West Kidlington School - Pupil Premium Strategy Statement 2020/21

1. Summary Information					
School	**West Kidlington School**				
Academic Year	2020-21	Total PP budget	£72,648	Date of most recent PP Review	18.7.19
Total number of pupils	326 (366 inc Nursery)	Number of pupils eligible for PP	59 total 37x FSM 16x Ever 6 3x Service chn 1x adopted	Date for next internal review of this strategy	Nov '20

Cohort Information							
	Reception (54chn)	Year 1 (39chn)	Year 2 (44 chn)	Year 3 (46 chn)	Year 4 (54 chn)	Year 5 (49 chn)	Year 6 (40 chn)
Total	10	3	11	8	15	9	4
FSM	8	3	10	3	6	0	2
Ever 6	0	0	0	5	8	9	2
Service children/ adopted child	2	0	1	0	1	0	0

Attainment - Academic Year 2019-20 (as of March 2020)			
	% Pupils eligible for PP	% Pupils not eligible for PP	Gap
Whole school			
% achieving in reading, writing and maths	33	44	-11
% on track + in reading	41	53	-12
% on track + in writing	41	48	-7
% on track + in maths	45	56	-11
EYFS - Reception			
% achieving GLD	44	73	-29
Year 1			
% achieving in reading, writing and maths	67	58	+9
% on track + in reading	81	81	0
% on track + in writing	67	58	+9
% on track + in maths	67	72	-5

Year 2			
% achieving in reading, writing and maths	27	58	-31
% on track + in reading	45.5	70	-24.5
% on track + in writing	54.5	64	-9.5
% on track + in maths	45	73	-28
Year 3			
% achieving in reading, writing and maths	38	63	-25
% on track + in reading	50	76	-26
% on track + in writing	50	66	-16
% on track + in maths	75	92	-17
Year 4			
% achieving in reading, writing and maths	53	67	-14
% on track + in reading	66.6	79.5	-13
% on track + in writing	60	69	-9
% on track + in maths	60	77	-17
Year 5			
% achieving in reading, writing and maths	11	50	-39
% on track + in reading	11	57.5	-46.5
% on track + in writing	11	62.5	-51.5
% on track + in maths	11	75	-64
Year 6			
% achieving in reading, writing and maths	50	72	-22
% on track + in reading	50	78	-28
% on track + in writing	50	78	-28
% on track + in maths	75	75	0

2. 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.	Pupils demonstrate a lack of independent learning skills and passiveness in lessons
B.	Limited vocabulary, spelling, poor grammar skills, fluency and poor working memory are restricting the understanding of texts (comprehension) and limiting the language that can be used in writing

C.	Pupils are too dependent on staff in their learning habits and have limited resilience
D.	**Further gaps in learning due to school closure and home learning**
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Parents lack confidence in current learning methods and vocabulary
B.	Limited number of families are sharing books with their children at home and therefore there is a limited amount of booktalk happening outside school.
C.	Drop in attendance 2019-20

3. Desired outcomes		
	Desired outcomes	**Success Criteria**
A.	Pupils are demonstrating resilience and seeking/ relishing challenge.	Pupils will make (or exceed) expected progress Staff will report that pupils are using independent learning strategies to support their learning. Pupils will say 'I can…' when given an activity that they find challenging (SDP 6) The new characteristics of learning /learning powers will be introduced to children. These are: be creative, make links & connections, communicate effectively, have a go and persevere Through the 'Primary Futures' program, children will be able to discuss their future and what they need to do to achieve this. For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM
B.	Children will have an improved vocabulary that they will use in their everyday speech and their writing. Children will be given support on how to develop their working memory and teachers will be more confident in knowing what interventions will support fluency in reading	For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM Book looks (writing/science) will demonstrate good use of vocabulary Learning walks – children will be able to express themselves clearly using a wide range of vocab Children will confidently discuss the text they are reading and answer questions surrounding it Attainment in the BPVS Children will know strategies (eg note taking, graphic organisers) to support their working memory Interventions will be put in place to support fluency reading and assessments will show an improvement in this skill
C.	All staff will use the scaffolding approach (MPTA) to ensure that children develop their independent learning skills and that there is a 'can do' attitude.	All children will be ready to learn at the beginning of a session (with correct resources) Staff will be prepared (having read and understood plans) allowing them to use effective questioning techniques to ensure that children are not reliant on staff. Marking in the moment will be accurate allowing accurate 'keep up, not catch up' interventions Children will confidently use our characteristics of learning language to demonstrate resilience. Positive response from pupil questionnaire.
D.	All PP children will feel safe and confident in their environment, allowing them to challenge their learning ensuring that all children are making accelerated progress.	By using features of the Zones of Regulations and 'The Colour Monster' book, younger children will confidently name their emotions and know what actions to take if their emotions do take over. Tweaks to the PHSE programme (Jigsaw) and staff training will ensure that mental health and wellbeing is high priority for all teachers/staff Children will feel confident in their learning and have high expectations of themselves.

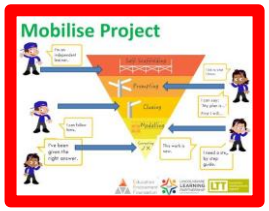
		There will be an upward trend in progress across assessments (Sandwell/Salford/HAST)
E.	Parents will know and be able to confidently use current learning methods with their child. Parents will enjoy learning alongside their child. This will be shared on Tapestry, through parent questionnaires, child and parent voice and homework books.	Having attended the lecture from Inspirational Speaker, Will Ord, parents will confidently talk about what their child is capable of achieving rather than the barriers to learning. Parents are using the 'how to…' programmes on our website and will have attended information sessions so that they can actively support their child's learning. Families will be actively involved in responding to the 'Pop up' questions that have been asked. Evidence in reading records, homework diaries, child and adult conversations and on Tapestry will show increased parental engagement.
F.	Children will be sharing books and other reading materials with family and children will confidently be able to talk about what they have read.	Families will be regularly visiting the local library and many children will be receiving a story before bedtime. Children will be able to talk about books that they have read at home and want to share these books at school with peers and teachers.
G.	For attendance to match school average	Attendance diminished between Pupil Premium and Non Pupil Premium Pupils Monitoring systems to track attendance weekly with immediate action.

4. Planned Expenditure

Academic Year	**2020-21**

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	Review date
Using metacognitive approaches all children will have a 'can do' attitude to learning	*Quality First Teaching *All staff to understand what 'Metacognition' means and how that relates to how children learn *Encourage children to ask themselves 'why?' eg why are they reading a certain text? *Marking in the moment to ensure that the 'Keep up, not catch up' intervention is methodical and ensures all children are able to access the following days learning *Each term, teachers will consider if any additional pre-teaching/experiences are required in order to successfully teach topics (cultural capital) *Teachers will consider children's strengths and interests so that children are 'buzzing' about their learning. *Discreet teaching of the new/updated 'Learning	EEF guidance states that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The 'Keep Up, Not Catchup' strategy has worked successfully in school for the past two years as has monitoring pupil attendance with an improvement of 3% for PP families Teacher's 'discourage the idea that because a child has been	Overview of annual monitoring schedule implemented into the termly schedule Learning walks Intervention/MOT registers Child conversations/ observations Teacher feedback Pupil questionnaires Have teachers asked for funding to support outside school experiences Quality of children's work Tapestry	JS	Dec 20

	Powers' in KS2. *Teacher/pupil mentoring that will encourage children to talk about what is going well and where they need support to develop their learning *Opportunities to gain the Character Award *Give advice on the 'Working Memory' profile of our children. https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf and where there are concerns follow up on more specific test. All staff will know how to support children with working memory difficulties *Training on executive functioning from the SENSS team *Attendance monitoring and rewards * The 'Primary Futures' program, will enable professionals from all walks to encourage the children to reach their full potential. * Weekly texts to specific parents to demonstrate the learning that has occurred that week *Young Voices	taught something, they should have got it.. priority is placed on ensuring that all children have learnt what has been taught' (Myatt 2016) 'Strong relationships between teacher and learner are fundamental' (Rowland 2015)			
All children will be independent learners, whereby they will be able to use resources in the environment before requiring adult support	Quality First Teaching *Embed MPTA approach to support independent learning through training and observation  *Peer to Peer TA coaching *Enabling environment – guidance and training given to staff on working walls, resources to support learning *Discreet teaching of the '5 B's Before Me' *Children trained as 'anti bullying ambassadors' ensuring that even at lunchtime children find alternatives to adults supporting them when	EEF – Maximising the Impact of Teaching Assistants (Webster, Russell and Blatchford). 'It is often when we have got things wrong and gone back over them, seen the correct way of doing them that the learning is secure' (Myatt 2016)	Monitoring schedule Staff training Learning walks Speaking with chn	SLT	Dec '20

	appropriate				
When adult help is required, effective questioning will ensure that children are guided and not given an answer	*Quality First Teaching *Whole school training using TWHF planning for questioning process	It is widely regarded that using strategies such as Blooms Taxonomy helps to develop a child's higher order thinking	Staff training Monitoring schedule Learning walks Teacher/TA observations	SLT	
Children will be able to use a rich and broad vocabulary in their writing. They will have a greater understanding of the texts that they have read as they will want to find out the meanings of words rather than just read on	Quality First Teaching *Nursery will be taking part in the EEF pilot of the Nuffield Language Project *Freshstart and RWInc. Ensure that the RWInc lead has sufficient time to assess and 'jump into' lessons. *Implement a new spelling intervention in Yrs 4-6 /Pilot the 'Spelling Shed' app *Embed 'Fab 4' to support grammar *Vocabulary lessons/word of the day or week ensuring that they are overlearned, encouraging children become 'word detectives' (Quigley 2018) *Vocabulary that children are learning will be shared with parents so that words are taught in various contexts and children can explain the meaning/how they are written to others *Books and bagels (Year 6 Breakfast reading club for boys) *To start a 'Reading campaign volunteer scheme' in order to train parents to read with their child and come into school and read with other children or FRED training (Father's Reading EveryDay) *Children/teachers to share books that they have enjoyed reading in assembly. School to then buy a copy and encourage other children to read them *Lunchtime reading club in a Reading Den (both inside and outside). Children will have the opportunity to share their books with an adult/friend *Project X *Talk Boost in reception *Word Aware techniques – training given to staff *We need to be more specific about 'reading barriers'. (Quigley p118 & 202) *Teachers to be aware of the 'Arduous 8' when choosing a text.	Words need to be used 4-10 times before they can access the long term memory (Quigley, 2018) Children from a 'professional' background encountered by the age of four, approximately 32 million more words than children from a 'welfare' background (Hart and Risley, 1995) 80% of English words are polysemous (they have multiple meanings) Quigley 2020 Language is crucial to comprehension (Quigley, 2020)	Monitoring schedule Staff training Learning walks Observations Parental comments/questionnaires Intervention registers Children's writing and reading Child's voice Parent voice	CE/SLT	

	*Interventions to support 'fluency' will be shared with staff *Staff training on 'Executive Functioning' will be followed up and staff will confidently demonstrate to pupils how they can support their short term memory. *Introduce poetry as a way of supporting short term memory				
All children will feel safe and secure in their classroom but challenge will be evident to ensure accelerated learning	*Year One classrooms will adopt continuous provision (having lost 5 months of their reception year to Lockdown). *New layout to Year One classes *Summer questionnaire sent to parents to find out children's experiences during lockdown – 'we have all sailed in the same storm, but all in different boats' it is important that we ascertain the child's experience to ensure that we give them the best possible start to term. *Implement new KS1&KS2 emotional regulation and Learning powers. *Training for staff on ACE (Adverse childhood experiences)	EPI research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap. Research on attainment of children who have missed significant periods of schooling due to absence suggest a large overall impact on attainment in addition to widening of the disadvantage gap that is expected based on studies of summer learning loss. The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the attainment gap, schools are likely to need to provide more pastoral and mental health support for pupils.			
				Total budgeted cost	**£56,664**

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?**
All parents will feel empowered to	* All parents will be invited to attend two	'Students in the UK spend just	Monitoring schedule	JS	Dec '20

support their child with home learning	evenings with an inspirational outside speaker – Will Ord. The first evening will focus on 'Resilience, Praise, & Growth Mindsets' and the theme of the second evening will be on 'Building Great Thinking & Dialogue at Home'. *Child/parent homework club *'How to' guide on the website *Workshops and courses during the school day, after school and at the parent café *Pilot 'Easypeasy' app. SENCo to also have access to app so that she can talk to parents about how the activities have gone *Work with SKIPs (attached pre-school) to ensure that they use their 'Starting Out' packs *Playpacks shared with Nursery parents *Stay and Play sessions/invitations into the classroom to find out how their child learns	over 15% of their time in school' (Daniel Sobel 2018) therefore encouraging a positive home learning environment is vital. "The children who possess intellectual capital when they first arrive at school have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge." (ED Hirsch, 'The Schools We Need)	Parent questionnaire Record if homework is sent in on time Use 'Easipeasy' app to see if parents are accessing it Talk with SKIPs and Nursery to ensure that parents are using these confidently		
Parents will take an active role in their child's learning	*Exciting 'Pop up' questions put into MTP so families can find out answers together *Cultural capital – capture what children need to experience before/during a topic *All PP families/vulnerable children receive an Annual Pass to Blenheim Palace *Will Ord visit *Specific parents will receive a weekly text to enable them to talk about what has gone well that week *Establish even stronger links with the local library * Share resources such as BBC newsround with parents	EEF guidance: The most effective ways of encouraging parent participation included integration of the games into the classroom, introducing parents to the games at 'Stay and Play' sessions, and parents sharing comments (Easypeasy, 2019) 'Comprehension is bounded by the limits of our experiences' (Quigley, 2020)	Discussion with parents/teachers	JS	Dec '20
Children will be able to regulate their emotions	Using 'The Zones of Regulation' theory and 'The colour monster' ELSA Sand play therapy	Feelings of strong emotions can sabotage the pre-frontal lobe which can create a deficit in a child's intellectual ability (Goleman, 1995). Emotional intelligence has been found to be responsible for 27%-45% of job success compared with that of IQ which predicts job success between 1% to 20%	Staff training Implementation schedule Learning walks Observations Child voice	JS	Feb '21
For attendance to match school	Attendance lead (CJ) has more time on her	If children are in school they	PP lead and Attendance	JS	Dec '20

average	timetable to oversee attendance more closely and analysis figures. CJ has more time to engage in attendance meetings and complete parental contracts. Attendance meetings with Head, Office manager and PP lead Termly targeted attendance evenings - which give parents the reasons why it is important and what happens when attendance drops in terms of fining. Fining process will be in place. Each class will have their weekly attendance displayed. Each class teacher will be given a weekly attendance print out - these will identify PP. More responsibility for class teachers to have attendance conversations with parents at pick up. School attendance displayed in Mondays assemblies. CJ to update at S/G and staff meeting each week.	are more likely to make expected progress	officer to oversee and challenge teachers and parents		
				Total budgeted cost	**£14.900**

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?
All Teaching Assistants will be deployed effectively to maximise the impact of pupil outcome	Careful timetabling Peer to peer coaching Teacher/TA agreement	Evidence from school review and the EEF linked to SDP			
				Total budgeted cost	**£4,000**

Pupil Premium Grant 2020-21	**£72,648**
Quality First teaching to include training on :	£10,800
Metacognition, Working Memory, Enabling environments	

ACEs	
RWInc/Fresh start	£7,000
MITA - TAs peer to peer coaching	£2,000
Keep up Not Catch Up	£18,000
HSLW inc parent café & S/G	£8,000
ELSA/Nurture	£5,000
Implementation of new Zones of Regulation in KS1 and updated Learning Powers in KS2	£3,000
Changes to Year One classes & training on effective implementation of continuous provision	£3,000
Attendance and rewards (colleges)	£4,000
Reading Campaign & reading, vocabulary & spelling initiatives. Volunteer readers, Purchase books which children recommend during assemblies	£2,500
Project X	£4,400
Rewards	£1,000
Mentoring/Cultural capital /experiences	£1,500
Professionals from outside agencies	£1,000

Monitoring Schedule to support PP actions and strategies. Further monitoring schedules below						
Summer holidays	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
*Reading books to be taken to pupil's homes to enjoy over the summer *PP lead to send out questionnaire about the effect of Lockdown on family. *Analyse and share with staff *Starting Out Pack – discuss with SKIPs *Playpacks with Nursery *Follow up – annual passes to Blenheim Palace this year *Discuss with	*What pre-teaching /experiences shared with PP lead to support learning? *Pupil/staff mentoring programme to start *Revisit executive functioning (from July 2020 training) *Consider which families would benefit from weekly/termly messages from teachers *PPM meetings focusing on PP chn & their needs *Action plan from PPM *Assessments inc BPVS *Map out timetable to ensure that RWInc lead can jump into lessons	*Analysis of reading, maths and spelling ages Lesson drop ins *Analysis of attendance *Anti-bullying ambassador training *How are spellings being shared with parents? *Implement book share during (virtual) assembly and buy a copy of each book recommended. *Training on ACEs * Will Ord Parent Evening *Ensure parents are being invited into school. Develop new ideas to	*Book look to see progress *Analysis of attendance *Reading campaign volunteer reading scheme *Implement reading dens *Parent and child homework club *Challenge teachers-ref attendance	*Pupil Progress meetings *Analysis of reading, maths and spelling ages *Analysis of attendance and meet with parents where necessary	*Book look to see progress *Analysis of attendance and meet with parents	*Transition meetings *Pupil Progress meetings *Analysis of reading, maths and spelling ages *Analysis of attendance. Certificates sent out *Review PP strategy – has it been effective?

Kidlington library how we could make stronger links	*Implementation of updated Learning Powers & The Colour Monster *Analysis on attendance *Children to share favourite books during assembly and school to purchase for other children to read. *New attendance procedures and expectations shared with staff	encourage this *Meet with parents ref attendance				

Strong links to the SDP Monitoring Schedule: Enhance the impact of support staff input					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 0 – SENCo to ensure that all paperwork regarding individual children's needs are on the shared area Week 1 – Class teachers to ensure planning is sent to TAs and a time will be given to TAs to read these. TAs will also have read/spoken to teacher/SENCo about specific children's needs Week 2 - Refresher training on assessments Week 5 (SLT) Keep up/Catch up session monitored. Is this time used effectively? Do children make rapid progress? Are they motivated? Is this precise? Are they securing learning that was not secure from the AM session? Is it embedded as long term? Week 3 – MITA group to meet Assessment week – peer observations to ensure that there is consistency Week 3 – TAs/Teachers to give guidance on training requirements and SENCo to put together a training package for TAs Week 4 – Training on 'Marking in the Moment	Week 1 – Learning walk - marking in the moment. Week 3 – MITA group to meet Week 3 – Refresher training on scaffolding support for chn Week 5 – Learning walk - developing independent learners Week 7 – TA/Teacher questionnaire/discussion with MITA group – Have needs of TAs been met? Are TAs confident in scaffolding pupils learning/marking in the moment? Is subject strength strong enough? Next steps?	Week 3 – MITA group to meet Assessment week – peer observations to ensure that there is consistency Week 5 - Learning walk- Marking in the moment	Week 2 and Week 5 (SLT) Keep up/Catch up session monitored. Is this time used effectively? Do children make rapid progress? Are they motivated? Is this precise? Are they securing learning that was not secure from the AM session? Is it embedded as long term? Week 3 – MITA group to meet Week 7 – TA/Teacher questionnaire/discussion with MITA group – Have the next steps from Term 2 been met?	Week 3 – MITA group to meet Week 5 – Learning walk – Marking n the moment /independent learning strategies.	Week 3 – MITA group to meet Assessment week – peer observations to ensure that there is consistency

Strong links to the SDP Monitoring Schedule: Create a coherent KS1 Teaching Team where all work given to pupils is demanding and matches the aim of the Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 0 – Year group newsletter to be emailed to parents about curriculum intent and expectations Week 1- Curriculum outline of year handed to SLT with discussion about implementation along with in depth Term 1 planning Week 1 – Year 1 training on continuous provision for all staff along with ongoing daily support Week 2&5 - Learning walk to identify changes to learning environment. Discussion between staff and SLT to ensure that the environment is meeting the needs of all children. Week 3 - PPM with SLT will identify key focus children who will achieve ARE as a new target. Identify learning barriers for these children and next steps. Week 4 Discussion with SLT on how to engage parents in their child's learning so that it is taken beyond the classroom Continuous provision observations of staff – are enhancements made?	Week 1 & 4 staff meet to discuss and challenge curriculum Week 1 In depth curriculum plan handed to SLT with discussion Week 1 Continuous Provision training and ongoing supervision. Week 2&5 - Learning walk/staff observations to identify changes to learning environment. Discussion between staff and SLT to ensure that the environment is meeting the needs of all children. Changes made if necessary. Week 2 - Pupil conferencing to take place What aspects of their learning are they enjoying? Why? Identify if changes to the environment/curriculum are required. Parent meetings to share learning barriers, areas and resources for family to support. Establish ambition for these children. Oct TBC PPM 2 – week 5 Is progress being made? Is the continuous provision/ developing more engaged learning from pupils?	Use the 100 Day Plan to establish if changes need to be made to ensure that 70%+ of pupils achieve ARE Week 1 & 4 staff meet to discuss and challenge curriculum Week 1 In depth curriculum plan handed to SLT with discussion Week 2&5 - Learning walk/staff observations to identify changes to learning environment. Discussion between staff and SLT to ensure that the environment is meeting the needs of all children. Changes implemented if required. Week 3 - Are children engaging in learning outside school? Questionnaire? TBC	Week 1 & 4 staff meet to discuss and challenge curriculum Week 1 In depth curriculum plan handed to SLT with discussion Week 2&5 - Learning walk/staff observations. Discussion between staff and SLT to ensure that the environment is meeting the needs of all children. Changes implemented if required. PPM 3 – week 5 TBC. Use forensic knowledge of ARE to challenge performance. Robust conversations will monitor where EVERY child is working. Agreed actions arising from T, SLT, Support staff and subject leads agreed. Revised Venn diagram created detailing position of each class and area that needs to be focused. Parent meetings to share learning barriers, areas and resources for family to support. Are children engaged in learning outside school? March TBC	Week 1 & 4 staff meet to discuss and challenge curriculum Week 1 In depth curriculum plan handed to SLT with discussion Week 2&5 - Learning walk/staff observations. Discussion between staff and SLT to ensure that the environment is meeting the needs of all children. Changes implemented if required.	Week 1 & 4 staff meet to discuss and challenge curriculum Week 1 In depth curriculum plan handed to SLT with discussion PPM 4 – week 2 TBC. Use forensic knowledge of ARE to challenge performance. Robust conversations will monitor where EVERY child is working. Agreed actions arising from T, SLT, Support staff and subject leads agreed. Revised Venn diagram created detailing position of each class and area that needs to be focused. Week 2&5 - Learning walk/informal staff observations. Discussion between staff and SLT to ensure that the environment is meeting the needs of all children. Changes implemented if required.

5. Review of expenditure

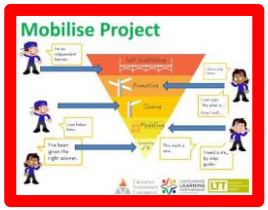
Previous Academic Year	**2019-2020**

Quality of Teaching for All

Changes that have occurred to our PP strategy due to COVID-19:
As with all schools across the UK/world it has been a challenging year due to COVID-19 and school closures. 39% of our PP pupils are either on the SEN register or on our SEN watch list and 70% of our families on the safeguarding register also receive Pupil Premium funding. For this reason, developing outstanding relationships with parents is imperative. Due to the high level of crossover between these groups the PP lead is also the SENCo and DSL. This allows her to have a greater understanding of individual children and families. During the COVID-19 lockdown some the actions below have not been able to happen however it has enabled her to develop some very strong relationships with families. For some parents there have been daily, tri-weekly or weekly calls to ensure that families are coping well under these extreme circumstances. There have been referrals to CAHMs/SAFE/Homestart to name but a few. Daily differentiated homework has been sent out a large group of children and she called two PP students daily to support their home learning and to demonstrate to parents how they could support their child's learning. She along with the great school team have written to pupils and made phone calls to praise children on their home learning attempts or to encourage children to take an active role in their learning at home. She has also developed strong links with the local food bank and she is delivers food to eight PP families each week. She has shared her email address with all parents and many PP families have been in contact, she was also in school throughout the closure so parents would also make contact with her in this way too. It is now important that we monitor if more children need PP funding due to a change in family circumstances.

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Pupils are demonstrating resilience and seeking/ relishing challenge.	*Quality First Teaching *All staff to understand what 'Metacognition' means and how that relates to how children learn *Marking in the moment to ensure that the 'Keep up, not catch up' intervention is methodical and ensures all children are able to access the following days learning *Each term, teachers will consider if any additional pre-teaching/experiences are required in order to successfully teach topics (cultural capital) *Teachers will consider children's strengths and interests so that children are 'buzzing' about their learning. *Discreet teaching on 'Learning Powers' so that children are able to relate to our school YETI's. *Teacher/pupil mentoring that will encourage children to talk about what is going well and where they need support to develop their learning *Opportunities to gain the Character Award *Give advice on the 'Working Memory' profile of our children. https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf and where there are concerns follow up on more specific test. All staff will know how to support children with working memory difficulties *Training on executive functioning from the SENSS team *Attendance monitoring and rewards * The 'Primary Futures' program, will enable professionals from all walks to encourage the children to reach their full potential. *Young Voices	**£47,672**	Due to the way that the academic year has ended it is hard to state how far we have come with this objective as we have been unable to complete our child/staff questionnaires. However: Our OFSTED report at the beginning of the academic year reported 'Pupils thrive at the school because it is extremely caring and nurturing'. Evidence states that when children feel safe that they are more likely to challenge themselves with their learning. All staff have received training on Zones of Regulation with one TA received weekly training from a SENSS support worker. Some of the strategies/key language has been integrated into the classroom but due to a worry that we had too many initiatives it was not implemented fully. However, we now feel that this is the correct time to do this due to the impact that it has had in one classroom and the effect of COVID-19. Progress demonstrated through Salford/Sandwell and HAST show that quality first teaching is evident. Observations have also shown high quality teaching. The OFSTED report also stated that 'Pupils	Developing resilience has become an important part of the SDP and will be led by the principal Learning Powers (YETi's) are going to be rebranded/ simplified in order to support this. Two afternoons a week need to be put aside to ensure ELSA sessions happen with as many children as possible and that training for volunteers is robust. Inclusion Lead to visit Swindon school to see how they implement Sand play therapy. The implementation of Zones of regulation will be shared with all staff and children so there is consistency across the EYs and KS1. Thought needs to go into how to develop the 'Primary

			are keen to learn and show genuine interest in the broad range of subjects they study'. Teachers work hard to ensure that the topics have high levels of pupil interest. The confidence that children develop from being part of Young Voices is overwhelming and the enjoyment they take from this activity is phenomenal. ? PP children have received the Character Award The Primary Futures assembly happened and there was interest from pupils however this needs to be followed up on. The MITA and MPTA training has given us good grounding to ensure that staff (especially those working 1 to 1) understand the importance of developing independent learning strategies for children. This now needs to be embedded and further training given. The Autism training share during lockdown helped to support this work Our Home school link worker (HSLW) continues to use the ELSA strategies to support children. This has had a significant impact on the wellbeing of particular children whose behaviour is now much calmer. Sandplay therapy training has been attended by the Inclusion Lead. She has had brief sessions with children but we are unable to monitor the impact. TAs & Teachers received SEN training during lockdown in order to gain a greater understanding of why some children may struggle with resilience due their SEN need.	Futures' programme
Children will have an improved vocabulary	Quality First Teaching *Nursery will be taking part in the EEF pilot of the	**£15,200**	Our early morning 'Books and Bagels' club continues to go from strength to strength.	Talk Boost sessions run by TAs rather than teachers are more

that they will use in their everyday speech and their writing.	Nuffield Language Project *Freshstart and RWInc. Ensure that the RWInc lead has sufficient time to assess and 'jump into' lessons. *Implement a new spelling intervention in Yrs 4-6 /Pilot the 'Spelling Shed' app *Embed 'Fab 4' to support grammar *Vocabulary lessons/word of the day or week ensuring that they are overlearned, encouraging children become 'word detectives' (Quigley 2018) *Vocabulary that children are learning will be shared with parents so that words are taught in various contexts and children can explain the meaning/how they are written to others *Books and bagels (Year 6 Breakfast reading club for boys) *To start a 'Reading campaign volunteer scheme' in order to train parents to read with their child and come into school and read with other children or FRED training (Father's Reading EveryDay) *Children/teachers to share books that they have enjoyed reading in assembly. School to then buy a copy and encourage other children to read them *Lunchtime reading club in a Reading Den (both inside and outside). Children will have the opportunity to share their books with an adult/friend *Project X *Talk Boost in reception *Word Aware techniques *Subscribe to Audible		The boys thoroughly enjoy attending this club and they are highly motivated to read on for the following session. One PP child who not been incredibly resistant to read at home in his entire time of attending school was wanting to read at home so he could be ready for the next session. Within the Talk Boost sessions we saw the confidence of the children's speech as well as the confidence of the TA develop. She now has a greater understanding of how to develop the children's vocabulary Project X (run by Alison Cook, HLTA continues to have a phenomenal effect. Although final assessments were not made, evidence suggests that 75% of children made good/outstanding progress although comments were made on attendance and comprehension, which is a theme which is continuing to be a worry throughout this review. Change from 'Word of the day' to 'Word of week'. Feedback suggests that this has allowed words to become more embedded. Words have been taken from class books, allowing for more context and a better understanding from pupils.	successful. The lunchtime reading club/FRED & assembly sharing did not get off the ground this year so we need to ensure that this occurs Due to the number of parents the PP lead spoke to during lockdown she was astonished with the number of children who do not have a parent read to their child. Emphasise needs to put on the importance of this activity. The gap between PP and non PP children in reading is wider than in writing. The reasons behind this need to be established
All staff will use the scaffolding approach (MPTA) to ensure that children develop their independent learning skills and that there is a 'can do' attitude	Quality First Teaching *Embed MPTA approach to support independent learning through training and observation  *Peer to Peer TA coaching *Enabling environment – guidance and training given to staff on working walls, resources to support learning	**£4,000**	All staff have been trained in the MPTA approach The diagram has been reformatted so that questions are clearer and these will be put onto lanyards Children were trained to be anti bullying ambassadors and they were present on the playground each day. Due to COVID we were unable to see the impact this had on children's independent skills.	Peer to peer coaching was incredibly difficult to arrange so we are going to work on an alternative for the next academic year Due to the decrease in the number of TAs training does not be concise and relevant.

	*Discreet teaching of the '5 B's Before Me' *Children trained as 'anti bullying ambassadors' ensuring that even at lunchtime children find alternatives to adults supporting them when appropriate			
Targeted Support				
Desired outcome	**Chosen action/approach**	**Cost**	**Estimated impact**	**Lessons Learnt/Actual Impact**
Parents will know and be able to confidently use current learning methods with their child. Parents will enjoy learning alongside their child. This will be shared on Tapestry, through parent questionnaires, child and parent voice and homework books.	* All parents will be invited to attend two evenings with an inspirational outside speaker – Will Ord. The first evening will focus on 'Resilience, Praise, & Growth Mindsets' and the theme of the second evening will be on 'Building Great Thinking & Dialogue at Home'. *Child/parent homework club *'How to' guide on the website *Workshops and courses during the school day, after school and at the parent café *Pilot 'Easypeasy' app. SENCo to also have access to app so that she can talk to parents about how the activities have gone *Work with SKIPs (attached pre-school) to ensure that they use their 'Starting Out' packs *Playpacks shared with Nursery parents *Stay and Play sessions/invitations into the classroom to find out how their child learns	£14,000	Tapestry is now confidently being used in the Nursery as well as in the reception class. Parents are receiving ideas of how to support their child's learning. IMPACT - there is proof that this is being done due to the response of parents on Tapestry. Staff are also visiting and taking an active part in supporting the local children's hub. The home learning environment in vital in supporting children and the younger the child is when receiving this support, the greater the likelihood of children being at expected standards when they arrive in school. RWInc – parent phonic sessions – IMPACT - PP parents that attended but as the test did not happen we do not know the impact of this. Parents know that homework that is being sent home has been taught during that week, thus ensuring that children can show parents what they have been learning. Termly certificates have been positive but completion for PP children needs to be greater. The parent café continues to go from strength to strength and is vital in supporting our most vulnerable parents. Courses offered have included basic maths and English support and lots of behaviour management /how to run your household. The safeguarding team have worked tirelessly to ensure that professionals attend TAF meetings & that even more support /guidance can be offered eg SENSS, EP,	This approach will continue next year due to the impact that it has had and new ideas that we have witnessed to complement this further. It is imperative that the Inclusion manager holds staff to account when actions are not completed. The 'how to' guides were an important next step to support parents and due to COVID this has been achieved Lead to discuss expectations with parents and/or offer a homework club Pop up questions did not make the impact that was hoped. Future ideas - training for parents in reading with Witney and Abingdon College, develop reading champions for parents SWIFT course to be offered to parents from school as no longer needs to be run by SENSS

			School nurse, LCSS. SENCo has attended the 6 week SWIFT autism course with a parent Inclusion Manager & HSLW attending increasing number of meetings, guidance given and from emails received parents following advice	
Other Approaches				