

1. Summary information					
Total PP budget	£295900	EYPP budget (2 terms based on 19-20)	£5040	Date of most recent PP Review	Sep 2020
Total number of pupils	894	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Sep 2021

2. Current data (Summer 2019) – Awaiting Validation.					
		<i>Our school</i>		<i>National average</i>	
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for</i>	<i>Pupils not eligible for PP</i>
% achieving 'Expected' and 'Exceeding in R/W/M (end of KS2)		No data due to all statutory testing and data collection being cancelled.			
Average Scaled Score (Reading and Maths)					
Pupil Progress Scaled Score					

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Limited real life experiences beyond the immediate vicinity of Plaistow/Stratford
B.	Poor language skills impacting on both verbal and reading abilities
C.	Parental/carers abilities to be able to support their children's learning due to a range of factors (confidence, own literacy and numeracy skills, level of English)
External barriers	
D.	Factors that impact negatively on having positive family relationships and good mental health such as: housing issues including overcrowding, poor living conditions, risk of evictions, temporary arrangements; anxiety; bereavement.
E.	For pupils just above the PP criteria = parents/carers working extremely long hours, night shifts; short-term contract work; unemployment due to COVID-19

4. Desired outcomes		Success criteria/Evidence
A.	All pupils to achieve higher than National Averages in all subject areas and at all four comparable points.	All data reports/Pupil Progress Docs
B.	Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas.	Curriculum maps
C.	Pupils to leave Curwen as confident and determined learners ready to succeed in their various secondary schools.	End of KS2 data/pupil surveys
D.	Families to feel suitably supported by the school so they are then able to focus on supporting their children's learning.	Case studies/parental feedback

5. Planned expenditure

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
<p>Confident and articulate learners</p>	<p>1)Teacher/Pupil learning discussions 3x a year</p> <p>2)Additional teachers for core subjects</p> <p>3)English Lead, Pupil Voice and School Council Lead</p>	<p>1) Evidence from the EEF highlights the importance and impact of pupils being able to articulate their own learning, progress and targets. The evidence also states that regular shared conversations between pupils and their teachers “redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.” Staff remain convinced by the positive impact on pupil progress.</p> <p>2) For a number of years at Curwen, we have utilised additional funding to provide extra high-quality teachers during morning sessions to teach groups of children. Unfortunately this is not currently a feasible possibility due to our ‘bubbles’, however experienced staff working within phases are still offering planning support / modelling as appropriate. Our Forest Schools lead is also offering additional Forest Schools sessions so that all of LKS2 are benefitting. This will remain under review following government guidance.</p> <p>3) Our pupils often have limited experience of speaking ‘for and to’ different audiences. Evidence from the EEF states, ‘Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.’ By focusing on this through school council, Debate Mates, poetry performances and other opportunities for pupils to present to their peers, pupils are able to develop these lifeskills.</p>	<p>1) To ensure that discussions have maximum impact, planning will continue to be completed during Phase Meetings to discuss how best to facilitate discussions at an age-appropriate level. Pupils create a Personal Target during their discussion, and will spend time discussing their learning including successes and next steps in different curriculum areas. Following any self-isolation, pupils will have time to discuss their learning and any difficulties experienced with a member of school staff.</p> <p>2) The progress and attainment data for all groups will be closely monitored at data collection points. Any groups and or classes where there are concerns will receive additional support from more experienced teaching staff. Comparing statutory data submissions at assessment points throughout the year will ensure levels are maintained.</p> <p>3) Our English Leader, who is an Assistant Headteacher within the school, means there is an experienced member of staff to champion the subject, coordinate existing experiences and develop further opportunities for pupils. The Pupil Voice and School Council Leader will work alongside to ensure whole school priorities are maintained. Technology will be used and new opportunities explored to ensure children still have opportunities to perform, share their learning and debate.</p>	<p>Julie H</p> <p>Kate Mans</p> <p>Mark S, Connie</p>	<p>Termly</p> <p>Termly</p> <p>Feb 2020, June 2020(SEF)</p>

Swift identifications in EYFS	4)LST groups and specialist ASD tutor	4/5) There continues to be a significant number of pupils starting in our Nursery and Reception with additional needs; many of whom have arrived with limited paperwork from health care agencies. As such, we believe that if we are going to be able to meet the academic, social and emotional needs of these pupils, during their time at Curwen, it is imperative that we focus on this early identification in order to get the necessary resources to be able to support them adequately. Specialist staff based within our EYFS provision ensures better communication between school, home and outside agencies to ensure needs are swiftly identified and suitable support put in place. 6) In light of the growing need for SALT services and interventions in EYFS, and the lack of availability of the LA service a gap in provision has been identified. Increasing numbers of staff have been trained in Elklan to run specialist sessions with targeted groups and/or individuals across EYFS. This has so far been extremely successful in terms of 1-1 support and personalised planning. Additional training in 'Let's Talk' means once we are able we will also continue running our extremely popular targeted courses for parents to support families work with their children. Further training will be provided specifically for those staff working with children with ASD.	4) The LSTs will work as part of the Inclusion Team and specific 'bubbles' will be established. They will work with Specialist Teachers when they come in to identify need and will disseminate information, individual targets, strategies and action plans to staff and 1-1 workers. Ensuring all paperwork is ready for the funding panel meetings will also ensure their impact is being monitored. Impact will be regularly discussed at weekly phase meetings, half-termly VCM and termly PPM. 5) EYFS phase meetings and pupil progress documentation will highlight the utilisation and impact of specialist staff. Concerns will be discussed in VCM to ensure suitable signposting for families and/or referrals to external agencies. 6) Working in collaboration with the school's in-house SALT will ensure that provision mapping meets the needs of pupils and is regularly reviewed by a specialist. Regular targeted sessions will increase pupils' interaction and communication and highlight those with specific additional needs which may require referral to external agencies. An increased number of staff with Elklan training means we are better placed to offer swift support in small groups to pupils experiencing difficulties. By having dedicated members of EYFS staff who can develop positive relationships with families, and offer accredited training to them, families will be better placed to support their children's needs.	Kate Mi Kate S, LSTs	Termly Pupil progress reviews, Provision Map
	5)Additional staff running PSED and Forest Schools sessions			Kate S	Half termly VCM
	6) SALT sessions for targeted pupils Let's Talk tutor and training of additional staff			Kate Mi, Alison R	Phase Meetings, VCM
					Provision Map
Total budgeted cost					£110,000
ii. Targeted support					
Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date

<p>Ensuring physical and mental well-being</p>	<p>1) Half-termly VCM meetings</p> <p>2) Place 2 Be (1-1 sessions)</p> <p>3) Art nurture group</p> <p>4) Music therapy</p> <p>5) Breakfast club/6 o'clock/ Tae Kwando/uniform</p> <p>6) Pastoral Team (and training), Family Support Worker, Parent Courses, Educational Psychologist sessions</p>	<p>1) Vulnerable Children's Meetings (VCM) continue to be an effective way of ensuring pupils and families are able to receive pertinent support. This also ensures that pupils are closely monitored and swiftly identified.</p> <p>2/3/4) A decline in the provision through the LA CAMHS service, along with an increase in the number and severity of pupils displaying early signs of Social, Emotional and Mental Health difficulties, means we took the decision to buy-in our own provisions in this area. The success of this over the past years means we are keen to continue to provide this service. Additionally, we will continue to employ a Music Therapist to work with targeted individuals and groups of pupils throughout the year.</p> <p>5) Families that are experiencing difficulties for a wide range of reasons may be offered additional wrap-around childcare support, school uniform and/or attending Tae Kwando or gymnastics club to build confidence, self-esteem and activity levels.</p> <p>6) This provision has always been crucial to the structure at Curwen as it enables teachers to devote their full time and attention to teaching, whilst pastoral issues with children and families are supported by this team. Families who have been supported frequently comment on their gratitude. We will look at the possibility of running Triple P/Stepping Stones virtually for parents in need of support. The appointment of a Family Support Worker means that the school has increased capacity to work with pupils and their families, ensuring that children are able to succeed in school. Pastoral Officers assist in signposting local services to families, and attend appointments with them as needed. The SENDCo also signposts families to the Educational Psychologist service. This also allows strategic arrangement of Safeguarding training, whether statutory training for all staff or specific CPD for staff in key roles. Following the recent pandemic, staff have undertaken specific bereavement and trauma training. The AHT and 3 pastoral officers are also completing an Active Listening course.</p>	<p>1) Members of SMT, the Pastoral Team, Inclusion Team and Attendance Lead are always in attendance at these meetings to ensure they are run effectively and that necessary actions from previous meetings have been undertaken, and that key information is shared. This includes information on our SG log. Full minutes are taken and relayed to all attendees as a record of discussions and agreed actions.</p> <p>2) Termly evaluative reports from the SPM are shared with DSL which details the progress with these pupils (as regards their social and emotional resilience as well as their academic attainment). Alongside this, the SPM attends VCM and weekly Safeguarding meetings in order to feedback key information. DSL meets SPM regularly to discuss provision.</p> <p>3) An evaluative report is sent to HoS and DHT after each 3-week cycle of sessions which details the work undertaken as well as the progress as viewed by the session deliver and the children themselves. These are also reflected upon during the VCM meetings.</p> <p>4) Pupils receive a weekly session with a qualified Music Therapist. Targets will be set and progress shared half termly with the SENDCo.</p> <p>5) This is utilised on an 'as and when' basis decided upon through VCMs, S/G meetings and discussions with HoS.</p> <p>6) This team is led by an AHT who meets regularly with the HoS to ensure full effectiveness. The team meet on a weekly basis to discuss concerns and plan supportive actions for the subsequent week. The appointment of a FSW one day per week has allowed particular families to receive additional levels of support. Team members are provided with fortnightly supervision to support wellbeing.</p>	<p>Jan Britton AHT</p> <p>Rodney Dee, Jan Britton, Kate Mi</p> <p>Mandy S Tyrone C</p>	<p>Half termly</p> <p>Termly</p> <p>3-weekly</p> <p>Provision Map</p> <p>Termly</p> <p>Sep-July</p> <p>Weekly safeguarding, VCM</p>
---	--	---	---	--	---

Diminishing any differences	8)After-school, lunchtime and before school booster sessions for target children	8/9) In order to ensure that any academic differences between PP and non-PP remain negligible within Curwen, we utilise funding to target these children for specific interventions depending on their needs. These include additional literacy and numeracy sessions in the afternoons, before or after school or specific speech and language sessions during the day. To support staff leading these sessions, we provide ongoing bespoke training for all support staff. Rigorous tracking of these pupils will ensure that differences in achievement and attainment are diminished. As our data over previous years testifies, this has ensured that there are no gaps between the achievements and progress of these groups of pupils and has meant as a school, we were identified by the Government as within the top 100 for effectiveness of pupil premium spending. 10) In the event of pupils self-isolating / future lockdowns, resources have been purchased to support home learning. This includes text books for each child Y1-6, stationery and paper-based packs, as well as a scheme to allow parents to buy chromebooks with monthly repayments. 11) In order to widen the experiences for PP pupils, we will continue to look into more opportunities for them to undertake opportunities to expand life experiences. These may be virtual this academic year. 12) To ensure we continue to build capacity and staff confidence, we currently have 6 members of staff who will be undertaking the Elklan ASD training.	6/7/8) Following lockdown, staff have been assessing gaps in learning informally and will create target lists of pupils. Interventions are flexible and adapt according to need throughout the year. IDSR and FFT data will also distinguish between these groups, and in previous years that data has been submitted, there have been no evident differences. The quality of the sessions being delivered are monitored in an informal way by AHTs and YGL on a regular basis, and more formally through monitoring cycle, learning reviews and formal observations. 10) Ensuring high-quality resources are available will ensure that even if forced to stay at home that pupils still have access to learning. This will be monitored by discussions when pupils are able to return. A scheme to allow parents to purchase ICT equipment over 3 years means this is accessible to more families. 11) By carefully considering specific opportunities to enhance the experiences of PP pupils, they will develop a greater understanding of the wider world and may develop interests they had not considered. 11) All Elklan attendees will receive external verification of their qualification once the course has been completed.	Julie H	Termly
	9) Tutors for intervention groups and targeted clubs			AHT	Termly
	10) Home learning resources			AHT	As needed
	11) Targeted enrichment opportunities			SMT / YGL	Ongoing
	12) SALT sessions for target children, ELKLAN training			SENDC o	Sep-Dec
Total budgeted cost				£113,800	
iii. Whole School Strategies					
Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date

Widening life experiences	<p>1) Residential visits (yrs 4-6)</p> <p>2) Theatre visits</p> <p>3) Coach trips</p> <p>4) Nature experiences and Forest Schools</p>	<p>1-5) From speaking to our children, we are aware of the very limited experiences many of them have beyond school, home and a very small locality radius. Added to this, the focus on vocabulary within the reading curriculum has hampered our pupils' ability to achieve the Higher Standard within the end of Key Stage tests due to their limited vocabulary base. As such, we will continue to address these issues by offering all of our children a variety of different experiences, in order to support their social and cultural development through enriching experiences. Following the current pandemic and subsequent guidance, we will work hard to provide this within the parameters of what is permitted. This may include: outdoor and adventurous pursuits for children in years 4-6; overnight residential for those in years 5 and 6; a trip to a professional theatre / virtual theatre experience; an assortment of nature experiences both through bringing specialist animal companies into school and taking children out to wildlife areas and to take part in Forest Schools; and 2 coach trips a year for each year group to undertake trips beyond the usual accessible distance. With the current situation, we will also look into alternative opportunities that may be available virtually.</p> <p>Teachers are unanimous in declaring that these experiences have an immensely positive impact upon the lives of our pupils, and pupils continue to speak highly of visits and their impact: 'This was the best thing that has happened in my life!' (year 2 pupil)</p> <p>Two members of staff are now fully trained in Forest Schools. This is currently being offered to all of year 3 & 4 pupils as part of our Recovery Curriculum. An additional group has been established for children in year 1 who found the transition from Reception difficult to support their well-being.</p>	<p>1-5) The enrichment, trips, visits are now an integral part of our wider Curwen curriculum and are generally used at the start or end of topics to either launch or consolidate learning respectively. Year groups then utilise the learning within the topic and through the trips to create termly 'Big Outcomes' which are presented to parents, through which the learning, and therefore the impact, can be seen. We are looking at sharing these with parents virtually.</p> <p>Writing within literacy books, displays and outcomes within topic books are used as evidence of the utilisation and impact of the various enrichment activities, visits and trips. Given the current situation, we will look into varied opportunities that may be available virtually.</p> <p>Forest Schools is hugely popular with the children, and our area in school as well as at a local park are well-used. Anecdotally children tell us how much they enjoy Forest Schools, particularly the opportunity to cook on a fire and the time spent outside.</p>	<p>AHT / YGL</p> <p>Forest School leaders</p>	<p>Ongoing</p> <p>Sep – Dec and review</p>
Developing Resilience and Taking Ownership	<p>7)Place 2 Talk As above</p> <p>8) School Council and Pupil Parliament</p>	<p>8) The democratically elected school council take a very pro-active approach to bringing change about within our school; this has included raising money for charities, organising events, improving the playground and running a whole-school 'suggestion afternoon' to canvas ideas and opinions from all pupils. Due to our Recovery Curriculum, we have postponed the appointment of School Council until autumn 2 this year. We will continue to look into how we can develop virtual opportunities to network with peers across the MAT enables pupils to share ideas, and feedback about this remains extremely positive. This, along with providing opportunities for all children to discuss their feelings, has shown to support our pupils' self-esteem.</p>	<p>7) Monitoring of Place to Talk, including pupils attending and support given (see termly report).</p> <p>8)The school council feedback regularly to the rest of school during assemblies as regards their progress and impact towards various actions. Added to this, they show this visually on a notice board within the school. They produce a report following the 'Suggestions Afternoon' each year which is considered by SMT. The MAT 'Pupil Parliament' provides them with opportunities to come together with peers from other schools, although this may have to operate virtually this year.</p>	<p>Mandy S</p> <p>Connie SMT</p>	<p>Termly</p>

Supporting positive relationships development	9) Holiday clubs and Family Week	<p>9-11) EEF research shows that Social and Emotional Learning through, “School-level approaches to developing a positive school ethos which also aims to support greater engagement in learning” can add + 4 months impact per year per pupil onto their academic achievements. As such, we have decided to utilize some PP funding on these stated school-wide initiatives to support pupils and their families to engage with each other and celebrate their positive learning choices. Staff report that these initiatives promote pupils and parents having pride in the school, and increases engagement with learning.</p> <p>12) VCM often highlight families struggling with particular issues, so by training a dedicated member of staff to deliver Triple P and Stepping Stones parenting workshops, we are able to better reach out to these families. We will look at how these can operate virtually in 2020-21. Dual-language parenting classes have also proved extremely popular with harder-to-reach families, and will continue, as will our association with Newham Adult Learning Service to run ESOL courses. Due to parents not being able to attend school currently, we will ensure there are opportunities for them to connect with us virtually.</p>	9-10) Evaluative reports are written after each holiday club and family week reflecting the successes, parental and child views and areas for development. These are then used to continue or amend those activities that are seen to have most beneficial impact. We will be re-evaluated for the LPPA award in 2020.	HoS	Oct, Feb, Apr, July
	10) School Leaders		11) Attendance data reports are collated weekly in order for SMT to determine groups of pupils that may need more attention and these are discussed during VCM	HoS	Half termly
	11) Attendance and Behaviour celebrations		12) Specific families will continue to be identified and targeted through half-termly VCM. Opportunities to connect with families virtually will be made available at least termly.	Mandy S	Half termly
	12) Parenting classes /meetings			Mandy S AHT	Following meetings
Total budgeted cost				£72,100	

6. Additional detail

It is helpful to read this document alongside the Pupil Progress data sheet for each term and the pupil premium spreadsheets which detail the interventions that each child has accessed. Additionally, Provision Map which details opportunities provided to target specific difficulties by outside agencies / specially trained staff. Collectively these documents show the actions/input and data/impact for each individual child entitled to this funding.

Review of expenditure: Summer 2021

i. Quality of teaching for all

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
Confident and articulate learners	<p>1)Teacher/Pupil learning discussions 3x a year</p> <p>2)Additional teachers for core subjects</p> <p>3)English Lead Practitioner, Pupil Voice Leader and School Council Lead</p>	<p>1) Pupil discussions took part with our 'Who Am I?' topic, allowing staff to re-connect with the children and support them to transition back into formal schooling following the first lockdown. Discussions are used effectively for children to set personal targets, and lit/num targets are set more frequently following our updated feedback policy.</p> <p>2) Due to 'bubbles' this has been very challenging to achieve. However additional members of SMT have been used to plan and offer high levels of support to teachers. Once restrictions allowed, we re-designed bubbles to enable additional teachers in year 6 and these are now working within year 5 to support.</p> <p>3) As regards desired outcome C, our Pupil Voice Leader has begun working with the School Council leader to further develop their impact across the school, holding regular School Council meetings (25% eligible for PP). These have been forced to take place on Zoom. The school is taking part in 'Debate Mate' (37% eligible for PP) after coming 1st nationally last year. Pupils performed Hamlet as part of Shakespeare's School Festival (35% eligible for PP) which again had to operate in bubbles. 'Whole class' readers were purchased to enhance the love of reading, and a virtual World Book Day was held during lockdown.</p>	<p>1) Research continues to demonstrate that encouraging children to take an active role in discussing their learning is highly effective.</p> <p>2) Discussions with teachers and pupils that smaller class sizes for children who need to 'catch up' is positive both in terms of pupil progress and confidence.</p> <p>3) Children continue to regard the school council highly and to want to be involved. Our Debate Team were National Debate Champions 2019-20 following the finals in September 2020.</p>	<p>=£102,000</p>

Swift identifications in EYFS	<p>4)LST groups and</p> <p>5)Additional staff running PSED and Forest Schools sessions</p> <p>6) SALT sessions for targeted pupils Let's Talk tutor and training of additional staff</p>	<p>4) Due to 'bubbles' our LST groups have been running all day, ensuring the children within these groups have access to specialist provision all day. This allows them to participate in specific timetabled activities to best meet their needs. This includes: bikes and scooters; PE (led by a specialist coach); soft play sessions (with our OT specialist); speech and language interventions; cooking and food exploration; access to the sensory garden. Children have been settled and happy and developed in confidence. One child is now ready to return to her own year group in September. LST groups were commented on positively during our IQM reassessment.</p> <p>5/6) All classes in Reception have had Forest Schools sessions to support them in developing their PSED and PD skills. Children are very excited to be part of these sessions. One of the LST has been running targeted S&L sessions for identified pupils across Reception since our return to school in March. This has supported children's confidence and competence at participating in learning. Further EYFS staff have been trained in 'NELI' (early language support) and this will run from September 2021 with targeted children. Our EYFS LST has also undertaken ADOS training meaning we are better able to identify and support children with ASD.</p>	<p>4) Our LST provision has proven to be extremely successful for the children identified. We will have 3 LST groups running 2021-22.</p> <p>5-6) Personalised interventions run by our well-trained EYFS staff enable pupils to settle into the setting, and ensure planning best meets the needs of the pupils. In addition, parents are able to be signposted to suitable services and/or referrals are being made.</p>	<p>=£17,000</p>
ii. Targeted support				
Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date

<p>Ensuring physical and mental well-being</p>	<p>1) Half-termly VCM meetings</p> <p>2) Place 2 Be (1-1 sessions)</p> <p>3) Art nurture group</p> <p>4) Music therapy</p> <p>5) Breakfast club/6 o'clock/Daily Milk/Tae Kwando/uniform</p> <p>6) Pastoral Team and Family Support</p>	<p>1) VCM continue to be a useful tool in ensuring pupils' mental and physical wellbeing, and 20 have been held so far this academic year (one per phase per term). On average 31% of pupils in a year group are discussed. A number of issues including CP, attendance, barriers to learning and mid-phase admissions are all discussed and interventions put into place and reviewed as appropriate.</p> <p>2) Place2Be continue to offer 1-1 counselling to pupils who are experiencing emotional difficulties as well as Place2Talk slots for pupils to self-refer. 6 pupils benefitted from weekly counselling sessions (50% eligible for PP). See Place2Be Outcomes for autumn term term.</p> <p>3) 82 children have received art nurture this academic year, 53% of whom are entitled to PP. Feedback from pupils and teachers is that this continues to have a positive impact on the pupils that take part, and the vast majority go on to be more engaged and involved in lessons (project reports available). We also took the decision to employ an Art Therapist in January. She has worked with 10 children, with 70% entitled to PP.</p> <p>4) Over the year, the school supported 12 pupils entitled to PP with 6 o'clock club and 18 pupils with breakfast club. This enabled parents to attend work opportunities, necessary meetings regarding housing, employment and medical needs (desired outcome D and E). 12 children are funded to attend Tae Kwando.</p> <p>5) The Pastoral Team have supported a number of families over the course of the year with issues including children's behaviour, housing, domestic violence, bereavement and mental health. This has supported external barriers D and E and desired outcome D. Triple P and Stepping Stones has been run virtually 1-1 with targeted parents, with parental feedback very positive.</p>	<p>1) All staff agree that the time allocated to this has a huge impact on ensuring all staff are aware of key issues, and there is an opportunity to debate the best possible support/services for all pupils.</p> <p>2) The school has conducted a detailed review of this in view of ongoing difficulties with P2Be providing 1-1 counselling, and the 25% increase in cost for 2021-22.</p> <p>3) Staff highly rate the impact of this intervention on pupils' mental resilience, and pupils speak highly of the sessions. PP pupils will continue to be targeted. We intend continuing art therapy and reviewing the provision at the end of 2022.</p> <p>4) This will continue to be provided as needed.</p> <p>5) The Pastoral Team will continue to work with families to reduce the impact of external barriers on pupils' learning. We will ensure additional support is carefully targeted at relevant families. A social worker has been recruited on a part-time basis from September.</p>	<p>= £76,300</p>
--	--	---	---	------------------

<p>Diminishing any differences</p>	<p>8)After-school, lunchtime and before school booster sessions for target children</p> <p>9) Tutors for intervention groups and targeted clubs</p> <p>10) Home learning resources</p> <p>11) Targeted enrichment opportunities</p> <p>12) SALT sessions for target children, ELKLAN training</p>	<p>8/9) All clubs run this year have been targeted and invite only. 100% of children entitled to PP have been invited to at least one catch-up club each week. Due to bubbles, homework clubs have not been able to run as normal, however PP children experiencing specific difficulties have been invited to breakfast club to receive support. Specific pastoral and academic interventions have been run during the day as appropriate. This has had a particularly positive impact in our current year 4, where we had several children struggling to engage in learning.</p> <p>10) Following many bubbles being forced to self-isolate, and the national lockdown in January home learning resources have been vital. All children eligible for PP in years 4-6 were offered laptops during the lockdown to ensure they could access home learning (78 were loaned out). Teachers kept in regular contact with families, and provided paper-based work packs and reading books to be collected from school to support children further. School staff delivered resources if families were self-isolating.</p> <p>11) Due to restrictions, enrichment activities have been more difficult than usual to access. However we have been able to offer 'living eggs' and are planning to have butterflies, a farm and 'zoolab'. All of these supplement our Science curriculum. All of year 3 and 4 have also had weekly Forest Schools sessions to enhance their Science and Geography learning. Books evidence high-quality work.</p> <p>12) A further 13 staff have been trained in Elklan for 5-11 year olds. Our IQM assessment (Feb 2021) spoke highly of the school's speech and language provision.</p>	<p>8-9) The school continues to actively recruit staff who are able to deliver sessions (during or after school) at the appropriate level to support pupils effectively.</p> <p>10) We will continue to develop our online provision and ensure resources are readily available in the event of needing them.</p> <p>11) Children are massively enthusiastic about enrichment activities, and speak about them enthusiastically.</p> <p>12) The children continue to have extremely high levels of SLCN across the school and limited access to SALT. This means well-trained staff continues to be a priority.</p>	<p>= £28,500</p>
------------------------------------	---	---	---	------------------

iii. Whole School Strategies

Our desired outcome	Our chosen action/approach	Impact: Did we meet the success criteria?	Lessons learned Shall we continue with this action?	Cost to date
---------------------	----------------------------	---	--	--------------

<p>Widening life experiences</p>	<p>1) Residential visits (yrs 4-6)</p> <p>2) Theatre visits</p> <p>3) Coach trips</p> <p>4) Nature experiences and Forest Schools</p>	<p>1) Due to the pandemic, Children's University has been difficult to benefit from this year. As such, we will not be continuing this 2021-22 and will review in the future.</p> <p>2) Due to residential visits being banned, we have struggled to run these. Year 6 are spending a weekend at Stubbers in July, which represents a significantly larger cost than our usual visits. This cost has been massively subsidised for pupils receiving PP.</p> <p>3) Theatre visits were unable to be attended in person. All year groups had virtual (in person for EYFS) theatre performances in December, and have further workshops books in June/July to link with their International Week topics. We continue to pay for Now Press Play, which is an immersive experience for children linked to the curriculum.</p> <p>4) See information above relating to Forest Schools. Our year 1 Forest School Maths, run for a group of children struggling to engage with formal learning, has been successful in allowing these children to return to mainstream maths lessons.</p>	<p>When speaking to pupils, staff and parents it is clear that these experiences remain hugely influential on the lives of the pupils, and they benefit enormously (see Geog and BSkill QM files). These real-life experiences are crucial in supporting pupils to develop ideas, creativity and develop aspirations. Three members of school staff have trained in Forest Schools and sessions run both as interventions and whole-class sessions.</p>	<p>= £56,600</p>
<p>Developing Resilience and Taking Ownership</p>	<p>5)Place 2 Talk As above</p> <p>6) School Council and Pupil Parliament</p>	<p>5) Place2Talk continues to be hugely popular with pupils, and teachers are increasingly supporting pupils who they know are experiencing difficulties to refer themselves.</p> <p>6) See information (above) relating to Pupil Voice Lead.</p>	<p>5) See December 2020 P2Be report.</p> <p>6) See information (above) relating to Pupil Voice LEad</p>	<p>=£500</p>

<p>Supporting positive relationships development</p>	<p>7) Holiday clubs and Family Week</p> <p>8) School Leaders</p> <p>9) Attendance and Behaviour celebrations</p> <p>10) Parenting classes /meetings</p>	<p>7) Holiday clubs were not able to be held this year, funds were re-allocated to catch-up clubs (see above).</p> <p>8) Student leaders were not able to run due to bubbles. Funds were reallocated to provide targeted workshops for year 6 pupils (all of whom eligible for PP) for whom there were concerns relating to transition and vulnerability.</p> <p>9) Celebration assemblies have not been able to be held, however 'Reading Stars' have been awarded books half-termly and our TT Rockstars winners have received prizes 38 100% attendance rewards were given out to classes towards end-of-year treats.</p> <p>10) Support for parents has been held via Zoom and phone calls. Home visits have also been made if needed to discuss issues with children/parents. Coffee mornings have been offered, but less well attended than when held in person.</p>	<p>7-8) All of these opportunities and incentives continue to support pupils and their families to develop confidence.</p> <p>9) Rewards remain extremely popular with the pupils, and are a motivational factor. When consulted, staff agree that they continue to see the benefits to these systems of collective and individual rewards.</p> <p>10) Support for families has been very well received, particularly Triple P and targeted support during lockdown. The Triple P practitioner will be undertaking further training which will enable her to support parents who are worried about their child's anxiety.</p>	<p>=£15,000</p>
--	---	--	---	------------------------