



Goat Lees Primary School Pupil Premium Strategy Statement

*NB please be aware this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions

1. Summary information					
School	Goat Lees Primary School				
Academic Year	2020-2023	Total PP budget		Date of most recent PP Review	July 2020
Total number of pupils	210	Number of pupils eligible for PP		Date for next internal review of this strategy	July 2021

2. Current attainment			
Year 6 SATS - No data for 2020 due to COVID-19	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths			
% achieving greater depth/high score in reading, writing and maths			
% making progress in reading			
% making progress in writing			
% making progress in maths			

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupil Premium children gap is likely to have increased due to school closures for COVID-19 and differences in access and support with home learning during closure.
B.	Consistency in using high quality teaching strategies across the school especially with teachers moving year groups and new members of staff being inducted.
C.	Limited speech and language skills on children entering Year R which impacts on learning.
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	Limited capacity to support with learning at home meaning home learning environments, support and engagement while at school and also during closure therefore access to home learning could be varied.
E.	Attendance and punctuality for PP children. Due to COVID-19 and an extensive period of time at home, children and families have been in a n environment where they have felt more comfortable therefore movement back into school may be compromised. Social emotional well-being and mental health.
F.	Limited opportunities linked to understanding the wider world and accessing the wider curriculum. COVID-19 could have enhanced this as integration beyond their home will be varied.

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between PP children's achievements will decrease therefore allowing the overall gap to decrease in both key stages.	Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children. Coloured stickers on books to ensure staff are giving feedback to these children first. Where appropriate, Pupil Premium children will be given priority for 1:1 tuition. Internal data used to track children's achievements and gaps discussed at PPM meetings. Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings.
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Teaching will incorporate mastery techniques (not just in maths), Blooms Taxonomy - higher order thinking skills. Different ways of assessing children will be used regularly and consistently across the school in all subjects. Teaching will include modelling the importance of a growth mindset. Experience and stunning start/Epic endings lessons used to develop the WOW factor and include an exciting way in to help engage the Pupil Premium children Monitoring of teaching through lesson observations, book looks and pupil voice will show an increase in the percentage of good teaching and the consistency of this through the school Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap
C.	To ensure children in YR R are supported effectively to develop speech and language skills. To ensure Oracy and vocabulary is promoted across the school to develop children's language skills.	Engagement in the Nuffield Early Language Intervention (NELI) Programme in Yr R. A language rich environment is provided; all staff are trained to support acquisition of key skills. Children receiving FSM will achieve and attain in line with their peers. High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently. High quality texts also available for access through reading schemes and school library. Add 'N' Nab walls used to display adventurous vocabulary Children use inspiration time to develop word, vocab and idea banks. Staff CPD dedicated to oracy and vocabulary. Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this Library and reading scheme constantly updated to develop a love for reading to allow greater access to a rich range of vocabulary.

		Reading challenge introduced the help develop the range of texts read and further develop the love for reading of the children
D.	To ensure parents are aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations	<p>High expectations communicated and explained during parent consultation.</p> <p>Homework to be adapted under consultation with parents to support parents and children.</p> <p>Staff are trained in using Google classroom which will be used to post homework and also in the event of a bubble closing during COVID-19.</p> <p>Children will be shown in school, how to log onto Goggle classroom, retrieve and complete work.</p> <p>Computing lead to create a guide for parents on how to use google classrooms.</p> <p>Pupil premium parents are contacted regularly (once per term) to discuss progress and expectations.</p> <p>Pupil Premium families are contacted to help improve relationships by praise phone calls or postcards home (at least two per week).</p> <p>Pupil Premium families are specifically invited to workshops and meetings to help them develop skills which will help support learning at home.</p>
E.	To ensure the attendance of PP children is monitored and addressed when gaps occur.	<p>Attendance tracked and monitored by the FLO and data provided each week to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures.</p> <p>Nurture support provided by the FLO to help outside issues that may be hindering attendance.</p> <p>Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed.</p> <p>In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable this includes adults from school collecting children from home.</p>
F.	To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education. To ensure opportunities missed during CPOVID-19 are addressed and where possible additional experiences provided.	<p>Parent consultations held in term 1 to discuss the experience of home learning and school closure to help identify possible gaps.</p> <p>Mentoring scheme developed so all staff are trained mentors for the pupil premium children. These meetings are recorded and notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn.</p> <p>Trust passport developed to provide experiences specifically for Pupil Premium children.</p> <p>School trips funded.</p> <p>All children go on trips organised for their year group, funded by the school where necessary</p> <p>Visitors in school as well as a trip to enrich experiences e.g. KIC theatre.</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events such a careers week.</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school.</p> <p>Social activities online arranged for Pupil Premium children in the event of another lockdown.</p> <p>Ensure these children are keeping in touch with their peers.</p>

3. Planned expenditure

Academic year 2020-2021

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>The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages.</p>	<p>Internal data reviewed in PPM meetings and aspirational targets set.</p> <p>TA's (year group/class based in the morning) and deliver intervention in groups based on need within their bubble.</p> <p>CPD based on High quality teaching and learning strategies to be planned for and delivered.</p> <p>CPD focus on high quality feedback and marking.</p> <p>Consistent approach across the school for High Quality teaching and learning strategies.</p> <p>Mentoring scheme developed so all staff are trained mentors (CPD) for the pupil premium children. These meetings are recorded and notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn.</p>	<p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings.</p> <p>EEF - Teaching and learning toolkit. Very high impact for low cost a potential 8+ month gain.</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. TAs will be trained to run specific interventions for their year group.</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be embedded through the school while others trialled. The use of higher order thinking skills (including Blooms Taxonomy) to help differentiation will help to lift the limit of pupil's achievements in lessons.</p>	<p>Impact of intervention measured and records kept.</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed.</p> <p>Learning walks/Lesson observations, book looks and pupil voice.</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>SLT</p>	<p>Termly</p>

		EEF - Teaching and learning toolkit. Metacognition and self-regulation. High impact for low cost and a potential gain of 7 months.			
Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	<p>CPD - Higher Order thinking skills (Blooms) Metacognition and self-regulation.</p> <p>Learning walks and feedback to develop strategies and ensure any new approaches are being embedded across the school.</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA's to use strategies to ensure this is available for the children to access during lessons (TA's in the mornings) to prevent any gaps getting bigger</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	SLT	Termly
<p>To ensure children in YR R are supported effectively to develop speech and language skills.</p> <p>To ensure Oracy and vocabulary is promoted across the school to develop children's language skills.</p>	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available.</p> <p>Vocabulary displayed for children to access when working independently.</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary.</p> <p>Book clubs ran to promote a love for reading and further discussion of and understanding of text reading and vocabulary used.</p> <p>Reading challenges to run through the school termly.</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve.</p> <p>Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing.</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing. The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts.</p>	<p>Learning walks/Lesson study weeks.</p> <p>HLTA designated to promoting use of library and monitoring use of it.</p> <p>Year group book clubs run to discuss appropriate books.</p> <p>Reading scheme and library updated.</p>	English lead / DHT	Termly

	<p>Reading ambassadors to promote reading through reading newsletters, book swap and sharing assemblies.</p> <p>Staff CPD - focus on vocabulary and oracy following training attending by English lead.</p> <p>Engagement in the Nuffield Early Language Intervention (NELI) Programme in Yr R.</p>	<p>Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	<p>Reading area a non-negotiable for the classroom.</p> <p>Pupil voice for reading challenge.</p> <p>Reading ambassadors (yr6)</p> <p>Intervention monitored regularly.</p>		
Total budgeted cost					£
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?

<p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families.</p>	<p>Parent consultations. Extra parent/staff discussions as required to discuss home learning and school closure experiences. Strategies developed to encourage attendance to parental workshops and meetings to help develop skills to support learning at home. Staff member on the gate every morning to help open communication with parents. Staff to ensure PP families receive correspondence through elected preference (email, website, text. letter). Phone calls/postcards to ensure families are aware of progress and next step. Use of the FLO to keep communications open with families if they are not engaging with online learning in the event of a bubble having to close. Children in KS2 to be taught how to access Google classroom during school time. How to guide to be created for older children and parents. Stakeholders to be consulted on the homework set and expectations for completing the homework.</p>	<p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements, then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily.</p> <p>Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated.</p> <p>Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school.</p> <p>Teaching and learning toolkit. Low impact for low cost and a potential gain of 2 months.</p>	<p>Parent voice.</p> <p>Baseline on entry to full time school.</p> <p>Staff tally for phone calls and postcards.</p>	<p>SLT</p> <p>FLO</p>	<p>Termly</p>
<p>To strengthen approaches to teaching and learning across the school which will accelerate pupils' progress.</p>	<p>Targeted interventions ensuring those new to the intervention are fully trained.</p> <ul style="list-style-type: none"> • Fizzy, clever hands • Rapid readers / Project X code • Maths pre teaching or scooping 	<p>Through data analysis with a close focus on vulnerable groups we identify gaps in attainment and progress and an intervention may be put in place in addition to quality first teaching.</p> <p>EEF - Teaching & Learning toolkit identifies that disadvantaged children benefit from good quality programs delivered by well trained staff.</p> <p>Certain interventions on personalised plans - HNF and EHCP.</p> <p>Pupils gain in confidence in their own abilities through pre teaching/scooping.</p> <p>Agreed progress measures achieved.</p>	<p>Observations of interventions - feedback given and worked on.</p> <p>Pupil records. And data tracking.</p> <p>PPM</p> <p>Learning walks - children applying their work from interventions in class.</p>	<p>DHT / SENCo</p>	<p>Termly</p>

<p>To strengthen approaches to teaching and learning across the school.</p>	<p>Additional TA in Reception class.</p>	<p>Due to the needs of the children in receipt of FSM - speech and language and ASD, an additional TA is needed for teaching and learning support and interventions. Focusing support for EYFS PP pupils. Moderate impact for high cost a potential 5 month gains and gap decrease.</p>	<p>Observations/learning walks Data and PPM</p>	<p>EY lead SLT</p>	<p>Termly</p>
<p>To improve speech and language skills.</p>	<p>Speech and language therapist 1:1 and training for staff to deliver programs. Speech and language intervention groups Staff trained in EYFS on assessing and acquiring speech and language skills. Engagement in the Nuffield Early Language Intervention (NELI) Programme in Yr R</p>	<p>EEF identifies that disadvantaged children benefit from good quality programs delivered by well trained staff. Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	<p>Records kept on initial and ongoing assessments. Observations of interventions. Pupil progress meetings.</p>	<p>EY lead SENCO</p>	<p>Termly</p>
<p>To raise the attendance and punctuality of PP children.</p>	<p>FLO to monitor Pupil premium children's attendance and report to Pupil Premium Lead to identify those at risk of struggling to return after closure. Attendance awards for children with 90-95% attendance. Extreme cases where beneficial transport provided to school or a member of staff to collect children from home. FLO and HT to hold attendance meetings for the disadvantaged children whose attendance has dropped below National.</p>	<p>Nurture support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school. Staff will be delivering a 'well-being' curriculum through PSHCE lessons and mindfulness afternoons. Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. In extreme cases collection of children to ensure they can get to school and on time.</p>	<p>Attendance rates PPM meetings discussions to ensure correct intervention provided and adapted as needed Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>	<p>FLO HT</p>	
Total budgeted cost					

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?
To expose pupils to a range of social/cultural and sporting experiences to raise aspirations and an enjoyment for education. <i>Particularly important if children have missed out on this due to lockdown restrictions.</i>	Visiting theatre/workshops (KIC) linked to curriculum themes. Forest school sessions at Godinton house. Payment of petrol for minibus. Pantomime - Marlow theatre School trip subsidies - usually term 5 & 6 Year 6 residential - Term 6. Half the cost paid for children in receipt of PP. Petrol for school minibus - sporting tournaments. Track children's attendance at after school clubs. Monitor reasons for non-attendance. Approach families first when organising clubs. Children's passport developed to provide experiences for Pupil Premium children.	Pupil voice. These activities engage all of our children but ensures our disadvantaged children experience things which they might not have the opportunity to have. Learning is bought to life and given greater context. EEF Teaching & Learning toolkit. Arts participation. Low impact for low cost and a potential gain of 2 months. Experiences scores low on the strengths and needs analysis across the school. Social skills, independence, perseverance and team work are developed through group work on residential visits in preparation for secondary school.	Pupil voice. Monitor children attending visits. Monitor the number of disadvantaged children attending sporting tournaments.	DHT	Termly
Specific financial support	Support for uniform and additional financial costs, as required	EEF toolkit suggests there's very low or no impact for very low cost based on limited evidence. However, the children we've provided uniform for have told us they felt happier at school when they looked like everyone else.	Pupil engagement in school. Pride in their school uniform, look smart. Raised self-esteem.	FLO	Termly
Breakfast club	Breakfast club places are paid for children who have difficulties in getting to school on time, have lower attendance or do not have breakfast in the morning. Payment of additional member of staff.	If children do not have the opportunity for breakfast in the morning then they will not be able to concentrate in class.	Monitor attendance at breakfast club.	DHT CFT	Termly
Small group Bush Craft sessions.	Weekly forest school session on the field for UKS2. Building engagement in learning and being in school.	Evidence from pupil voice - children who received the Bush Craft activities enjoyed these and wanted to be in school on these days, more children have access to Bush Craft and outdoor learning. Attendance improved and for some there were less emotional outbursts.	Pupil voice. Verbal reports from Bush Craft leader. PPM - focus on engagement of these children	DHT	Termly

			when in the classroom.		
Cycle training	Cycle training to be subsidised. Year R - Balance bikes. Year 1 - picking up on children from last year who still needed some extra support. Year 4 -Bikeability level 1. Year 5 - Bikeability level 2 to pick up on the children who achieved level 1 last year.	As a school we put great importance on being able to ride their bikes safely and competently.	Monitor children receiving this to compare PP with non PP. Ensure provision of a bike if they do not have one. Discussion with cycling teachers. Certificates allocated. Session records.	SLT	Term 3, 4 and 5.
Peripatetic music lessons.	1:1 or paired music tuition is subsidised to raise aspirations.	From previous years, PP children were really excelling and will be a focus for exams this year.	Monitor children receiving music lessons. Verbal reports from music teachers. Pupil voice. End of year reports. Monitor exams.	DHT / Music lead	Termly
Total budgeted cost					
Total cost					

4. Review of expenditure			
Previous Academic Year		2019-2020	
i. Quality of teaching for all			
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)
<p>Outcome A To strengthen approaches to teaching and learning across the school which will accelerate pupils' progress.</p> <p><i>Linked to school improvement plan</i></p>	<p>*Appraisals for 2018/19 clearly identifies pupils who must achieve EXS or GDS based on EYFS and KS1 data. *Quality CPD for all linked to priorities on the school improvement plan. *English and Maths lead, CPD - Leading more-able learners. (See separate action plan) *Coaching program led by members of SLT to ensure consistency across the classes. *Peer observations for TAs with a clear focus following training program. *Moderation meetings with TRUST schools to ensure consistency across the schools with a particular view for achievement in PP. *Pupil conferencing.</p>	<p>Due to COVID-10 and lockdown, data was not collected for the end of the year.</p> <p>Staff meetings up to the lockdown in March were carefully planned for linking to the school plan and subject actions plans.</p> <p>Peer observations completed and elements of different practise have been put into place. Learning studies completed by 3 TAs.</p> <p>Pupil conferencing was successful and the children gained a lot from talking to their teachers about their writing.</p> <p>Two moderation meetings happened and judgements were confirmed across the school. Year 6 had a meeting across Ashford and one child was moved from EXP to GDS.</p>	<p>Appraisal targets to continue to high expectations of all children. Baseline assessment will need to take place on reopening of school to know the levels of the children and the support they need to fill any gaps.</p> <p>Staff CPD to link to assessment (formative and summative) to identify and address children's gaps in learning.</p> <p>Zoom CPD sessions to be attended to increase subject knowledge within the curriculum teams.</p> <p>Membership to professional bodies for curriculum teams to have support in planning aspects of the curriculum.</p> <p>Leading more-able learners to be picked up again and ensure gaps in their knowledge from lockdown are also filled.</p> <p>New NQT to be coached/mentored by DHT.</p> <p>TA appraisal and observations (including peer observations) will need to be carefully though through in light of COVID-19 restrictions. This includes training of TAs new to the school.</p> <p>Pupil conferencing to continue with a focus on writing. Complete a cold writing task first and then moderate - set targets for the children and go over these. Use some PP money to fund teacher cover 3 x annually.</p> <p>Continue with moderation meetings where possible under COVID restrictions. Ensure NQT works alongside English lead to moderate work across the year.</p>

<p>Outcome A To improve outcomes for KS1</p>	<p>Year 1 - Analyse data from last year which a particular focus on which children (non-SEN) didn't achieve a good level of development. Target with individualised interventions.</p> <p>Year 2 - all areas but in particular maths. TA to pre-teach/scoop up children in the afternoons. Use of project X code for reading.</p>	<p>Due to COVID-10 and lockdown, data was not collected for the end of the year.</p> <p>Data was analysed and key children were identified. Interventions were in place up until March.</p> <p>Two TAs are trained for project x code intervention and were working well with the children.</p>	<p>Teacher analysis of children who engaged with home learning during lockdown. Target these children for specific interventions especially reading and phonics on return to school.</p> <p>Conduct baseline assessment in class and provide specific interventions for catch up. Including Phonics for year 2 screening in term 1 and 2.</p> <p>Continue with Project x code in year 3 targeting children who have fallen behind in their reading due to lockdown. Train up two more TAs to deliver the intervention.</p>
<p>Outcome A To improve outcomes for KS2</p>	<p>Year 3 - writing. Focus support planning with English lead to raise attainment.</p> <p>Year 4 reading and writing - Rapid readers interventions. Planning support for writing. NQT - mentor = DHT.</p> <p>Year 5 - all areas especially reading.</p> <p>Year 6 - cohort in line with peers but the attainment needs to be risen so better than expected progress needs to be made. 1:1/small group tutoring before school. Weekly arithmetic practise. Student in class for term 2 time for class teacher for targeted interventions.</p>	<p>Due to COVID-10 and lockdown, data was not collected for the end of the year.</p> <p>Interventions were in place and observations completed by DHT.</p>	<p>Teacher analysis of children who engaged with home learning during lockdown. Target these children for specific interventions especially reading on return to school.</p> <p>Conduct baseline assessment in class and provide specific interventions for catch up. Including Phonics for year 2 screening in term 1 and 2.</p> <p>Continue with Project x code in year 3 targeting children who have fallen behind in their reading due to lockdown. Train up two more TAs to deliver the intervention.</p> <p>Rapid readers to continue with Year 4 - KG to use this.</p>
<p>Outcome A To develop the school curriculum to suit the needs of the disadvantaged children. <i>Linked to school improvement plan</i></p>	<p>*Dedicated staff meeting time to evaluate the curriculum term by term. Plan next term's curriculum on the current needs of the cohort and through pupil voice.</p> <p>*CPD - Bush Craft twilight/ curriculum development - shelter building.</p>	<p>This was completed and successful for terms 1-4. We introduced asking the children about what they would learn from the topic and used this within the planning. Progression in skills were also created so even though the topic was the same, the skills taught to the classes were different. In term 2 all classes built shelters on the field and really enjoyed it. All class who returned to school in term 6 built shelters on the field and built on their previous experience in term 2. Staff feel more confident in teaching this and the children thoroughly enjoyed the sessions.</p>	<p>Continue to focus on progression in skills - look at which skills were missed from Term 5 and 6 and ensure these are built into the recovery curriculum within topic.</p> <p>Many children enjoy these wider experiences out of the classroom so this still needs to be built into our recovery curriculum.</p>

<p>Outcome D To raise the importance of social emotional well-being including healthy lifestyles.</p> <p><i>Linked to school improvement plan</i></p>	<p>*Hub INSET day. *Development of PSHCE curriculum. *Introduction of mindfulness across the classes, *Targeted Nurture groups. *Allocated key worker for specific children. *Lunchtime nurture groups with FLO.</p>	<p>Some work completed on PSHCE curriculum before lockdown. To continue as part of the recovery curriculum.</p> <p>Mindfulness afternoons - we only managed one but the children enjoyed this and some have been seen using the strategies taught to them. CN and EP worked well to build up a bank of resources to use and gave clear instructions to all adults involved.</p>	<p>Mindfulness to be reintroduced at the beginning of lesson particularly after lunch break or if the children are struggling when they return to school.</p> <p>Mindfulness afternoons to be organised and structured to run in class bubbles when we return to school.</p> <p>Key children identified who have struggled during lockdown and nurture groups or 1:1 sessions set up.</p>
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>Outcome A To strengthen approaches to teaching and learning across the school which will accelerate pupils' progress.</p>	<p>*Targeted interventions ensuring those new to the intervention are fully trained.</p> <ul style="list-style-type: none"> • Fizzy, clever hands • Rapid readers / Project X code • Maths pre teaching or scooping <p>Precision teaching - to also be used in reception class.</p>	<p>Interventions were in place up until COVID-19 and lockdown. Provisions maps were filled in and impact was started to be judged.</p>	<p>Judge impact per intervention - carefully monitor for attendance.</p> <p>TAs to run interventions within own bubble next year.</p> <p>More training may be required.</p>
<p>Outcome B To improve speech and language skills.</p> <p><i>Linked to school improvement plan</i></p>	<p>*Speech and language therapist 1:1 and training for staff to deliver programs. *Speech and language intervention groups *Speech and language programs 1:1 *Staff trained in EYFS on assessing and acquiring speech and language skills. *TA training speech and language interventions in KS2. (CPD)</p>	<p>Training and interventions started due to COVID-19 and lockdown many children digressed with speech and language.</p>	<p>To be on the school plan for next year.</p>

<p>Outcome E To raise the attendance and punctuality of PP children.</p> <p><i>Linked to school improvement plan</i></p>	<p>*FLO to monitor attendance and report to DHT. *FLO and HT to hold attendance meetings for the disadvantaged children whose attendance has dropped below National. *FLO to support parents through the walking bus scheme. *Assign a 'key worker' to PP child with poor attendance, regularly check in with the child.</p>	<p>Attendance data up until lockdown in March: PP = Attendance 93% Authorised 6% Unauthorised 2%</p> <p>Non PP = Attendance 97% Authorised 3% Unauthorised 0.4%</p>	<p>Attendance will need to be carefully monitored and followed up on return to school. This will be even more essential</p>
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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)
<p>Outcome C. To expose pupils to a range of social/cultural and sporting experiences to raise aspirations and</p>	<p>*Visiting theatre/workshops (KIC) linked to curriculum themes. *Art forest school sessions at Godinton house. Payment of</p>	<p>Due to COVID-19 school trips and year 6 residential did not happen.</p>	
<p>Outcome F To raise parental engagement with their child's education</p>	<p>*Full time family support (FLO) at Goat Lees. *Transport payment for FLO to attend appointments in</p>	<p>25 families were supported by FLO which has been essential during lockdown.</p>	<p>Continue with full time Flo - not only for families eligible for PPG but other families who are struggling at this time.</p>
<p>Specific financial support</p>	<p>*Support for uniform and additional financial costs, as required</p>	<p>18 families were provided with school uniform from September 2019 - March 2020</p>	<p>This will continue next year - support families who are not in receipt of free school meals but have struggled with finances during lockdown.</p>
<p>Breakfast club</p>	<p>*Breakfast club places are paid for children who have difficulties in getting to school on time, have lower attendance or do not have breakfast in the morning. *Payment of additional member of staff.</p>		<p>Continue to support families in receipt of PPG and also families who have difficulties following lockdown and loss of earnings.</p>
<p>Small group Bush Craft sessions.</p>	<p>Weekly forest school session on the field for UKS2. Building engagement in learning and being in school.</p>	<p>This was programmed for the summer term, but did not happen due to COVID-19.</p>	

<p>Cycle training</p>	<p>*Cycle training to be subsidised. Year R - Balance bikes. Year 1 - picking up on children from last year who still needed some extra support. Year 4 -Bikeability level 1. Year 5 - Bikeability level 2 to pick up on the children who achieved level 1 last year.</p>	<p>Cycling was given to year 6 who returned in term 6 in preparation for secondary school.</p>	<p>Bikeability to be picked up again next year, looking at the year groups who have missed out. Is there the possibility of additional sessions to plug these gaps?</p>
<p>Peripatetic music lessons.</p>	<p>*1:1 or paired music tuition is subsidised to raise aspirations.</p>		<p>All children in receipt of PP and express an interest in learning an instrument with be fully funded for peripatetic lessons.</p>