

Review of planned expenditure			
Academic year		2020/21	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned
Improved reading ability across school for all children, improving reading outcomes for end of KS2, both at EXS and GDS.	<p>To run reading interventions in all phases.</p> <p>Whole class guided reading lessons planned each week, focus on DERIC skills.</p> <p>Support from SLT on objectives identified from gaps analysis during pupil progress reviews.</p> <p>Additional phonics/early reading support from interventions.</p> <p>1:1 increased reading opportunities.</p> <p>Staff CPD from teaching and learning consultant.</p>	<p>- No end of year statutory assessments due to COVID -19.</p> <p>- QA carried out across the year showed that whole class reading lessons in KS2 had a positive impact on pupil progress.</p> <p>-Whole class reading for KS1 not having desired impact – look at returning to a more traditional guided read format but without holding tasks, use to support/promote a love of reading.</p> <p>-Planning for Autumn Term was adapted to support the teaching of any gaps arising as a result of the school closure.</p> <p>-Autumn Term data analysis shows that pupils were making at least good progress, with some year groups making outstanding progress in reading.</p> <p>-The impact of the third national lockdown was significant and standards at the end of the academic year were below those predicted.</p> <p>- Small group teaching in EYFS still effective and supportive of our disadvantaged pupils.</p> <p>-Restrictions within school organisation also impacted as pupils working in bubbles meant that our usual organisation of phonics teaching was unable to happen – a best fit approach was taken with 1:1 support offered where available.</p> <p>- Year groups identified children requiring additional interventions on a half termly basis and pupil progress meetings in December showed a positive impact, especially in EYFS and UKS2.</p> <p>-On return to school following the 3<sup>rd</sup> National Lockdown, pupils were further behind and gaps in learning had widened for some pupils. The return to school in March was very disruptive with a high % of pupils and staff testing positive for Covid-19 - this resulted in many bubble closures and therefore disruption with regards to intervention delivery.</p> <p>-Y2 in-house PSC showed that pupils accessing the 1:1 phonics interventions had made significant impact with 70% of disadvantaged pupils achieving a score of 32+</p> <p>-End of KS2 reading outcomes – 44% Reading EXS - 23% Reading GDS</p>	<ul style="list-style-type: none"><li>• Leaders to research EEF interventions to identify ones which will support rapid progress.</li><li>• RWI 1:1 interventions to continue as these make significant impact on attainment.</li><li>• Additional adult support will be required in all phases to support with small group teaching.</li><li>• Interventions to remain across all year groups but tiered approach needed – these will need to be tailored to address specific gaps in learning.</li><li>• Resources to support interventions to be purchased.</li><li>• School to continue engaging with NTP</li><li>• In-house data analysis shows that pupils still need additional support to address gaps in their learning – long term plans for core subject areas will need adapting to allow for over learning/catch-up learning.</li><li>• Look at introducing Echo reading to support pupils with fluency and prosody skills.</li><li>• Adapt KS1 guided reading sessions</li></ul>
PP children achieve in line with Others nationally in Reading, Writing and Maths.	Additional adult support (CTs/TAs) targeted across phases.	No end of year statutory assessments due to COVID -19. Despite additional adults to support small group teaching in-house data shows that pupils still have significant gaps in the core subject areas. School closures, pupil and staff absences due to bubble	<ul style="list-style-type: none"><li>- RWI Masterclasses to be facilitated weekly.</li><li>-CPD, both internal and external, to continue with opportunities for staff to develop their skills/knowledge over a number of weeks.</li></ul>

To ensure high quality support for vulnerable children.	DHT & SLT targeted support for PP children.	<p>closures and staffing issues have continued to impact significantly on standards across school.</p> <p>Restrictions within school organisation also impacted as pupils working in bubbles meant that our usual organisation of phonics teaching was unable to happen – a best fit approach was taken with 1:1 support offered where available.</p> <p>End of Y6 in-house data showed that pupils had reached the following standards: R,W,M combined – 44%</p> <p>Although progress has been made pupils are still further away from EXS/GDS than previously.</p>	<p>-Build in opportunities for staff to revisit previous CPD and build on this.</p> <p>-When possible provide opportunities for staff to observe good practice across the school as well as outside of the school.</p> <p>-Coaching opportunities to be provided for staff to ensure QFT across the curriculum.</p> <p>-Staff to access specific CPD for interventions recommended by the EEF</p> <p>-Resources to support interventions to be purchased.</p> <p>-School to continue engaging with NTP.</p>
All teachers delivering excellent teaching and learning	CPD targeted for the needs of staff, including joint planning and peer observations	<p>-QA systems were adapted during Autumn Term 1 to allow both staff and pupils to adjust to the new routines and processes within school.</p> <p>-School organisation in line with Covid-19 risk assessment impacted on how CPD was offered – staff were unable to visit other settings to observe good practice.</p> <p>-High number of bubble closures and staff absences as a result of Covid-19 meant that CPD plans had to be reviewed.</p> <p>-Despite the challenges QA showed that teaching and learning across the Summer Term was consistently good for the majority of year groups.</p> <p>-Evaluation of the wider curriculum during the Summer Term identified that further work is required to ensure consistency of practice across subjects and phases. Not all subject areas have well developed schemes of work resulting in inconsistent teaching and learning.</p>	<p>-Coaching opportunities to be provided for staff to ensure QFT across the curriculum.</p> <p>-Staff to access specific CPD for interventions recommended by the EEF</p> <p>-Resources to support interventions to be purchased.</p> <p>-Build in opportunities for staff to revisit previous CPD and build on this.</p> <p>-When possible provide opportunities for staff to observe good practice across the school as well as outside of the school.</p> <p>-Purchase a scheme of work to support teaching and learning within the wider curriculum.</p>
Develop resilience and independence in all children following period of school closure due to Covid-19	<p>Growth Mindset / Mindfulness</p> <p>Peer Review – Spring Term – staff to focus on developing metacognition skills.</p> <p>Spotlight Days – focus on mental health and wellbeing, including mindfulness.</p>	<p>-Peer review was unable to happen due to the 3<sup>rd</sup> National Closure – as a result work on developing metacognition skills to be carried over to the following academic year.</p> <p>-Spotlight Days held across the year – Spring Term held remotely and impact not as positive as when delivered within school.</p> <p>- Impact of school closures seen on social skills especially for the for younger pupils – further work needed to bring these in line with pre-covid expectations.</p>	<ul style="list-style-type: none"> <li>- SLT to research Growth Mindset</li> <li>- Growth Mindset CPD to be delivered to all staff over a number of sessions.</li> <li>- Trauma Informed Schools CPD to be revisited to further support the social and emotional development of all pupils.</li> <li>- Social skill development to be addressed through PSHE sessions and reinforcement of school routines.</li> </ul>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>

<p>ARE reading attainment and above National average progress for PP pupils at the end of KS1 &amp; KS2.</p> <p>Increased attainment in the phonics screen for PP children in Y1</p>	<p>1:1 Reader timetables in place to improve speed and fluency.</p> <p>Daily phonic interventions – EYFS/KS1/KS2</p> <p>Regular phonics masterclasses for staff teaching RWI</p> <p>Targeted reading interventions linked to outcomes from assessments.</p> <p>Increased opportunities for reading at home through Epic Reading.</p> <p>Ongoing staff CPD re: teaching &amp; learning of reading</p> <p>All children in F2 to receive a high quality reading book each half-term. Support to be given to parents/carers as to how to share this book with the children and to provide them with a range of activities linked to the text to carry out at home.</p>	<p>-F2 reading book allocation continued but not all parents confident in delivering the supporting activities at home – further support needed, face-to-face rather than remote.</p> <p>-Interventions (frequency and consistency) impacted by staff and pupil absence and bubble closures linked to Covid 19.</p> <p>-Daily RWI delivered as part of remote learning and remote RWI interventions delivered to EYFS/KS1 targeted pupils by support staff – take up of these sessions was inconsistent.</p> <p>-Remote learning provision adapted for EYFS and Y1 as parents requested access to paper based packs.</p> <p>-Organisation of RWI sessions adapted in line with bubble organisation and a best fit approach taken.</p> <p>- Y2 in-house PSC showed that pupils accessing the 1:1 phonics interventions had made significant impact with 70% of disadvantaged pupils achieving a score of 32+</p>	<ul style="list-style-type: none"> <li>- Weekly RWI masterclass to resume September 2021, to support staff returning to pre-covid organisation.</li> <li>- RWI 1:1 interventions to be delivered</li> <li>- Identify bottom 30% readers and ensure targeted support/adapted provision</li> <li>- Re-launch RED across school</li> <li>- Seek support from RUFC for reading interventions for KS2 reluctant readers</li> <li>- Increase opportunities for reading across the curriculum and for a love of reading</li> <li>- Re-launch Bookworm's Reading Challenge</li> <li>- Re-launch F2 book programme and invite parents in to model the activities to support the text.</li> </ul>
<p>PP pupils meeting ARE and making at least good progress in Reading, Writing and Maths at the end of KS2.</p>	<p>Quality first teaching – CPD to be targeted to address staff needs.</p> <p>Class teachers to deliver interventions to identified pupils from F2 – Y6</p> <p>Pre and Post Unit assessments to be used to inform planning and teaching.</p> <p>Timetables to be adapted to ensure 'catch-up' time</p>	<p>-No statutory end of KS2 assessments due to Covid-19.</p> <p>-Interventions impacted by bubble closures, staff and pupil absence and the 3<sup>rd</sup> national school closure.</p> <p>- Year group timetables adapted during the Autumn Term and additional focus placed on addressing gaps within the core subject areas – wider curriculum closed for a period of time.</p> <p>-Data at the end of Autumn Term showed accelerated progress made across school but still significant gaps in pupils' knowledge, particularly for the disadvantaged pupils in KS1.</p> <p>-Small group teaching in EYFS still effective and supportive of our disadvantaged pupils.</p> <p>-3rd National Lockdown has had significant impact on pupils' knowledge and skills – catch-up will still be required during the next academic year. Curriculum plans to be adapted during 2021 – 2022.</p>	<p>-In-house data analysis shows that pupils still need additional support to address gaps in their learning – long term plans for core subject areas will need adapting to allow for over learning/catch-up learning.</p> <p>-Interventions will need to form part of the school curriculum, teachers to plan from pupils starting points – half termly phase group RAPs to identify pupils requiring additional support.</p> <p>-Opportunities to promote key knowledge and retention of knowledge to be addressed – CPD required for staff re: sticky knowledge and effective low stakes testing.</p>

	<p>for all is built into the school day.</p> <p>School to work alongside the NTP to provide additional targeted support.</p> <p>After school curriculum clubs to be delivered to Y6 pupils and offer focused support.</p> <p>Additional resources to supplement home learning to be purchased.</p> <p>Opportunities to be provided across the year for parent/carers to learn how to better support their children's learning at home.</p>	<p>-Third Space Maths programme accessed by identified pupils in Y5/6 – positive impact seen on progress of these pupils and 67% of pupils achieved EXS for their year group during in-house assessments.</p> <p>-Century Tech programme purchased to support the delivery of maths interventions in school and at home. The programme was used effectively in KS2 during planned in school sessions but the interventions were not accessed at home – further work needed to support access at home.</p>	
To raise standards in spoken language/vocabulary	<p>Targeted support and intervention to raise attainment in spoken language/vocabulary acquisition. (particularly in EYFS/Y1)</p>	<p>-Pupils' communication skills significantly impacted by school closures. Increased number of referrals to SALT.</p> <p>-NELI programme accessed by F2 pupils but inconsistent delivery due to bubble closures and staffing absences.</p> <p>-Support staff have accessed NELI CPD so as to enable Y1 pupils to access during the next academic year.</p> <p>-Vocabulary development is high profile across school</p>	<p>-Additional CPD required for support staff so that identified pupils can access appropriate SALT support during the next academic year.</p> <p>-NELI intervention time to be prioritised for F2/Y1 pupils</p> <p>-Vocabulary lists to be evaluated and developed across all subject areas.</p>
Interventions ensure that PP pupils across school make accelerated progress in the core subject areas.	<p>Class teachers to be released in order to deliver time limited interventions to identified pupils – termly RAPs to be recorded for each class.</p> <p>SENDCo to plan/deliver interventions for identified pupils.</p> <p>Post Unit assessments to be used to inform planning and teaching.</p> <p>Purchase intervention/support</p>	<p>-No end of year statutory assessments due to COVID -19.</p> <p>-Despite additional adults to support small group teaching in-house data shows that pupils still have significant gaps in the core subject areas.</p> <p>-School closures, pupil and staff absences due to bubble closures, staff shielding and staffing issues have continued to impact significantly on standards across school.</p>	<p>-In-house data analysis shows that pupils still need additional support to address gaps in their learning – long term plans for core subject areas will need adapting to allow for over learning/catch-up learning.</p> <p>-Interventions will need to form part of the school curriculum, teachers to plan from pupils starting points – half termly phase group RAPs to identify pupils requiring additional support.</p>

	<p>programmes to enhance teaching and learning.</p> <p>Phase timetables to be adapted to ensure 'catch-up' time for all is built into the school day.</p>		
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
PP pupils improved attendance ensuring they are in line with National expectations.	<p>Attendance Officer and Head of Pastoral Care will track the attendance of PP pupils.</p> <p>Regular contact with key families to be made. Support for identified families offered.</p>	<p>Regular contact made with key families – attendance for the year was impacted by Covid 19.</p> <p>Attendance for the academic year was – 95.3% whole school 94.7% disadvantaged</p>	<p>-Continue close monitoring of attendance of disadvantaged pupils</p> <p>-Head of Pastoral Care to offer support to identified families</p> <p>-Reward systems for attendance to be reviewed and updated.</p>
<p>Ensure curriculum enrichment for all pupils.</p> <p>Increase the number of PP pupils accessing residential visits.</p>	Residential visits to be subsidised for PP Pupils.	<p>-Due to Covid-19 school visits and visitors in were restricted across the year.</p> <p>-Residential visits were cancelled and opportunities to develop social skills and life skills lost as a result of this.</p> <p>-Staff were creative in terms of hooks into learning, using the local community areas where possible.</p> <p>-Virtual visits/visitors were conducted where possible for example, virtual visit to the theatre to see a Christmas pantomime and virtual visits from authors for book week.</p>	<p>-The use of school visits/visitors to enhance the curriculum offer and promote cultural capital to be resumed as soon as possible during the next academic year.</p> <p>-Theme Tuning sessions to be reintroduced and a renewed focus on hooks into learning required.</p> <p>-Staff to receive updated training in accessing and utilising Evolve.</p>
<p>To improve attainment outcomes by increasing the number of children who have access to a healthy breakfast.</p> <p>To impact positively on attendance and reduce the number of 'lates'</p>	<p>Breakfast club provision to be free for PP pupils.</p> <p>Range of activities to be delivered during breakfast club to enhance social interactions/communication .</p> <p>Sporting and wellbeing activities to be offered as</p>	<p>-Due to the pandemic the organisation of breakfast club had to be adapted in line with Covid-19 restrictions.</p> <p>-Limited provision offered as a result of Covid.</p> <p>-Provision offered to pupils experiencing anxieties and/or additional needs.</p> <p>-Breakfast Club offered to disadvantaged pupils and key worker children – organised in bubbles.</p> <p>-Not all disadvantaged pupils accessing the provision despite staff encouraging them to take up a place.</p>	<p>-BC to be organised in phases to allow for greater number of pupils to attend – identified pupils to be invited to attend.</p> <p>-Full provision to resume as soon as it is deemed safe to.</p> <p>-Staffing to be increased to support organisation in phases – financial impact to be considered.</p> <p>-Wider range of activities to be provided – link to catch-up/recovery programme</p> <p>-Use BC to further develop/re-introduce social skills</p>

	well as support in core subject areas.	-Children's social skills impacted by school closures and limited opportunities to interact with others	
Increase parental involvement and engagement of PP Pupils.	<p>Increased opportunities for parents to access learning workshops run by school staff (virtual/in-house dependant on Government guidance).</p> <p>Provide opportunities for parents to develop their own skill set – liaise with Unity Centre (as and when Government guidance permits)</p>	<p>-Family Learning Workshops were planned through CLC but due to Government Guidelines and in view of high rates of Covid-19 within the community these were rescheduled.</p> <p>-Virtual workshops were offered by class teachers but with very little take up.</p>	<p>-Liaise with CLC to plan a series of family learning events across the next academic year.</p> <p>-Parent questionnaire to be sent out re: preferred learning options.</p> <p>-Liaise with the Unity Centre re: adult learning courses</p>
<p>To ensure children's social and emotional needs are met so that learning can take place. PP pupils to make accelerated progress/progress in line with their peers.</p> <p>Pupils eligible for PP are able to regulate their emotions.</p>	<p>2 x Learning Mentors to be released each afternoon to support the running of mental health and wellbeing interventions.</p> <p>CPD for Learning Mentors to enable them to deliver effective interventions for identified pupils.</p> <p>Additional resources to be purchased to support the running of these groups.</p>	<p>-Identified pupils were offered support through Nurture Group across the year and</p> <p>-Provision was more limited than usual to support bubble organisation.</p> <p>-Results from a parent/carer questionnaire supported identification of children requiring additional support.</p> <p>-Wellbeing Wednesdays were introduced following the return to school after the 3<sup>rd</sup> National Lockdown and these were well received.</p> <p>-CPD accessed by LMs based on supporting pupils mental health and wellbeing.</p>	<p>-To continue to deliver Nurture Group provision each afternoon.</p> <p>- To seek additional CPD for LMs linked to ACE and TIP.</p> <p>- All staff to access Emotion Coaching &amp; TIP</p> <p>-SDQs to be completed on entry to Nurture Group</p> <p>-Reviews to be held with parents following programme of support.</p> <p>-Time to be built into Nurture Group for LMs to respond to issues which arise during the day/week.</p> <p>-Parent/Carer questionnaire to be repeated termly linked to pupil need.</p>