

St. Margaret's C of E Primary School pupil premium strategy statement

1. Summary information					
School	St. Margaret's C of E Primary School				
Academic Year	2019-20	Total PP budget	£68,640	Date of most recent PP Review	January 2019
			Total spend		
Total number of pupils	395	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2020

Attainment Analysis – July 2020

The points referred to in this document are used to measure the pupils' attainment and progress. The 'Expected' number of points, referred to in the table below, refer to where a child achieving at age-related expectation (ARE) will be performing at the end of each year. The expected progress from the end of one school year to the end of the next school year is 3 Federation points. The table shows the attainment, at the end of each year group, of the whole cohort and the pupils awarded pupil premium funding.

2. 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.	Despite significant improvements following previous interventions, the progress of PP children is still below that of their peers.	
B.	Self-esteem and motivation concerns in some cases	
C.	Opportunities for educational enrichment are limited for some families due to the expense of many of the attractions in and around London.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Not all PP children are exposed to the same knowledge and experiences of the wider world due to pressure on family income	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	We continue to diminish the difference between PP and non PP children in terms of attainment and progress	Data across all year groups shows no difference between PP and non PP children.
B.	PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation	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.
C.	Raise the self-esteem and ambition of pupil premium children across all year groups.	Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are

		keen and excited to learn and recognise the opportunities an excellent education can provide.
D.	Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	HA 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.

4. Planned expenditure

Academic year	2019-20
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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	When will you review implementation?
<p>All pupils achieve at ARE or above</p> <p>We continue to diminish the differences in attainment and progress between PP and non PP children</p>	<p>Streaming (not completely funded by PP grant)</p> <p>Provision mapping to identify the needs of the pupils. Implementation of PP Intervention groups for PP children identified as below ARE – including Maths focused (TT Rockstars) interventions, Reading and grammar focus (Fresh Start) interventions and a funded offering of Saturday + and Saturday achievement schools.</p> <p>In addition, boosters led by subject leaders and Senior Leaders will be offered to help raise attainment, across the year, with review and adaptation to suit the</p>	<p>Streaming has been successful in the past year at St. Margaret's and across the MAT. It ensures children are taught in smaller groups, with accurately pitched work, enabling pupils to get more focussed and individual attention. Streams to be covered by qualified teachers and in most cases, Senior Leaders, using Quality First Teaching.</p> <p>Focused interventions, enable children to close any gaps they may have in their learning, by more regular practice and smaller ratios of adult to child for more focused learning. In the past, this has proven to be beneficial in enabling pupils to achieve ARE or above.</p> <p>Quality First Teaching, using after school boosters in Reading, Writing and Maths has been proven to improve the quality and depth of understanding in our school of targeted pupils.</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis. 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 (directors). Continual review and adaptation of provision by PP lead and Head teacher termly, following assessment and analysis of data.</p>	SLT	<p>Formal review July 2020:</p> <p><u>Boosters</u> Reading, writing and maths boosters were on offer for all Year 6 PP students from autumn to summer. Y6 teachers, DHTs and HT all took classes after school to close gaps and bring about accelerated progress. Morning maths boosters were set up for PP students and those pupils who needed to further improve their arithmetic skills. Booster were consistently well attended and brought about a continuation of the three-year upward data trend in reading, writing and maths for our PP students. Y6 PP students' attainment levels are mostly in line with their peers and in maths exceed the expected level.</p> <p>In the spring term, our AHT and the Y2 teacher led after school writing and maths boosters for the most vulnerable PP students which enabled them to close the gap with their peers. Predicted grades show that before lockdown, those students were projected to be working at age related expectations by the end of the year.</p> <p><u>Streams</u> Streams have been successful across the year groups with Y6 and Y2 having an additional teacher in the morning sessions to take core</p>

	<p>needs of the pupils. (Reading, Writing and Maths). These boosters will continue and evolve into Easter school boosters, targeting year 6 and year 2 children.</p>			<p>subjects. In Y2, our most experienced teacher has supported the most disadvantaged students in small groups which resulted in those pupils making rapid progress. In Y6, the DHTs supported GDS PP group of children and the HT and EP worked with the lower attaining PP children in maths, reading and writing. Streams and additional teacher capacity has 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 by their teachers.</p> <p><u>Interventions</u> In the afternoons, DHTs worked with individual Y6, 5 and 4 pupils to review learning outcomes in books and address misconceptions. DHTs also supported writing in RE and topic for year 5 and 6 students. Our most experienced Y2 teacher supported disadvantaged students in Y1 and 2 ensuring misconceptions were immediately remedied. Our phonics expert led short intense top up phonics sessions for those pupils in Y1 and 2 who were at risk of not passing the test. The sessions were deemed highly effective and these pupils made swift progress in phonics as a direct consequence of the interventions.</p> <p><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. 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 £1.75 per session whilst the rest of the cost were subsidised by the school.</p> <p><u>Achievement school</u> 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.</p>
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Total budgeted cost					<p>Stream/booster & intervention teachers £62538 Saturday school + = £9883 Saturday Achievement school: £9523 Easter School pp = £1650 May half term pp = £Y6 & Y2 £825 Summer School: £13,994</p> <p>Total : £108179</p>

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?
PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons.	Use PP funding, where applicable, to enable children to access the extra curriculum events and extended school services we provide, including: Smarties, Football, Athletics,	Evidence shows exposure to sporting, artistic and musical activities raises attainment. Providing exposure to sporting, musical and artistic events that they might not otherwise get to experience will ensure inclusivity and shared experience, which will lead to a greater depth of knowledge, vocabulary and relation	Extended schools lead and PP co-ordinator to arrange for PP children to be provided and where necessary, funded to take part in the same access of a range of enrichment, clubs and events. PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not	SLT ESS Lead PP Lead	<p>Formal review July 2020: <u>Extra-curricular activities:</u> The take up of extended services and clubs has been particularly high this year with many of our PP attending clubs. A wide range of offers resulted in clubs being oversubscribed.</p> <p>Upper KS2 PP students were invited to join the school choir which resulted in</p>

	Martial Arts, Chess and Computing club.	to the topics and experiences that are vital to child development.	accessing this provision. Ensure that PP children do not miss out on trips due to financial reasons.		<p>them performing to an audience at the O2 theatre. Pupils then applied their singing skills by leading whole school singing assemblies. Performing with the choir resulted in pupils feeling confident, engaged and having a sense of pride which transferred to other areas of the curriculum and created a love for learning.</p> <p><u>Violin:</u> Year 4 and Year 5 students were offered weekly violin lessons free of cost to them. The school paid for a professional violin teacher to teach basic playing skills to pupils. PP pupils in particular benefitted greatly as this was an experience they would not usually have. Children were able to name parts of the violin, how to make a sound and how to hold the violin. Some children decided to take up personal violin lessons as a result of the offer.</p> <p>External clubs such as martial arts, chess and archery were particularly successful. For example, some of our PP pupils who attended the weekly chess club subsequently taught their peers how to play chess.</p>
Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures.	<p>Following the success of last year's Brilliant Club – Years 5/6, we will be capitalising on this fantastic opportunity again.</p> <p>Visit to a prestigious university, raising career choices and aspirations for the future.</p> <p>Local visit to London Lawyers Firm to gain vital experience of the workplace and to raise the aspirations pupils to aim high.</p>	<p>The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.</p> <p>To raise aspirations and to provide ongoing motivation for high achieving PP pupils aiming for ambitious future careers.</p> <p>Enable PP children to recognise the range of careers that exist – encouraging them to consider at</p>	<p>Benchmarking of opinions and understanding of furthering education and the world of work before and after this project.</p> <p>Review of trips and evaluation of the impact will be carried out, as well as a presentation and an opportunity for a child led assembly and display sharing the aspirations of the attending pupils.</p> <p>PP lead to arrange Brilliant Club subscription and to use own contacts to arrange law firm experience.</p>	Head PP Lead	<p>Formal review July</p> <p><u>Brilliant club:</u> Twelve higher attaining pupils were invited to register and enrol with the Brilliant club.</p> <p>Early in the autumn term, twelve upper key stage 2 PP students were able to visit a well-established law firm and meet some young solicitors and lawyers to discuss aspects of law, find out about the study path to become a lawyer, consider aspirations and cultural backgrounds. The children were inspired to learn what they needed to do in order to study law and how the law forms part of our British Values. After the visit, a handful of students said that they would like to</p>

		employment opportunities outside of their immediate location and recognise the role of education in being able to realise such career goals.			become lawyers and they were able to explain to their peers and their teachers what they would need to do to study law. <i>Due to the lockdown, the planned trip to Oxford university and visits by professionals had to be cancelled.</i>
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.	To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group. Proposed trips relating to topics, (funding PP children): Day trip to Flanders Fields, Belgium or France – D day memorials, linked to British History and French curriculum. Greek Restaurant trip. Seaside trip. Madame Tussauds trip. Invitation of History company to do themed day on Egyptians, Romans, Vikings and Saxons.	Enriching opportunities where children get to experience a broad range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school. It will enable children to have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities. Increased opportunities to extend depth of knowledge and vocabulary. Experience of travel and broadening of horizons, enabling children to experience another EU country and culture will further enrich children's learning opportunities – including opportunities to speak French All of the above will boost attainment and attendance levels.	Inform parents and carers about the trips well ahead of the time. Offer each of the trips for free, including travel, so the day out is accessible for all our PP students. PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given.	SLT Teachers PP Lead	<u>Visits and residential</u> Across all year groups, PP pupils have attended the educational trips and the Christmas Pantomime. Year 6 students have been on the residential. Pantomime tickets were subsidised for PP students and where families struggled financially, they were paid for in full. Writing outcomes in particular shows that pupils have benefitted from experiential learning as they applied new knowledge to their work. For example, the Y5 trip to the Houses of Parliament resulted in strong writing outcomes for the year for PP students as they linked the visit to their Alex Rider unit of learning which was set in Parliament Square. PP residential trips were subsidised and struggling families were offered the residential free of cost. Pupils felt fully included and they were able to share experiences with peers and staff. The residential visit raised confidence and resilience which impacted on attainment levels across all subjects. <u>Forest school:</u> 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 by mini bus was subsidised completed by the school.
Raise the attainment level of Pupil Premium children in Year's 4, 5 and 6.	Teacher run intervention groups as well as after school boosters and Saturday school provision.	Analysis of previous year's data shows continual improvement in this area, however in a bid for continued further improvement this will be a focus with regards to the number of PP children at ARE.	Use of provision maps and tracker to monitor children before and after intervention. Teaching and Learning reviews. Book monitoring.	Phase leads PP Lead SLT Intervention Lead	<p>Formal review July</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>Saturday Plus</u> See previous review point</p> <p><u>Achievement school</u> See previous review point</p> <p><u>Literacy books:</u></p> <p>To support PP literacy and reading learning, we bought every child the reading book they study for each half term in the year. Pupils have been able to read the text at home and familiarise themselves with the content, context and language before lessons. This has significantly improved confidence when speaking about the text and pupils are better prepared to write about events in the story as have had the chance to pre-read the stories. In reading</p>

				<p>comprehension lessons, pupils were able to read the text with increased speed. In turn, this helped them to practice skills such as scanning, finding key words, recognising synonyms and answer comprehension questions strategically. Evidence in books, pupil voice and staff feedback has clearly shown that this approach has significantly improved the oral, written and comprehension outcomes for our pupils.</p> <p><u>Singapore maths:</u></p> <p>To ensure that parents use the same resources and teaching models as our school, we have given every PP student in school their own Singapore maths work books. Pupils have been able to practise and consolidate learnt skills at home by using the same methods as they used in school. We have noticed that PP students are better equipped to talk about maths and the steps they take to solve problems because they studied similar questions at home. Where the books have worked best is in conjunction with interventions. Here pre-lesson skills were taught with the intervention teacher, the pupil then practised this in their Singapore maths book at home and then similar knowledge was taught by the teacher in following lessons. Confidence and engagement were boosted and book looks clearly showed pupils were able to get through more work and engage with challenges.</p> <p><u>Postcards home:</u></p> <p>To further bring about a culture of positivity and achievement for our disadvantaged pupils, we purchased school postcards. These postcards were sent to parents when a child achieved something special at school. This showed students that we recognise effort and achievement and that we share and celebrate this with loved ones at home. Feedback from parents has been very positive and the children talked about</p>
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					<p>having a sense of pride. We have budgeted to develop this idea further for next year as it was such a success. Receiving cards and working towards a card became real motivators for the pupils to do well in their learning at home and in school.</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. 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.</p>
Total budgeted cost					<p><u>Singapore maths</u></p> <p>£350</p> <p><u>Postcards:</u></p> <p>£960</p> <p>EmpiriBox</p>

£3332

Stem science lesson:

£450

Total: £

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that PP children access a healthy and varied diet and are not coming to school hungry	Funded access to SMARTIES – before and after school clubs which would include breakfast and/or tea	Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is basic human right, Providing care will support low-income families in being able to access employment which is beneficial for families and children. Provide opportunities to develop social skills around eating – table manners, conversation etc. outside of the home environment.	Extended schools lead and 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 residential due to financial reasons.	SLT ESS Lead PP Lead	Formal review July 2020: <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. The school has been able to offer our FSM families food vouchers. Take up of these vouchers was consistently high and all children were able to have a daily lunch because of our scheme. <u>Breakfast club and After School Club:</u> Some of our most vulnerable pupils continue to be offered free breakfast and after school club provision. This is to make sure that no child in our care goes hungry during the day or

					after school. These places are guaranteed for the year (unless circumstances change) and are fully subsidised by school.
Total budgeted cost					£70p/pupil per week x 39 weeks in a school year = Total Cost = £95550

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	<p>To offer PP children laptops and tablets free of charge so they can engage with all online learning schemes</p> <p>Pupils feel included to access online learning resources and can 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>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 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>Compile a list of all our PP pupils from EYFS to Y6</p> <p>Contact parents and carers through emails, letters, text messages and telephone conversations to establish who does not 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>	Office manager HT	<p>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.</p> <p>Tracking shows that these pupils actively engaged with the online 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>
To provide every pupil (Y1-6) with a reading book linked to the	Review our literacy and reading core offer and	Our curriculum is 'book based' which means all subjects are linked to the	Leaders plan and closely monitor all aspects of the support scheme by	Literacy leader Head teacher	Every child has been given their core reading book for each half term. Data shows that only a very

<p>literacy and reading unit of learning</p>	<p>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 online literacy and reading lessons.</p> <p>Measure impact of calls and consequent online learning completion</p>	<p>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 libraries closed, we want to support those families in particular who cannot afford buying them.</p>	<p>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>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>Office staff</p> <p>SLT</p>	<p>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>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>
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<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>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>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 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>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 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</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</p>	<p>Leaders discuss video conference call method and structure with the computing lead</p> <p>A parent survey indicates which PP children would</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</p>

	<p>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>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>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 and need to make accelerated progress to get ready for Year 6 and secondary school.</p>	<p>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>A first trial takes place to consider any possible technological barriers</p>		<p>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>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>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 they 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>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>The teacher uses positive reinforcement to praise completed work and engagement with learning resources</p> <p>Children stay connected to the school, feel valued 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>Follow up and concerns raised</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>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</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>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>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>leader to discuss the curriculum, admissions and the start of the term via video conferencing.</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>Creating an informative welcome video, setting up individual calls, 'meeting' the new teacher online and 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>Parent feedback and questions are monitored and responded to immediately so that no parent lacks information 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>
<p>To set up summer school for the first two weeks of the summer holiday for Year 4 and Year 5 pupils with PP pupils being a high priority.</p>	<p>Leaders design and plan stand-alone units of learning for Y4 and 5 (two weeks): maths focus on arithmetic and number problems, literacy unit on Malorie Blackman, Reading on Malorie Blackman, History on Islam and Benin empire and a set of daily PE lessons.</p> <p>Questionnaire shared with staff to check who is able to teach two weeks</p> <p>Invite Y4 and Y5 students through a questionnaire</p>	<p>All year 4 and year 5 pupils were unable to attend school since the March closure</p> <p>To prepare them for upper KS 2 and secondary school, we want to offer a carefully planned stand-alone unit of learning with the aim to prepare them for the next academic year Class sizes are kept small (no more than 15). PP pupils will be invited first and they are strongly encouraged to attend school.</p>	<p>Leaders will call PP parents personally to invite their children to come to summer school</p> <p>Leaders will attend all sessions and teach lessons themselves</p> <p>Daily registers are kept and calls will be made to those parents whose children have not attended.</p> <p>Book looks are planned to ensure the quality of work is of the highest standard</p>	<p>HT</p> <p>DHT</p> <p>Teachers</p>	<p>Summer school Y4 and Y5 PP students were invited to our summer school on a full time basis for two weeks. Summer school proved very popular with our disadvantaged parents and they were grateful for the provision (particularly as Y4 and 5 students had not attended school since March). Summer school was very well attended. Expert planners planned highly engaging literacy and reading lesson based on books by Malorie Blackman and maths plans focussed on closing gaps in four operations and units of measure.</p> <p>Every child attending our summer school was given a copy of the</p>

	<p>Plan and prepare all resources, stationary packs, risk assessments and fire policy</p> <p>Leaders carefully check attendance and impact of sessions</p>		<p>Parents will be given feedback at collection points about their children's learning for the day.</p>		<p>book. In the afternoon, pupils created African and Islamic art and learnt about the Benin Empire in History. Experienced teaching staff taught lessons and pupil outcomes show that children quickly picked up skills and made strong progress in subjects throughout the duration of the school.</p>
<p>Total budgeted cost</p>					<p><u>Online Learning</u></p> <p>£2,350</p> <p><u>Literacy Books:</u></p> <p>£1750</p> <p>Home Learning – support packs</p> <p>£1,300</p> <p>PP Reception packs</p> <p>£500</p> <p><u>Gardening & Growth packs:</u></p> <p>£480</p> <p>Laptops</p>

	£1,250
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