

Tower Bridge primary school - Pupil premium strategy statement



1. Summary information					
School	Tower Bridge primary school				
Academic Year	19-20	Total PP budget	105,600	Date of most recent PP Review	July 2019
Total number of pupils	198	Number of pupils eligible for PP	80 (40%)	Date for next internal review of this strategy	July 2020

2. Current attainment

Year Group 18-19	PP (R) GLD PP (N) PSHE	Non PP GLD PP (N) PSHE	PP literacy	Non PP literacy	PP maths	Non PP maths
Nursery (9)	44%	53%	44%	65%	33%	71%
Reception (9)	56%	81%	67%	86%	56%	86%

Year Group 18-19	PP reading	Non PP reading	PP Writing	Non PP writing	PP maths	Non PP maths
Year 1 (13)	85%	79%	85%	79%	92%	86%
Year 2 (15)	80%	80%	80%	80%	80%	80%
Year 3 (15)	67%	73%	67%	73%	73%	73%
Year 4 (10)	80%	73%	80%	73%	70%	80%
Year 5 (11)	73%	92%	73%	92%	73%	92%

Year 6 (17)	71%	100%	71%	100%	59%	100%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low speaking and listening skills
B.	Low attainment in reading, writing and maths
C.	Emotional wellbeing and resilience
D.	Achieving Great Depth
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance
F.	Parents knowledge of the national curriculum
G.	Access to enrichment activities

4. Planned expenditure		
Academic year	2019-20	
The two headings demonstrate how Tower Bridge primary school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
All children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.	<ul style="list-style-type: none"> • Speech and language therapist in school weekly. • Team leaders developing progression of vocabulary across all curriculum areas including vocabulary frames in shared areas, termly pupil interviews. • Class working walls include key vocabulary. • P4C training for new staff and timetabled sessions. 	<ul style="list-style-type: none"> • Speech and language therapist trains staff in EYFS, Ks1 and KS2 to run, intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills. • A whole school approach to developing vocabulary, supports children's use of vocabulary in context. • P4C provides structures for children's speaking, listening and thinking skills. • Express yourself (emotional literacy interventions) develop children's speaking listening and self-confidence.

<p>All children make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Quality first teaching, observations and drop in schedule, pupil progress meetings, tracking meetings, book looks. • Small phonics groups daily in year 1 (additional teacher), half termly assessments • Targeted support in year 2 (additional teacher) • Targeted support in year 6 (additional teacher) • Parent workshops and coffee mornings • Reading cafes • Online learning programmes which can be accessed at home/ through homework clubs e.g. mathletics and reading eggs. 	<ul style="list-style-type: none"> • Phonics supports children's reading and writing skills. • Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum. • Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.
<p>All children develop their emotional resilience and wellbeing and can identify a trusted adult in school.</p>	<ul style="list-style-type: none"> • P4C sessions timetabled weekly • PSHE lessons • NSPCC assemblies • Safer Internet assemblies • Prevent radicalisation assemblies 	<ul style="list-style-type: none"> • P4C provides structures for children's speaking, listening and thinking skills. • Highly quality assemblies support children's knowledge.
<p>All children have access to teaching that challenges and deepens their understanding in all curriculum areas.</p>	<ul style="list-style-type: none"> • DHT and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings. 	<ul style="list-style-type: none"> • Teachers' knowledge and skill development of teacher greater depth increases, review through pupil progress meeting and book looks.
<p>All children to attend school at the nationally expected level of 97%.</p>	<ul style="list-style-type: none"> • Half termly rainbow wrist bands • Attendance and Punctuality cups and assembly. 	<ul style="list-style-type: none"> • Attending school regularly support better outcomes for children. Children are highly motivated by the wrist band system, parents request resources to use at home to support attendance and punctuality at school.
<p>All parents to feel confident with supporting their child's learning development at home.</p>	<ul style="list-style-type: none"> • Parent workshops e.g. internet safety, phonics, reading café, times tables , EYFS stay and learn, EYFS stay and learn. 	<ul style="list-style-type: none"> • Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.

All children offered/ take part in enrichment activities	<ul style="list-style-type: none"> • Termly clubs (10 weeks per term) • Trip in the local area each term, includes: Unicorn theatre (EYFS to Y6) London museums. • Cost of residential trips in y5 and y6 subsidised for all children by £115 in y5 and £130 in y6. 	<ul style="list-style-type: none"> • Children's enriched life experiences supports their learning and outcomes and ability to make links.
		Total budgeted cost £8430
ii. Targeted support		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
Targeted children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.	<ul style="list-style-type: none"> • Speech and language therapist in school weekly, TAs run targeted salt groups x2 weekly, SaLT reviews half termly. Interventions: narrative group, vocabulary group, grammar group, special time, attention autism, lego therapy. • Express yourself sessions in EYFS, year 1 and year 2. 	<ul style="list-style-type: none"> • Speech and language therapist trains staff in EYFS, Ks1 and KS2 to run, intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills, children achieve Salt targets and increase access to the curriculum. • Express yourself (emotional literacy interventions) develop children's speaking listening and self-confidence.
		Cost (speech and language therapist): £13,347.50
Pupil premium children make at least expected progress in reading, writing and maths and perform in line with non-pupil premium children.	<ul style="list-style-type: none"> • Small phonics groups daily in year 1 (additional teacher), half termly assessments • Targeted support in year 2 (additional teacher) • Targeted support in year 6 (additional teacher) 	<ul style="list-style-type: none"> • Phonics supports children's reading and writing skills. • Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum.
		Cost (teacher to run targeted sessions): £40,140
Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<ul style="list-style-type: none"> • CAMHS nurse one afternoon per week • iRead, iWrite, iStory • Siblings with additional needs • 1:1 sessions • Express yourself sessions in EYFS, year 1 and year 2. 	<ul style="list-style-type: none"> • Children can say that they are able to use the strategies provided through CAMHS work in school and the Learning Mentors. • Young carers are a vulnerable group and children are able to share how valuable they find the siblings group.
		Cost (CAMHS nurse): £8000

Pupil premium children have access to teaching that challenges and deepens their understanding in all curriculum areas.	<ul style="list-style-type: none"> • DHT runs intervention groups for Greater Depth children in years 2 and 6. • Enrichment clubs 	<ul style="list-style-type: none"> • Small group support gives children the opportunity to make mistakes, reflect and develop their learning. 	
		Cost (teacher to run targeted sessions): £1250	
Pupil premium children to attend school at the nationally expected level of 97%	<ul style="list-style-type: none"> • Friday Fun group (Children whose absence is below 90%) • Parent meetings with DHT • Learning Mentor support with resources e.g. getting dressed chart 	<ul style="list-style-type: none"> • Attending school regularly support better outcomes for children. Children are highly motivated by the wrist band system, parents request resources to use at home to support attendance and punctuality at school. 	
		Cost (Learning Mentor interventions): £36,048	
Targeted parents feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> • 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team. 	<ul style="list-style-type: none"> • Individual meetings support parents to support their children's individual needs. 	
		Cost (Staff): see Learning Mentor Interventions	
		ii Total budgeted cost	£98,830
		i&ii Total budgeted cost	£107,260

1. Planned expenditure

Academic year **2019-2020**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
For all children to develop speaking and listening skills to broaden their vocabulary and to access the curriculum.	<ul style="list-style-type: none"> • Team leaders developing progression of vocabulary alongside progression of skills across all curriculum areas. • P4C training for staff and implementation across the school. • TAs in every classroom questioning, clarifying, remodelling and explaining language to target children during lessons 	<ul style="list-style-type: none"> • A whole school approach to developing vocabulary supports children's use of vocabulary in context. • P4C provides structures for children's speaking, listening and thinking skills. • Speech bubble develops children's speaking listening and self-confidence. • TAs enable children to develop their vocabulary and access the learning through small group support during whole class teaching. This enables children to develop their language skills preventing a paucity of language becoming a barrier.

	<p>10 x TAs in class 3 hrs x 5 x £18.63 per hour x 39 = £108,985.50</p>	<p>Cost: Level 1 P4C training for 4 members of staff: £300 x 4= £1200 Cost Level 2 P4C training for 1 members of staff: £450 Total cost P4C-£1650 TAs in class every morning-£108,985.50</p>
<p>All children make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Power of 2 1:1 approach implemented in upper KS2 for 6 pupils. • Phonics intervention in year 1 to raise attainment in writing • Targeted fine motor skills intervention for reception, year 1 and year 2 to improve writing. • Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English). 	<ul style="list-style-type: none"> • The Power of 2 intervention provides a highly structured one to one maths coaching system that is particularly suited to students who require extra support in order to bond the basic maths facts into their long term memory. This intervention teaches all the mental maths required by the Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. • Phonics supports children's reading and writing skills. • Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum. • Fundamental motor skill development may influence a child's participation in physical activity, games, and sports as well as the development of social, and psychological skills later in life (Brown 2010; Draper et al. 2012; Kirk and Rhodes 2011; Wang 2004). It should also be noted that acquiring these fundamental motor skills is not something that develops naturally with age and time, but rather involves instruction, practice, motivation, and encouragement (Bardid et al. 2013; Wang 2004). The development of fine motor skills enables children to not only form letters for writing effectively but also to perform basic day-to day tasks as well as increasing their confidence in other areas. • Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.
	<p>1 hr x £18.63 per hour x 39 =</p> <p>2 hrs a week x £18.63 per hour x 39 = 1,453.14</p>	<p>Cost (Power of 2)- 6 copies=£132 Cost (power of 2 intervention)=726.57 Total yearly cost for Power of 2 intervention = £858.57 Targeted fine motor skills intervention: £1,453.14</p>
<p>All children develop their emotional wellbeing and resilience and can identify a trusted adult in school.</p>	<ul style="list-style-type: none"> • ELSA programme • Learning mentor support-Candle project/siblings of children with additional needs/ teach/1:1 sessions/Parent and Child cooking club/Gardening club/Life Skills/Sensory Circuits/Self-Confidence Group/Positive/Body Image Group/Siblings of Children with Additional Needs Group. • Sports coach/mentor for sensory circuits/clubs 	<ul style="list-style-type: none"> • ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Our ELSA support targets individual children. We have 1 TA trained in delivering ELSA who attends ELSA support sessions half-termly with the Educational Psychology team. • Highly quality assemblies support children's knowledge. • A learning mentor trained in delivering support to bereaved children runs our candle project. This enables children to process difficult emotions in a supportive environment.

	<p>ELSA-5 sessions x 1 hr x 39 x £18.63 per hour=£3632.85 Ongoing ELSA training and support: £100</p> <p>2.5hrs Sensory circuits/5 hrs clubs x £45 x39 w</p>	<p>Cost (Annual Learning Mentor Support) £72,096 Cost (ELSA support) £3632.85 Cost (Ongoing ELSA training and support): £100</p> <p>Cost (Sports coach support) £13,276.57</p>
All children are challenged and more children achieve greater depth	<ul style="list-style-type: none"> • More able and talented children identified across the curriculum. • Deputy head teacher plans with teachers to develop provision in all areas of learning. • Deputy Head and Executive head to review and develop provision for greater depth in years 2 and 6. 	<ul style="list-style-type: none"> • Teachers knowledge and skill development of teaching greater depth increases, review through pupil progress meeting and book looks.
For all parents to feel confident in supporting their child's learning and development at home.	<ul style="list-style-type: none"> • Parent workshops such as e-safety, phonics, reading café and times-tables. In school translation available for Spanish/Portuguese/Bengali families. • Topic webs and home learning projects sent home and available on the website. 	<ul style="list-style-type: none"> • Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops. Ongoing research shows that family engagement in school improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. • Teachers available to meet with parents at the end of the school day • SLT visible in the playground and available to meet with parents at the beginning and end of the day.
ii. Targeted support		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
All children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.	<ul style="list-style-type: none"> • Speech and language therapist in school weekly, TAs run targeted salt groups x2 weekly, SaLT reviews half termly. Interventions: Language for Thinking, vocabulary group, special time, Life Skills, Lego therapy, Bucket Game, Comic Strip Conversations, EYFS talking tables, Colourful Semantics . • Speech bubble drama sessions in EYFS, year 1 and year 2. • SALT assessments to identify needs and strengths in children. This enables targeted support programmes to be implemented. • Regular trips based on curriculum units that enhance learning and develop vocabulary. 	<ul style="list-style-type: none"> • Speech and language therapist trains staff to run intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills; children achieve SALT targets and increase access to the curriculum. • Speech bubble develops children's speaking and listening skills and improves their self-confidence.
	<p>8 TAs X 1.5hrs x £18.63 per hour x39=£8718.84 2 LMs x 2hs per week x £23.10 x39=£3,603.60 £36,048</p>	<p>Cost (Yearly cost for 1 day a week Speech and Language Therapist): £13,500 Cost (SALT trained TA interventions)- £8718.84</p>

All children make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> • Small phonics groups daily in year 1 (additional teacher), half termly assessments • Targeted support in year 2 (additional teacher) • Targeted support in year 6 (additional teacher) • Tuition offered 3x a week for year 6 (Year 5s after SATs) students 	<ul style="list-style-type: none"> • Phonics supports children's reading and writing skills. • Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum.
<p>£45x3x39=£5,265 £70x3.5 x 5 x39=£47,775</p> <p>£18.63 per hour x 5 x 39= £3632.85 x 2= £7,265.70</p>		<p>Cost (Teacher led tuition 3X weekly) £5,265 Cost (DH in year 6 daily-3.5 hrs day) £47,775</p> <p>Cost (TAs x 2 to run phonics support sessions): £7,265.70</p>
All children have access to teaching that challenges and deepens their understanding in all curriculum areas.	<ul style="list-style-type: none"> • DHT and teachers run intervention groups for Greater Depth children in years 2 and 6. 	<ul style="list-style-type: none"> • Small group support gives children the opportunity to make mistakes, reflect and develop their learning.
<p>2 x 30mins x 2 years x £45 per hour x 39 weeks</p>		<p>Cost (teacher to run targeted sessions): £3,510</p>
All children to attend school at the nationally expected level of 97%.	<ul style="list-style-type: none"> • Friday Fun group in place for children whose absence is below 90% • Attendance meetings for children whose attendance drops below 95% • Breakfast club offered to those with poor punctuality • Learning Mentor support with resources e.g. getting dressed chart • SLT on gate and checking in late children. 	<ul style="list-style-type: none"> • Attending school regularly supports better outcomes for children.
<p>30mins x 2 LMs x 5 days x 39weeks=£11,700</p>		<p>Cost (Learning Mentor interventions): £11,700 Cost (Attendance meetings-2hrs every week):</p>
All parents to feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> • 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team. • Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English). 	<ul style="list-style-type: none"> • Individual meetings support parents to support their children's individual needs.
<p>1 hr x 5 workshops x £45 x 3 terms</p>		<p>Cost (teacher to run parent workshops 5 per term): £675</p>
		<p>Total budgeted cost £223, 866.93</p>

5. Review of expenditure

Academic Year

2019-2020

i. Quality of teaching for all

Spring 2020 Attainment At ARE	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1 (14) 48.29%	10/14 71%	12/15 80%	9/14 64%	12/15 80%	9/14 64%	12/15 80%
Year 2 (16) 64%	14/16 88%	8/9 89%	14/16 88%	8/9 89%	14/16 88%	7/9 78%
Year 3 (18) 62.07%	12/18 67%	8/11 73%	11/18 56%	8/11 73%	11/18 56%	8/11 73%
Year 4 (17) 70.83%	11/17 65%	5/7 71%	11/17 65%	5/7 71%	11/17 65%	5/7 71%
Year 5 (12) 50%	10/12 83%	8/12 67%	9/12 75%	8/12 67%	9/12 75%	9/12 75%
Year 6 (11) 47.83%	8/11 73%	11/12 92%	8/11 73%	11/12 92%	8/11 73%	11/12 92%

COVID-19 Increase in parents applying for FSM, therefore PP funding and numbers have significantly increased from December to March.

At **TOWER BRIDGE** the Pupil Premium children have broadly similar attainment to non PP children and in year 2 and year 5 they are higher attainers than their non PP peers.

TB year 3 there are 2 PP children at needs assessment for an EHCP.

TB Year 6, 3 of the PP children have significant SEN needs.

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For all children to develop speaking and listening skills to broaden their vocabulary and to access the curriculum.	<ul style="list-style-type: none"> Speech and language therapist in school weekly. 	<ul style="list-style-type: none"> Achieved - salt programmes for EHCP children continued during lock down, all staff were able to access salt training remotely. 	<ul style="list-style-type: none"> Continue to develop and embed this approach. ongoing range of face to face and virtual sessions to support speech and language needs and CPD.

	<ul style="list-style-type: none"> ● Team leaders developing progression of vocabulary across all curriculum areas including vocabulary frames in shared areas, termly pupil interviews. ● Class working walls include key vocabulary. ● P4C training for new staff and timetabled sessions. 	<ul style="list-style-type: none"> ● Achieved - key vocabulary on unit posters and knowledge organisers. Overarching question on topic web, all parents receive a copy to enhance learning. Communicate in print used to support children with SEND and EAL. ● Achieved - nb lockdown ● Took place at the end of lock down, new teachers trained to implement during the Autumn term. 	<ul style="list-style-type: none"> ● Continuing with this approach, parents now have access to curriculum information and vocabulary through google sites. ● Continue ● Training was virtual due to lockdown, feedback was that some sessions did not work well remotely. ● All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down.
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<p>All children make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Quality first teaching, observations and drop in schedule, pupil progress meetings, tracking meetings, book looks. • Small phonics groups daily in year 1 (additional teacher), half termly assessments • Targeted support in year 2 (additional teacher) • Targeted support in year 6 (additional teacher) • Parent workshops and coffee mornings • Reading cafes • Online learning programmes which can be accessed at home or through homework clubs e.g. mathletics and reading eggs. 	<p>See data March 2020</p> <ul style="list-style-type: none"> • In school interventions consistently in place until March 2020 <ul style="list-style-type: none"> • All children have online logins to purple mash, mathletics and reading eggs. 	<ul style="list-style-type: none"> • Teachers created google sites for their classes, work was uploaded daily for parents to access learning at home, many parents expressed how useful this site was for them and their children. Staff continue to upload curriculum information and homework projects. Twitter was also used to supplement children's learning and develop a dialogue between the school and family. • Uptake for parent workshops and reading/ maths cafes was low except for flag making which was very popular. - Teachers tried reading stories, and saying messages on google sites. • Teachers monitored online activity during lockdown and contacted families who were not accessing online learning, paper copies of weekly learning activities were sent home to families unable to access online provision. • All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down, discussed next steps with their learning. • Invited children's log monitored vulnerable children throughout lockdown and we have developed a self isolating log to monitor children's learning when self- isolating at home. This log contains children's access to online devices/ internet.
<p>All children develop their emotional wellbeing and resilience and can identify a trusted adult in school.</p>	<ul style="list-style-type: none"> • CAMHS nurse one afternoon per week • iRead, iWrite, iStory • Siblings with additional needs • 1:1 sessions • Speech bubble drama sessions in EYFS, Y1 & Y2 	<ul style="list-style-type: none"> • CAMHS sessions continue to be effective. • In school interventions consistently in place until March 2020 	<ul style="list-style-type: none"> • Continued virtually during lock down where appropriate. Virtual continue to be used where appropriate in 20-21. • Invited children's log monitored vulnerable children throughout lockdown. • Weekly text to parents to ask them to call school during lock down if their situation had changed and they or their children needed support. • Newly developed relationship/ meeting with CWP to develop referral point for children and families with high anxiety/ behaviour needs. • All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down.
<p>All children are challenged and more children achieve greater depth</p>	<ul style="list-style-type: none"> • More able and talented children identified across the curriculum. • Deputy head teacher plans with teachers to develop provision in all areas of learning. 	<ul style="list-style-type: none"> • In school interventions consistently in place until March 2020 	<ul style="list-style-type: none"> • All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down, discussed next steps with their learning.

	<ul style="list-style-type: none"> Deputy Head and Executive head to review and develop provision for greater depth in years 2 and 6. 		
For all parents to feel confident in supporting their child's learning and development at home.	<ul style="list-style-type: none"> 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team. 	<ul style="list-style-type: none"> In school provision consistently in place until March 2020 	<ul style="list-style-type: none"> All children have online logins to purple mash, mathletics and reading eggs Weekly text to parents to ask them to call school during lock down if their situation had changed and they or their children needed support. Teachers created google sites for their classes, work was uploaded daily for parents to access learning at home, many parents expressed how useful this site was for them and their children. Staff continue to upload curriculum information and homework projects. Twitter was also used to supplement children's learning and develop a dialogue between the school and family. Paper copies of weekly learning activities were sent home to families unable to access online provision.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For all children to develop speaking and listening skills to broaden their vocabulary and to access the curriculum.	<ul style="list-style-type: none"> Speech and language therapist in school weekly. Team leaders developing progression of vocabulary across all curriculum areas including vocabulary frames in shared areas, termly pupil interviews. Class working walls include key vocabulary. 	<ul style="list-style-type: none"> Achieved - salt programmes for EHCP children continued during lock down, all staff were able to access salt training remotely. Achieved - key vocabulary on unit posters and knowledge organisers. Overarching question on topic web, all parents receive a copy to enhance learning. Communicate in print used to support children with SEND and EAL. Achieved - nb lockdown 	<ul style="list-style-type: none"> Continue to develop and embed this approach. ongoing range of face to face and virtual sessions to support speech and language needs and CPD. Continuing with this approach, parents now have access to curriculum information and vocabulary through google sites. Continue

	<ul style="list-style-type: none"> ● P4C training for new staff and timetabled sessions. 	<ul style="list-style-type: none"> ● Took place at the end of lock down, new teachers trained to implement during the Autumn term. 	<ul style="list-style-type: none"> ● Training was virtual due to lockdown, feedback was that some sessions did not work well remotely. ● All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down.
<p>All children make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> ● Quality first teaching, observations and drop in schedule, pupil progress meetings, tracking meetings, book looks. ● Small phonics groups daily in year 1 (additional teacher), half termly assessments ● Targeted support in year 2 (additional teacher) ● Targeted support in year 6 (additional teacher) ● Parent workshops and coffee mornings ● Reading cafes ● Online learning programmes which can be accessed at home or through homework clubs e.g. mathletics and reading eggs. 	<p>See data March 2020</p> <ul style="list-style-type: none"> ● In school interventions consistently in place until March 2020 <ul style="list-style-type: none"> ● All children have online logins to purple mash, mathletics and reading eggs. 	<ul style="list-style-type: none"> ● Teachers created google sites for their classes, work was uploaded daily for parents to access learning at home, many parents expressed how useful this site was for them and their children. Staff continue to upload curriculum information and homework projects. Twitter was also used to supplement children's learning and develop a dialogue between the school and family. ● Uptake for parent workshops and reading/ maths cafes was low except for flag making which was very popular. - Teachers tried reading stories, and saying messages on google sites. ● Teachers monitored online activity during lockdown and contacted families who were not accessing online learning, paper copies of weekly learning activities were sent home to families unable to access online provision. ● All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down, discussed next steps with their learning. ● Invited children's log monitored vulnerable children throughout lockdown and we have developed a self isolating log to monitor children's learning when self- isolating at home. This log contains children's access to online devices/ internet.
<p>All children to attend school at the nationally expected level of 97%.</p>	<ul style="list-style-type: none"> ● Friday Fun ● Attendance meetings for children whose attendance drops below 95% ● Breakfast club offered to those with poor punctuality ● Learning Mentor support with resources e.g. getting dressed chart 	<ul style="list-style-type: none"> ● Attendance pre-lockdown was 93.84% across the school (3rd Sept 2019-20th March 2020) 	<ul style="list-style-type: none"> ● Attendance decreased pre lock down with parents taking their children out of school due to concerns around covid-19. ● Autumn term - 95.08% ● Spring term until 20/3/2020 92.04% ● WE 20/3/2020 63.13%

	<ul style="list-style-type: none"> • SLT on gate and checking in late children • Wristbands for 100% attendance 		
For all parents to feel confident in supporting their child's learning and development at home.	<ul style="list-style-type: none"> • 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team. 	<ul style="list-style-type: none"> • In school provision consistently in place until March 2020 	<ul style="list-style-type: none"> • All children have online logins to purple mash, mathletics and reading eggs • Weekly text to parents to ask them to call school during lock down if their situation had changed and they or their children needed support. • Teachers created google sites for their classes, work was uploaded daily for parents to access learning at home, many parents expressed how useful this site was for them and their children. Staff continue to upload curriculum information and homework projects. Twitter was also used to supplement children's learning and develop a dialogue between the school and family. • Paper copies of weekly learning activities were sent home to families unable to access online provision.

