y4 pupils post lockdown. Pupils enjoyed being creative on their return to school and their work was of good quality. Several pupils were able to express themselves well through art where they may struggle in more academic subjects.

Talk for Writing training was given to subject leads and NQTs. Internal data shows writing outcomes improved this year. We moved away from TFW as it was not practical to teach this remotely. Leaders have developed new writing scheme better suited to our pupils and their life experiences than TFW.

New marking scheme and methodology has also improved teacher confidence in assessing writing.

### **Take away:**

- AfA Award process was useful and materials on their training site have benefitted all staff. Learning Walks conducted in conjunction with the Learning Coach were also useful to SLT. Useful for supporting the embedding of school improvement initiatives. Relatively costly.
- TFW has been trialed and evaluated – staff concluded it has not been successful for our school. Developing an alternative programme in school using staff expertise has been highly productive and outcomes have been raised as demonstrated in internal data.

PRIORITY 2 AND 3 - DIMINISHED DIFFERENCES BETWEEN PP AND NON-PP IN LITERACY AND MATHS

Member of staff responsible: SLT

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?
For slow movers with basic maths and literacy difficulties to experience accelerated progress	Project X Code and Numeracy Calculation, Numicon interventions and Third Space Learning (Year 6 Pupil Premium pupils)	All PP pupils in Y4 and Y6 (Y5 to start after SATs in preparation for starting Y6) will engage in Third Space Learning for Maths acceleration in progress. Also provision of SATS booster sessions and resources.  EEF toolkit – robust and effective interventions. Allows impact to be assessed in timely blocks. Intensity and consistency provides over-learning opportunities.	Catch Up session observations and monitoring using coordinator resources. Pupil interviews, listening to pupils read, rewards etc Session reports from Third Space and termly in house data.	SENCO, Maths and English Leads  Maths lead	Ongoing informal discussions and formal half termly meetings  <b>£5972</b> Project X and Numeracy interventions - ongoing  <b>£8055</b> Third Space Y6 (Maths)
Classroom and playground behaviour incidents will be reduced.	Pupils will benefit from improved behaviour by increasing the likelihood of winning a half-termly prize draw.	The current Behaviour Policy, designed to engage parents more in their child's behaviour at school, has been effective in reducing the number of behavioural outbursts in school time. Pupils are rewarded for good behaviour with raffle tickets giving them entries in a prize draw.	Behaviour tracking and pupil satisfaction levels.	HT/SLT	Weekly tracking of behaviour  <b>Cost to be covered by FOHS</b>
Parents will support/enable their children and children will be able to keep themselves safe online.	Information session and workshop for parents.	A high percentage of Y6 PP pupils last year were involved in several incidents around inappropriate use of social media and online activity. Direct contact with these parents has had some effect but impact would be increased by further education for parents on current online issues, parental control settings etc.	Monitoring of number of reported incidents of inappropriate social media, online activity.	DSL team	£600

For Pupil Premium pupils to improve their reading skills and to engage those who are currently not engaged in reading.	Project X reading materials	Project X Code is a proven reading intervention for junior aged pupils in KS2 who are a year or more behind in their word reading. It combines systematic, synthetic phonics with vocabulary and comprehension development. Impact statement can be found at Edgehill University site: <a href="https://everychildcounts.edgehill.ac.uk/project-x-code/">https://everychildcounts.edgehill.ac.uk/project-x-code/</a> and this site below for "What works for children and young people with literacy difficulties?" report <a href="https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf">https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf</a>	Intervention will be closely monitored by SENCO to ensure assessments are carried out on entry and at any chosen exit point.	SENCO and English Lead	(Project X Code Training Year 2)
For all pupils to be able to engage with listening to stories being read.	Listening Ears for all classrooms	Children need to be exposed to texts that they may not otherwise choose to improve their vocabulary and appreciation of different genres and a wider range of materials.	Class book corners to have listening ears and resources for all pupils.	English Lead	£500
For children to be encouraged to learn their strengths so that they can hope to achieve for themselves in the future.	Real life Maths workshop with Natwest.	Raising aspirations is believed to incentivise improved attainment. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes and in particular need to know their own capabilities. The EEF states that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	Workshops will be closely monitored by subject leads with evaluations taken by both staff and pupils on the impact.	Maths Lead	No Cost
For whole school to experience maths workshops – bringing Maths to life	Aspirational role models to talk in assemblies and carry out workshops.			PSHE Lead	£1500
	To add a real life dimension to enhance understanding of mathematical concepts.	Pupils who understand why they may need to use certain mathematical concepts in real life will be able to identify with the need for the skills they are learning.	Whole school will participate thus not singling out any individuals	Maths lead	£500
For all year groups to experience history day workshops	To ensure children can engage first hand with the historical content of their topic studies	We know from experience that our pupils engage better with history when it is brought to life and off the bookshelf. Having physically engaged in an experience children will be better-motivated and more able to write of their experience.	Workshop per year group £400	Humanities lead	£1,600



TAs to deliver oral language interventions which aim to support learners' articulation of ideas and spoken expression.	Subscription to Wellcomm Primary which can be used to screen all children joining the school and identify appropriate targets and interventions for each individual child.	The EEF reports that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).	Intervention will be closely monitored by SENCO to ensure assessments are carried out on entry and at any chosen exit point.	SENCO	£525  £100 for EAL resources
To improve the outcomes and engagement of pupils through arts participation and to improve the knowledge of staff in supporting children from disadvantaged backgrounds.	For all Staff and pupils to take part in training and workshops delivered by Delight in the Visual Arts.	Delight programmes are designed specifically to overcome the barriers that children from disadvantaged backgrounds encounter. Imbued with delight the programmes broaden horizons, increase opportunities and strengthen relationships whilst being soundly rooted in developing key learning and life skills.	Workshops will be closely monitored by the Art Lead and SLT with evaluations taken by both staff and pupils on the impact.	SLT/Art Lead	£3800 programme and travel costs to galleries  £800 – CPD for staff  £650 - resources
To improve the outcomes in writing and engagement of pupils through arts participation	For all pupils to take part in workshops delivered by Delight Charity 'In the Woods'	Delight programmes are designed specifically to overcome the barriers that children from disadvantaged backgrounds encounter. Imbued with delight the programmes broaden horizons, increase opportunities and strengthen relationships whilst being soundly rooted in developing key learning and life skills. Delight report that 96% of children felt confident in letter writing after Delight in the Woods compared to 38% before the programme.	Workshops will be closely monitored by the English Lead and SLT with evaluations taken by both staff and pupils on the impact.	SLT/English Lead	£2500 (lower phase)
<b>Cost for Year 1 (2019/2020)</b>					<b>£27,102</b>

## Year-end Review of Priority 2 and 3

### **Impact:**

During the year, school priorities changed significantly as a result of Covid and the lockdowns. The school recognised the need to prioritise pupils' emotional wellbeing and mental health. Due to the challenges remote learning brought the school also recognised the need to provide additional virtual and physical resources to ensure continuity in learning and consistency in teaching. Funding was redirected as necessary to enable the school to be responsive to these needs. Project X Code has supported slow moving readers to improve their speed of decoding texts and reading became a whole school focus post lockdown to good effect (internal data supports this).

Year 6 pupils benefitted from Third Space during lockdowns and in school. This improved confidence of "cusp" learners (internal data supports).

School invested in providing all pupils hard copy workbooks for English and Maths and online programmes and headsets for laptops/chromebooks.

Delight in the Arts programme went ahead for Y4 post lockdown. Specialist Art teacher and high quality materials brought in. This was timed well for pupils to support wellbeing on return to school. Engaged whole school with "Art Exhibition" and the standard of work was high.

### **Take away:**

- Workbooks and online programmes were highly supportive and well utilised during lockdowns. School is continuing to subscribe to the online platforms as they were very successful in personalising learning.
- Arts Project was beneficial for those who took part – high levels of enjoyment and specialist teaching was high quality. Expensive programme which only benefitted one year group but will be considered again in future years.

**PRIORITY 4 -REDUCED EMOTIONAL BARRIERS TO LEARNING. IMPROVED ATTENDANCE AND COMMUNICATION WITH VULNERABLE FAMILIES.**

Member of staff responsible: SLT

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For emotional barriers to be removed or at best reduced and enable pupils to engage more effectively in their learning	ELSA and Home Link Worker	Surrey EP research, LA research (Wiltshire and Somerset) and ELSA network research. Helps to embed wellbeing culture within the school and to support pupils in building positive relationships and a sense of ownership over self, emotions & reactions. Provides first level of response to mental health issues within the school prior to CAMHS referrals etc.	Half termly meetings with ELSA practitioners and Learning Mentor. Reviewing pupil progress over half termly blocks. Discussions with CAMHS link worker for more complex pupils and further guidance.	SENCO	<b>£3100</b> Fegan's counselling  <b>£2,875</b> ELSA and VP activity clubs (ending Dec 2020)
Children will have a smoother day, will be able to concentrate better in class and attendance and behaviour will improve.	Nurture Group	EEF states interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  Three broad categories of SEL interventions can be identified: <ul style="list-style-type: none"> <li>- universal programmes which generally take place in the classroom;</li> <li>- more specialised programmes which are targeted at students with particular social or emotional needs; and</li> <li>- school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</li> </ul>	Nurture space will be staffed by trained TAs and managed by the SENCO. Staff will undertake training. Designated space set up.	SENCO	Termly reviews  <b>£2000 (training)</b> Set up in second year

PP pupils and their families will have one point of contact for attendance and welfare issues in order to improve engagement	Provision of a Home Link Worker	Post holder lives in local community and has a long history of employment at the school – knows families and staff well. Families are able to approach the Home Link Worker for support through the educational or welfare system and be sign posted to agencies that can offer additional support, Some of our families are relatively hard to engage and one point of contact encourages greater engagement with the school. Trained DSL, Attendance lead and PP lead.	Ensure opportunities for training are highlighted and taken where possible. Consider further opportunities for working with infant feeder schools during the Spring and Summer terms to ensure support is in place prior to transition.	HT	<b>£17,600</b> (2 terms only)
Parental engagement will improve.	Marvellous Me app to improve parental engagement through contacting on positive basis.	Parents are more likely to engage to support pupils and work in partnership with the school if they are contacted for positive reasons and any improvements in pupil behaviours are recognised.	Impact will be gauged via teacher competitions and parental comments.	HT	<b>£500 pa</b>
To ensure no child is disadvantaged in their uptake of educational visits and yearbook and hoodies (Y6 leavers).	Provision of funding of up to 50% per PP pupil per residential trip in Y6.	Enabling all children to access more expensive uniform items and trips is in line with the school's inclusive ethos and benefits these individuals by providing a broad range of experiences. However, some parents have abused the partial funding support for trips and we have therefore decided to make the distinction between residential and non-residential visits.	Applications to residential trips is monitored by the HLW who liaises with families to set up payments plans.	Jointly lead by HT and HLW/PP leader	Ongoing  <b>£3,000</b> trips  <b>£465</b> year book  <b>£240</b> Hoodies
No child will be made to feel or different to their peers.	Provision of uniform as required. PP pupils to be offered uniform if needed.	All PP pupils to be able to have uniform items as their peers do – cost barriers eliminated. Spare school shoes and PE kits available in school for children to use as required.	Requests for financial support are discussed with head teacher and ongoing payments monitored by the HLW.	HLW	<b>£500</b>

All PP pupils to be able to engage in curriculum enrichment opportunities	To ensure that all PP pupils can experience enrichment activities.	Limited uptake previously by PP pupils in enrichment activities provided by the school (workshops, clubs, short non-residential trips etc.)	PP parents to be contacted and support offered on a needs led basis.	HLW	<b>Cost to be covered by FOHS</b>
For children who receive PP to be offered small group tuition to support learning within school	Children who receive PP will be offered the opportunity to come to a supervised homework club where they will receive targeted support in completing additional work set by the teacher allowing them access to resources that will aid their learning.	The EEF states that overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	10 spaces for Year 3 and 4 and 10 spaces for Year 5 and 6 to be offered to children for supervised homework club.	SENCO and PP Lead	<b>£912 (30 mins) x2 weekly – 2 adults 10 children from Y3/4 10 children from Y5/6</b>
For children who receive PP to be offered a Forest School Club after school.	Children who receive PP will be offered the opportunity to come to an after school Forest School Club to improve outcomes in their academic learning as well as their own social and emotional outcomes.	The EEF states that overall, studies of Forest School consistently show positive benefits on academic learning. On average, pupils who participate in Forest School make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	10 spaces for Year 3 and 4 and 10 spaces for Year 5 and 6 to be offered to children for Forest School Club.	SLT and Outdoor Learning Lead	<b>£5,800 1 - 10 places – Y3/4 2 – 10 places – Y5/6</b>
To provide PP pupils with laptops or chrome books for home learning	No pupil will be disadvantaged due to lack of technological equipment in the home	During this time of lockdown we have a number of families with no or insufficient IT resources in the home which will disadvantage their children when their classmates are able to freely access home learning.	Allowance for 32 Chromebooks to be purchased for home use	HT/SBM	<b>£8,000</b>

For all children to think and feel better about life and make better choices and give them skills to develop their emotional intelligence and become happier children.	For all pupils to partake in 'Laughology' providing students with the tools to develop emotional intelligence, happiness, confidence and self-belief.	Research shows that understanding how to help children believe in themselves as well as the people around them will bring out the best in students. The EEF states that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	Workshops to be carried out by Laughology - a team of dynamic, experienced behavioural experts with a background in stand-up comedy.	SLT	<b>£1500</b>
Targeting children's social and emotional learning to support interaction with others and self-management of emotions so that learning outcomes can be improved.	Staff to use the Boxall Profile to identify targets and possible actions plans for identified children from disadvantaged backgrounds.  Staff to use the My World programme by Vision Works to support transition of children moving on from Holland Junior School.	The EEF states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Intervention will be closely monitored by SENCO to ensure assessments are carried out on entry and at any chosen exit point.	SENCO	<b>£100</b>  <b>£50</b>
For all children at school to have life experiences they might not otherwise have the opportunity to have.	Enrichment fund to support whole school trips e.g. going to the Science Museum	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. The impact of collaborative approaches on learning is consistently positive.	Visits to be arranged by all staff encouraging pupil voice in decision making.	SLT	<b>£3000</b>

All children will have their voice heard through the School Council – their opinions count and shape our school improvement plans	For the SC to engage in meetings and trips and to resource fundraising initiatives for the school	Our SC is very active and well-respected in the school community – they collect ideas from the pupil body and present these to their fellow councilors. The SC has been responsible for many good initiatives across the school and their contribution is valued.	Visit to Houses of Parliament for all councilors, breakfast meetings and resources for fundraising events	SC lead	<b>£1,000</b>
<b>Cost for Year 1 (2019/2020)</b>					<b>£50,642</b>
<b>End of year</b>			<b>Allocation</b>		<b>£88,494</b>
<b>Actual Spend</b>			<b>Contingency</b>		<b>£ 494</b>
<b>£75,538</b>			<b>Total</b>		<b>£88,988</b>
<b>C/f £13,450</b>					

**PRIORITY**

**Year-end Review of Priority 4**

**Impact:**  
 During the year, school priorities changed significantly as a result of Covid and the lockdowns. The school recognised the need to prioritise pupils’ emotional wellbeing and mental health. Due to the challenges remote learning brought the school also recognised the need to provide additional virtual and physical resources to ensure continuity in learning and consistency in teaching. Funding was redirected as necessary to enable the school to be responsive to these needs. ELSA and counselling continued post lockdown to support the needs of pupils. Nurture Group training was not available due to Covid. Marvellous Me app continues and has been received well by parent body. A limited number of trips took place due to Covid – no residential trips. Forest School and Catch Up – both supported pupils in their learning and wellbeing. Catch Up funding was used alongside PP funding to provide this. School is well resourced with laptops/chromebooks through PP funding and the DfE initiatives and, should a further lockdown be necessary (or for those pupils self-isolating) all pupils who request a chromebook loan can be accommodated.

**Take away:**

- Staff enjoyed the challenge of teaching remotely and have opted to keep Google classrooms operational for home learning. This enable pupils “homework” to be more meaningful and varied.
- Workbooks and online programmes were highly supportive and well utilised during lockdowns. Personalisation of lesson tasks was relatively easy for teachers to programme. School is continuing to subscribe to the online platforms as they were very successful in supporting learning. WE know this to be well-received by parents and pupils from our post lockdown questionnaires.
- Most importantly, children have benefitted from time with adults to process their thoughts and experiences from lockdowns and the pandemic generally. ELSA and Catch Up have been important for many of our pupils.