

REVIEW OF 3 YEAR STRATEGY (Review of 2020/21 – 02/07/21)

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<p>Routines have been missed by children and they found it hard to readjust upon return to school. The PASS well-being survey for remote learning and conversations with pupils on return to build in PSHE opportunities to discuss feelings. Children have missed out on experiences and opportunities during school restrictions. Pupil's physical health has suffered, some weight gain and lack of fitness noticed following lockdowns. Many children benefitted by improving their computing skills during home learning.</p>	<ul style="list-style-type: none"> - Clear structure and routines during school day. - Results from PASS well-being survey to be analysed and interventions planned. - Opportunities to discuss emotional health in PSHCE and RSE lessons. - School enrichment experiences and trips to resume as soon as restrictions allow. - From May 2021 the '1K a day' activity to take place across school.
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<p>NFER/SATs baseline in September, and a review of missed learning for the previous year group. Knowledge of what had been taught during Jan-Mar lockdown revisited upon the return in short bursts. Teachers assessed subjects this year to make judgements on pupil's progress and identify gaps in knowledge.</p>	<ul style="list-style-type: none"> - New assessment framework review to be used to facilitate understanding of missed areas of learning. - Teaching staff to analyse results from this year's NFER/SATs assessments to identify gaps.
What work have you done to establish the impact on pupils and their families?	<p>PASS surveys to identify the pupils' emotional well-being. Surveys of parents and children during the remote lockdown on home learning provision. Open doors and conversations with pupils. Not being able to run family/community events due to restrictions, has had an impact upon relationships.</p>	<ul style="list-style-type: none"> - Hold community and family open days/events from September 2021. - Open communication with our families through e-mails, parents meeting etc. - Allow children opportunities to express their feelings in PSHCE/RE and RSE lessons.

	<p>Parental e-mails, phone calls to families within lockdown – call logs provide evidence of this contact.</p> <p>Well-being days held during lockdown to allow families a chance to spend quality time as families.</p>	
<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>Behaviour and safeguarding issues have been brought to school's attention.</p> <p>Some parents have found issues with children academically, when supporting them with home learning.</p> <p>Parents have had check ins and parental evenings to update on the academic side of school.</p>	<ul style="list-style-type: none"> - Continue to provide an open dialogue and communication between school and parents. - Regular parents evenings and annual school reports to highlight progress and areas of concern.
<p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<p>PASS assessments have helped inform regarding emotional and mental health issues with pupils.</p> <p>Conversations with children – the children are able to speak with staff about issues they face.</p> <p>Grit and determination project helped uncover children with poor attitudes to learning and low self-motivation.</p>	<ul style="list-style-type: none"> - Develop formalized ways of recording children's responses. - Use the PASS assessments data with a purpose and plan interventions accordingly. - The Grit and Determination project has taken place to help support those identified as low levels of self-motivation – continue to support those children using recommendations from project leader.
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p>Following the lockdowns, safeguarding issues such as online safety and domestic violence have increased.</p> <p>Social and economic issues - some parents have lost jobs, faced family bereavements and their relationships suffered during the last 16 months.</p> <p>Incorrect teaching during home learning, misconceptions embedded.</p> <p>Chromebooks have been a positive influence, as children have become familiar with them and increased amounts of them in school.</p> <p>Parents now begin to understand school concerns</p>	<ul style="list-style-type: none"> - Parental sessions to support with homework and current teaching practice, however engagement could be difficult with some families. - Online safety workshops for parents and continuation of online safety work in schools for pupils. - Supportive treatment of families facing financial or social problems as a results of pandemic.

	<p>in particular, academic issues their child may face in certain subjects.</p> <p>Some better relationships with parents through partnership working during home learning</p>	
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<p>All pupils were provided with a full and varied adapted curriculum throughout lockdown</p> <p>All staff upskilled in ICT.</p> <p>Catch up funding targeting disadvantaged pupils in reading and maths targeted teaching groups.</p> <p>Trust CPD for all staff</p> <p>Regular phone calls during lockdowns</p> <p>Many disadvantaged pupils in school during lockdowns</p> <p>Systems in school to identify pupils and parents who needed additional support.</p> <p>Families were signposted to other agencies where appropriate.</p>	<ul style="list-style-type: none"> - Continue to utilise catch up funding to target disadvantaged pupils. - Continue to build upon relationships with families - Ensure teachers are aware of gaps in learning when classes move on in September 2021.
<p>What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?</p>	<p>Children missed out most on cultural capital, experiences and routines.</p> <p>Children have also missed out on knowledge input due to remote learning and sometimes lack of access to devices.</p>	<ul style="list-style-type: none"> - Children to receive additional experiences in the new academic year. - Experiences to be broader and wider. - Ensure cultural capital is planned in for.
<p>Have you identified more vulnerable groups because of this?</p>	<p>Mental health has become an issue for some children, in particular anxiety and loss of motivation.</p> <p>Some children face physical challenges, such as weight gain.</p>	<ul style="list-style-type: none"> - Ensure children facing these issues are identified and supported. - Continuing regular PE lessons as well as the IK a day programme for all pupils. Sports in Schools activity for July 2021 to promote fitness. Swimming lessons to resume Sept 2021. Promote sports and fitness at every opportunity.

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Curriculum Design	Monitoring of the implementation of the character education curriculum.	MID IMPACT - Character education has been woven through the schools ethos this last year, but some of the key attributes, i.e., resilience and hard work have been lost during home learning periods. (Evidence from pupil surveys, PASS tests and teacher observations)	YES - We will continue to embed and promote the character education qualities as these are needed more following the global pandemic and its consequences. "The development of socialization skills and integration of character education are an important part of a child's academic success." - <i>INTERNATIONAL JOURNAL OF SOCIAL SCIENCES AND HUMANITY STUDIES Vol 3, No 2, 2011 ISSN: 1309-8063 (Online)</i>
	All subjects to have planned skills and vocabulary progression	MID IMPACT – Most subject leaders have produced key skills, knowledge and vocabulary progression plans for their subjects and teachers are ensuring they are embedded. The roll-out of the new assessment framework will allow teachers to assess against key knowledge across the subjects. (Evidenced by internal school documents)	YES – We will continue to ensure all subjects have knowledge, skills and vocabulary progression to ensure pupils progress and to tie in with the new assessment framework. "It is important that we are exposing children to concepts (words) within subjects and studying them in more depth in order to strengthen their understanding of topics and allow them to build on knowledge acquired in previous year groups. The stronger a child's understanding of a certain word is, the more likely they will be able to attach new vocabulary and knowledge on top."- <i>Marcus Jones, Huntington Research School.</i>
	Linking of foundation subjects to English teaching, to embed learning and create enjoyment.	HIGH IMPACT – All classes now enjoy cross curricular English learning which ties	YES – this has had a very positive impact upon enjoyment and progress, so will continue. It will also help the

		in with their history/geography or science topic. Pupils are very engaged by this approach. (Evidenced by pupil voice, book scrutiny, lesson plans)	children consolidate knowledge when using the new assessment framework.
Quality First Teaching for All	All classes to have teaching assistant support to improve outcomes for PP children.	MID IMPACT – teachers have utilised TA support to target the progress of PP children. However, the lockdown home learning time has had a negative impact on this strategy. (Evidenced by learning walks, provision mapping)	YES – We will continue to utilise the use of TAs within the classroom to support PP and non PP pupils, bearing in mind guidance from the EEF when allocating staffing across the school. “School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.” – EEF – <i>Making Best use of TAs 2018</i>

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Ensure early targeting of poor oracy skills in EYFS	Purchase of NELI (Nuffield Early Language Intervention) to deliver key oracy skills in EYFS.	LOW IMPACT –The NELI programme training and implementation was delayed due to national lockdowns (Jan to March 2021), so not implemented this year.	YES – the NELI programme will be used in the 2021/22 academic year.

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
To provide support for the emotional, social and mental well-	Targeted Nurture group x 3 weekly.	MID IMPACT – identified pupils have been selected to take part in nurture group sessions, however disruption due to	YES – Following the global pandemic many children are facing new or developed social and emotional problems and nurture group remains an effective way to target those issues.

<p>being of PP pupils.</p>	<p>Forest School provision.</p> <p>Using pupil voice questionnaires to record a baseline to inform targeted groups.</p>	<p>lockdowns has interrupted sessions and created different emotional barriers for some pupils (Evidenced by Boxhall profiling)</p> <p>MID IMPACT – Forest School sessions have taken place for all year groups over the year, each class taking part in session weekly for a half term. The enjoyment and release the sessions has provided for all pupils is clear when children have been questioned. However, due to the lockdowns some children had interruptions to their sessions and may have developed additional mental/emotional health issues. (evidenced by pupil voice and PASS tests)</p> <p>MID IMPACT – PASS testing has taken place in June 2021 across KS2. This will allow us to target children for intervention in Advent 2021 showing low levels of self-worth and</p>	<p>“Because nurture groups are integrated into the school, the provision can be a reliable and permanent fixture of a whole-school nurturing ethos.” - <i>The International Journal of Nurture in Education</i>.</p> <p>YES – The enjoyment and engagement of the pupils during their Forest Schools sessions has been evident. Following the global pandemic many children are facing new or developed social and emotional problems and Forest Schools remains an effective way to target those issues.</p> <p>“[In Forest Schools] Previously ‘quiet’ children have been shown to improve in their confidence and communication to work with others, and children who were initially un-cooperative learnt that sharing and working together had positive consequences – and increasingly did this.” (Murray & O’Brien, 2005)</p> <p>YES – we will continue to assess and observe the children’s attitudes to learning through pupil voice, surveys and group discussions so we may record any changes to their attitudes.</p>
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	<p>Targeted 'Lego therapy' led by staff.</p> <p>Introduce a 'Chill and Chat' session where children can talk to staff about any worries.</p> <p>Termly meetings between Pupil Premium Co-ordinator and class teachers to discuss overall PP provision, including the emotional, social and mental well-being of PP pupils.</p>	<p>motivation. (Evidenced PASS tests)</p> <p>MID IMPACT – LEGO therapy group has been taking place for targeted pupils, although lockdown periods have interrupted its effectiveness,</p> <p>LOW IMPACT – This has not been able to take place this year due to staff and pupil bubbles. We look to trial this when bubble restrictions are lifted.</p> <p>LOW IMPACT – Due to various lockdowns and social bubble restrictions, formal meetings have not taken place regularly this year. Email discussions have taken place and data collected by Pupil Premium Co-ordinator. For 2021/22 academic year – these</p>	<p>YES – Following the global pandemic many children are facing new or developed social and emotional problems and LEGO therapy remains an effective way to target those issues. “By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.” – <i>Therapy Focus.org.au</i></p> <p>YES – Once restrictions are lifted on social bubbles we thin the children will benefit from an informal opportunity to chat any concerns with a trusted member of staff.</p> <p>YES – The meetings will be a vital way of tracking and effecting change upon the progress of PP children, both academically and emotionally. “More successful schools use data to identify pupils’ learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address</p>
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		meetings will take place at least termly with each class teacher.	them quickly.” - <i>Supporting the attainment of disadvantaged pupils- Briefing for school leaders - DfE November 2015</i>
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ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	Shared at the Local Governing Body meeting 5.7.21
How do you know staff understand the strategy and apply correctly?	Shared at staff meeting Sept 2021

Live Working Document